### Course Form (revised 5/1/12)

*(Instructions: http://www.unm.edu/facultysenate/documents/forms/courseform_instructionsX.aspx)*

#### I. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept./Program</th>
<th>Liberal Studies</th>
<th>Prefix and Course #</th>
<th>RLST 381E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Comparative Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ New course ☐ Delete course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Changes</td>
<td>☐ Course Title ☐ Description ☐ Learning Outcomes</td>
<td>☐ Prerequisites ☐ Cross-listing ☐ Other</td>
<td>☐ Credits from to</td>
</tr>
<tr>
<td>Number/Level</td>
<td>x 381 to 281</td>
<td>Repeatability from to</td>
<td></td>
</tr>
</tbody>
</table>

**Justification / explanation** (required for ALL proposals) For new courses please provide rationale for why the course is needed, how it fits with exiting curriculum and whether there are curricular adjustments.

The Liberal Studies Dept. would like to offer a religious studies course that meets the Gen Ed Ethics and Human Values requirement at a lower level to reach more students.

| Has the Department gone through common course review? | ☑ Yes ☐ No ☐ In process |

#### III. Syllabus/Assessment Information Review

*Important: Please fill out Learning Goals and Learning Outcomes clearly in the syllabus. Be sure to list activities of what students should know, understand and be able to do as a result of the course.*

Learning Outcomes are measures of knowledge or behavior that indicate to the learner what the student understands, can do, and what differentiates among different levels of understanding. They are written with a clear time frame.

### IV. Endorsement/Approval

Signatures and dates are to be submitted to the Faculty Senate Office.

<table>
<thead>
<tr>
<th>Requestor</th>
<th>Mark Hanson</th>
<th>Signature</th>
<th>Date</th>
<th>Approve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone/email</td>
<td>243-6844</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Program Chair(s)/Director | Stewart Justman | ☑ Yes ☐ No ☐ In process |
| Dean(s) | Chris Comer | ☑ Yes ☐ No |

| All other affected programs: | Religious Studies: Paul Dietrich | ☑ Yes ☐ No |
| Are other departments/programs affected by this modification because of | ☑ required courses incl. prerequisites or corequisites, ☑ perceived overlap in content areas, ☑ cross-listing of coursework | ☑ Yes ☐ No |

**Signatory Comments (required for disapproval):**

#### IV. To Add a New Course

Syllabus and assessment information is required (paste syllabus into section V, or attach). Course should have internal coherence and clear focus.

**Common Course Numbering Review (Department Chair Must Initial):**

Does an equivalent course exist elsewhere in the MUS? Check all relevant disciplines if course is interdisciplinary. (http://www.mus.edu/otools/CCN/ccn_default.asp)  

| YES | NO |
If YES: Do the proposed abbreviation, number, title and credits align with existing course(s)? Please indicate equivalent course/campus.

If NO: Course may be unique, but is subject to common course review. The course number may be changed at the system level.

**Short Title (max. 26 characters incl. spaces)***

**Exact entry to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability (if applicable), frequency of offering, prerequisites, and a brief description.)***

**Complete for UG courses (UG courses should be assigned a 400 number).**
Describe graduate increment - see procedure 301.30
http://www.umt.edu/facultysenate/procedures/default.aspx

**Complete for Co-convened courses**
Companion course number, title, and description (include syllabus of companion course in section V)
See procedure 301.20 http://www.umt.edu/facultysenate/procedures/default.aspx

**New fees and changes to existing fees are only approved once each biennium by the Board of Regents. The coordination of fee submission is administrated by Administration and Finance. Fees may be requested only for courses meeting specific conditions according to Policy 940.121.**
http://mus.edu/orpo/bor/940/940-12-1.pdf
Please indicate whether this course will be considered for a fee.

