**Course Outline**

**School of General Education**

Brac University

# HUM 103: ETHICS AND CULTURE

## Course General Information:

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| **Course Code** | HUM 103 |
| **Course Title** | ETHICS AND CULTURE |
| **Course Instructor** | Tanjila Habib |
| **Instructor Email** | Tanjila.habib@bracu.ac.bd |
| **Course Time & Location** | 3 months at RS |
| **Credit Hours** | 3 (Three) |
| **Category** | GenEd |
| **Type** | Mandatory |
| **Prerequisites :** | None |
| **Co-requisites:** | None |

## Course Description

This core course introduces students to critical perspectives and texts in diverse fields of liberal arts, humanities and ethics. The philosophy of liberal arts and ethics examine the question of how we ought to live and act. Since ancient times, philosophers in different parts of the world have considered ethics as one of the central concerns in the study of individual and social life. Drawing on contributions from philosophy, literature, and cultural studies, combined with issues taken from different historical and geographical settings, the course engages students to identify challenging social and ethical dilemmas, reflect on major ethical traditions and cultural perspectives, and apply the concepts and theories to both enduring and real-life ethical problems. This course aims to improve students’ capacity for independent and creative thought; understand and assess ideas from multiple perspectives. Students will also gather, synthesize and analyze evidence; use real life applications to understand and address different thematic areas; learn how to address critical questions carefully, reflectively, and rigorously. Students learn how individuals from very different historical, social, and cultural contexts have approached in the past, and how to engage a plurality of perspectives in a respectful dialogue.

## Rationale of the Course

The course meets the core requirements of the mandated general education course in ethics and culture. The topics and readings introduce students to the conversations about ethics and morality that have transpired around the world across the ages. In the process, students become familiar with different ethical issues in diverse historical and cultural settings, as well as the various concepts, methods, and tools of ethical reasoning and their applications in all facets of life. The course is also designed to equip students with advanced learning skills to enable them to address complex problems through critical analysis of philosophical and practical topics in ethics, and to foster creativity of thought and expression through the appreciation of alternative practices in diverse cultural and professional settings.

## Course Objectives

As a part of the liberal arts curriculum, this course is closely aligned with the primary objectives of the School of General Education (SGE). The first objective is to introduce students to a wide base of knowledge in liberal arts subjects outside your major fields of specialization. The second objective is to prepare students for academic success in the undergraduate program by enhancing student learning skills in critical reading, analyses, writing, and public speaking.

## Course Outcomes (COs)

Upon successful completion of this course, students will be able to:

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| **SL.** | **CO Description** |
| **CO1** | Gain familiarity with some of the major basics of ethical and cultural perspectives |
| **CO2** | Explore ethical reasoning, arguments and moral challenges, and assess them critically |
| **CO3** | Evaluate specific concepts and topics in ethical, cultural, political and feminist theories, such as dialogues of definitions, Politics as Vocation, Classic and psychological feminism etc. |
| **CO4** | Recognize the different dimensions of cultural and moral debates. |
| **CO5** | Apply ethical arguments and concepts in evaluating contemporary social issues and moral dilemmas encountered in everyday life from individual to social. |

## Program Outcomes (POs)

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| **SL.** | **PO Description** |
| **PO1** | ***Describe*** a range of local and global issues/knowledge/ideas and their interconnections, beyond their major and minor |
| **PO2** | ***Demonstrate***proficiency inuniversity level language comprehension, analytical writing skills and oral presentations |
| **PO3** | ***Apply***knowledge towards ethical reasoning, problem solving in and outside the classroom, especially through activities that contribute to the SDGs |
| **PO4** | ***Value*** diversity and inclusion in race, religion, gender, sexuality, ethnicity, culture, economic and class backgrounds |
| **PO5** | ***Exhibit*** sensitive and ethical leadership through course readings taught, engaged pedagogical tools, class assignments, teamwork and exposure to real-life problems |

## Mapping of Course Outcomes (COs) with Program Outcomes (POs):

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** |
| CO1 | **X** |  | **X** | **X** | **X** |
| CO2 | **X** | **X** | **X** | **X** | **X** |
| CO3 | **X** | **X** | **X** | **X** | **X** |
| CO4 | **X** | **X** | **X** | **X** | **X** |
| CO5 | **X** |  | **X** | **X** | **X** |

## Course plan specifying content, COs, co-curricular activities (if any), teaching learning and assessment strategy mapped with COs