**IF YES: what is the proposed amount of the fee?**

**Justification:**

<table>
<thead>
<tr>
<th><strong>1. Current course information as it appears in catalog (<a href="http://www.umt.edu/catalog">http://www.umt.edu/catalog</a>)</strong></th>
<th><strong>2. Full and exact entry (as proposed)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparative Ethics 3 cr. Prereq., lower-division course in Perspective 5 or consent of instr. An examination of models for cross-cultural study, concentrating on the formation and exercise of values in eastern cultures as approached from the standpoint of western students.</strong></td>
<td><strong>Comparative Ethics 3 cr. Prereq., none. An examination of central theological teachings, modes of ethical reasoning, and central ethical norms and virtues of major religious traditions models from the East and West.</strong></td>
</tr>
</tbody>
</table>

**3. If cross-listed course: secondary program & course number**

**4. Is this a course with MUS Common Course Numbering?**
http://www.mus.edu/qtools/CCN/een_default.asp
**If yes, please explain below whether the change will eliminate the common course status.**

**5. If co-convened course: companion course number, title, and description (include syllabus of companion course in section V) See procedure 301.20**
http://www.umt.edu/facultysenate/procedures/default.aspx

**6. Graduate increment if level of course is changed to UG. Reference procedure 301.30:**
http://www.umt.edu/facultysenate/procedures/default.aspx
**(syllabus must be attached)**

**Have you reviewed the graduate increment guidelines? Please check (X) space provided.**

**7. Other programs affected by the change**

Religious Studies
RLST 281E: Comparative Ethics

Course Description and Objectives: This three-credit course examines and compares central moral and philosophical approaches to ethics within five major religious traditions. After a brief exploration of issues in religion and moral reasoning and comparative ethics, the class will consider five traditions. The course will study relevant theological teachings; modes of ethical reasoning and central ethical norms and virtues (with an emphasis on love). The concept of love within personal and social ethics (with a special emphasis on war and peace) will provide a common focus through which to compare the traditions and evaluate current world conflicts ethically.

Learning Goals:
1. Develop a general understanding of various relationships between religion to ethics, including the major ethical traditions of the West: virtue ethics, deontology, and consequentialism/utilitarianism
2. Learn about central norms, virtues, modes of ethical reasoning, and concepts of the self within several major religious traditions.
3. Learn major perspectives of religious traditions in relation to war and peace
4. Understand how religious traditions compare to each other and the issues raised by comparative religious ethics
5. Advance skills in critical thinking and writing in religious ethics through the consideration of ethical issues and forms of reasoning in various traditions
6. Assess personal moral frameworks in relationship to what is learned in class to help guide future decision-making.

Prerequisites: None

Requirements
1. Mid-term examination, March 13 (30 percent of grade)
2. Five short critical response papers (two-page, double-space) papers, (each 5 percent of grade)
3. Participation in class discussions (10 percent of grade)
4. Final examination, May 10 (35 percent of grade)

- Examinations will likely be a combination of a choice among short answer questions and a longer essay and/or case analysis. The final examination will not be comprehensive but may be longer than the mid-term. Exams must be taken at scheduled times unless prior permission of the instructor is obtained, otherwise the exam receives a failing grade. A study-guide distributed in advance of the exam will provide a basis for your preparation. The final exam may only be rescheduled if you have two other exams scheduled for the same day.
- Five short papers are required. Each student must write a two-page paper in response to a reading in each of the five sections addressing a religious tradition. The paper should summarize a major ethical/philosophical point in the text (two to three paragraphs) and give a critical response (three to four paragraphs) with reasons for your position. Each paper written must be delivered in person on the class day in which the text is to be discussed. Unless you have made a prior agreement with me, I will take off one grade level (e.g., A becomes A-) for each class day an assignment is late. Medical documentation is required for paper submitted late because of illness to avoid a penalty. Papers with an undue number of errors of punctuation, spelling, or grammar will be returned
ungraded for correction and marked down half a letter grade. Written work will be evaluated in terms of the strength and accuracy of your exposition of the texts, your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand.

- **Attendance and Participation:** More than three (3) absences will result in losing any benefit of the doubt on your final grade. More than five (5) absences may result in one grade level reduction (e.g., A to B). More than seven (7) absences may result in a full grade level reduction (e.g., A to B), and ten (10) or more absences may result in a failing course grade (F). **Late arrivals in class may count as an absence.** (Note: If you have a valid reason for missing several classes, such as illness, disability or other conflicting commitments, you still must speak with the instructor. Documentation may be required.) Participation grades are based on demonstrated willingness to answer questions and contribute comments that reflect a good-faith effort to read, understand, and develop a personal perspective on and critical questions about the readings and lectures.

- **Academic Dishonesty and Plagiarism:** All work submitted is expected to be the student’s own. Any acts of plagiarism or academic dishonesty will result in automatic failure of the course and may result in further academic punishment. If you have any doubts about definitions of plagiarism or academic dishonesty, please review the relevant sections of the University Catalog.

- **Students with Disabilities:** This course is accessible to and usable by otherwise qualified students with disabilities. To request reasonable program modifications, please consult with the instructor. Disability Services for Students will assist the instructor and student in the accommodation process. For more information, visit the Disability Services website at http://life.umt.edu/dss.

**Required Reading (available at the UM Bookstore)**
*Comparative Religious Ethics: A Narrative Approach*, ed. Darrell J. Fasching & Dell deChant. Copies may be available in the UM bookstore and at online bookstores. A copy of the text is available at Mansfield Library and on electronic reserve.

*The Bhagavad-Gita*
Other articles on electronic reserve (password: ethics)

**Topics and Reading Assignments**

**Introduction: Religion and Moral Reasoning**

Jan. 22  
*Course Introduction, Goals, Text overview*

Jan. 24  
*Basic Concepts*  
CRE: Introduction, Ch. 1, pp. 10-20

Jan. 29  
*Ethics*  
CRE: Ch. 1, pp. 20-41

Jan. 31  
*Relationship between Religion and Ethics*  
Film: *Crimes and Misdemeanors* (on reserve; watch prior to class)

Feb. 5  
*Stories of War and Peace: Ancient and Post/Modern*  
CRE: Ch. 2

Feb. 7  
*The Religious Quest and the Birth of Ethics*  
CRE: Ch. 3 and Part II introduction

**Hinduism**
Feb. 12  
CRE, Chapter 4, pp. 104-10
Feb. 14
CRE, Chapter 4, pp. 116-34

Feb. 19
The Bhagavad-Gita, Intro., Teachings 1-7

Feb. 21
The Bhagavad-Gita, Teachings 8-13

Buddhism
Feb. 26
CRE, pp. 135-52
“Questions of King Milinda” (Buddhist Scriptures, 146-51)
“The Lion’s Roar” (Old Path White Clouds, 409-14)

Feb. 28
“Universal Love” (Metta-sutta) (What the Buddha Taught, 97-8)
“Love is Understanding” (Old Path White Clouds, 271-77)
“The Fruits of Practice” (Old Path White Clouds, 527-30)

March 4
“The Quarrel at Kosambi” (The Life of the Buddha, 109-19)
“A New Faith,” pp. 246-48

March 6
CRE, pp. 152-64
“On Believing in Mind” (Buddhist Scriptures, 171-75)
“The Raft is Not the Shore” (Old Path White Clouds, 383-90)
March 11  Mid-term Exam

Judaism
March 13  CRE, pp. 165-85
March 18  Kellner, “The Structure of Jewish Ethics”
March 20  Reines, “The Self and the Other in Rabbinic Ethics”

Spring Break
March 25, 27  No Class

Judaism (cont.)
April 1  The Book of Amos; CRE, pp. 185-96

Christianity

April 3  CRE, pp. 197-211
          Preston, “Christian Ethics”

April 8  Matthew ch. 5-7 (Sermon on the Mount)
          Luke 10:25-37 (Good Samaritan parable)

April 10  Niebuhr, “Why the Christian Church is Not Pacifist”
          Hauerwas, “The Nonresistant Church”

April 15  CRE, pp. 211-25
          Romans 13:1-7
          King, “Law, Love, and Civil Disobedience”

Islam

April 17  CRE: pp. 227-41

April 22  Nanji, “Islamic Ethics”

April 24  Readings from the Koran (2:163 – 2:286)

April 29  CRE: pp. 241-64

Conclusion
May 1  Conclusion

Final Exam
May 8  Thursday, 8:00 – 10:00 a.m