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| **Class Schedule** | **Topic** | **Teaching-Learning Strategy** | **Assessment Strategy** |
|  | **Theme 1: Introduction to Ethics and Culture** |  |  |
| Session 1 | Introduction  - Ice-breaking session  - Overview of course contents, assessment modalities and important deadlines  - Brief introduction to ethics, culture and applied ethics | Student-centered discussion and eliciting knowledge from students’ lived experiences  Show images representing topical issues (political uprising, social and economic disparities, ethno-religious conflicts, climate disasters, multispecies living, etc). Ask students to (written and oral): describe different components they see, how these elements connect to different social issues, what kind of ethical observations can be made, etc.   Ask students to ponder on these to answer: do we need to study ethics and culture?  Students are assigned their mandatory readings to prepare for the next class. Students are also assigned the podcast [Beyond Cockroach Ethics - Part 1 (Utilitarianism vs Deontology](https://podcasts.apple.com/ie/podcast/ep-2-beyond-cockroach-ethics-part-1-utilitarianism/id1562186164?i=1000529360942) ) to listen to in preparation for their upcoming class. | Faculty will facilitate a student-led discussion that will result in a working definition of ethics and culture. |
| Session 2 | Ethics, Human Condition, Culture and Applied Ethics  - keynotes on core concepts  - ethics, ethical reasoning  -utilitarianism  -deontology  - foregrounding care ethics, feminist ethics, trauma and remembering (to set the background for Antigone) | Inquiry based learning method  Lecture and flipped classroom  Student-led discussion, with faculty facilitation. Faculty develop some visual prompts/cues to get students to think about ethics and how it is molded by cultural changes. Examples:  Students are shown the videos. They are prompted to connect the video to either the concept of utilitarianism or deontology.  Students are assigned specific scenes to read or the podcast to listen to in preparation for their upcoming class on Antigone. | Semi-structured reflection or focused free write  Prompt: What did you find most striking about the (reading/podcast/video)?  Group Work/small group discussions |
| **Theme 2: Human Condition and Ethics** | | | |
| Session 3 | The Ancients: Part 1  Socrates, Plato and Aristotle | Flipped classroom  Student-led discussions  Lecture  Students are shown multimedia in class or provided a writing prompt  Students are assigned readings/multimedia in preparation for their next class. | Student-led discussion  Group Work: Reading in groups and annotating themes together.  Free write/dialectical notebook  **Reflection 1**: Write a short reflection of 400-500 words on the experience in class, connecting the self and the world. |
| Session 4 | The Ancients: Part 2  Confucius  Mencius  Xunzi  Antigone | Flipped classroom  Student-led discussions  Lecture  Students are shown multimedia in class or provided a writing prompt  Students are assigned readings/multimedia in preparation for their next class. | Student-led discussion  Group Work: Reading in groups and annotating themes together.  Free write/dialectical notebook |
| Session 5 | Utilitarianism  - basics of teleological ethics  - act and rule utilitarianism  - thought experiment: the trolley problem  - limitations: radical subjectivity and recognizing the other  ) | Flipped classroom  Student-led discussions  Lecture  Exercise on the trolley problems to prompt discussion on the right to live/ action-inaction/ murder and collateral  Students are assigned readings/multimedia in preparation for their next class. | Student-led discussion  Group Work: Reading in groups and annotating themes together.  Free write/dialectical notebook |
| Session 6 | Deontology  - moral duty and maxims  - hypothetical and categorical imperatives  - thought experiment: Kant’s axe  - limitations | Flipped classroom  Student-led discussions  Lecture  Exercise on the Kant’s Axe thought experiment to prompt discussion on the right to live/ action-inaction/ murder and collateral  Students are assigned readings/multimedia in preparation for their next class.  . | Student-led discussion  Group Work: Reading in groups and annotating themes together.  Free write/dialectical notebook  Reflection 2 |
|  | **Theme 3: Human Condition and Ethics- Ethical Theories** |  |  |
| Session 7 | Antigone  -Selected scenes and segments  - Central themes (power, oppression, loyalty to family and the state, death and dying- rituals, emotions and beliefs), lived experiences as vehicles for ethical reasoning  integrity to oneself and others  (Each faculty should pick which theme they would like to individually discuss each class) | Lecture and flipped classroom  Identify thematic issues in the assigned sections of Antigone.  Using the concepts learnt during the lecture and their small group discussions, students will map the state of the world and the state of ourselves in relation to the world.  Students are assigned specific scenes to read or the podcast to listen to in preparation for their class | Focused free write/ writing in the zone  Student-led discussion |
| Session 8 | -Selected scenes and segments  - Central themes (power, oppression, loyalty to family and the state, death and dying- rituals, emotions and beliefs), lived experiences as vehicles for ethical reasoning  integrity to oneself and others  (Each faculty should pick which theme they would like to individually discuss each class) | Lecture and flipped classroom  Show certain thematic issues and point out corresponding passages in the Antigone.  Separate students into groups of 3-4. Assign each group a theme (loyalty to Gods, loyalty to family, role of women, man and king, rituals and punishment, Justice). Using the concepts learnt during previous lectures and their small group discussions, students will identify quotes by specific characters to reflect an assigned theme.  Students are given a supplementary text and asked to think about connections to the text to the quotes picked out.  Students are assigned specific scenes to read or the podcast to listen to in preparation for their next class | Focused free write/ writing in the zone  Student-led discussion |
| Session 9 | Antigone  -Selected scenes and segments  - Forms of conflict, sites of discrimination, dimensions of social issues  - Impact on human condition  - lived experiences as vehicles for ethical reasoning  integrity to oneself and others  (Each faculty should pick which theme they would like to individually discuss each class | Provide segments of the text to read in class followed by student led discussion. Support students by demonstrating how to extrapolate the emerging themes, connections between themes and connections to other theories. | Students discuss and write brief reflections, as a group, based on the trolley problems provided  **Reflection 2**: Go back to the clips you brought to Lesson 4. Which theories would you apply to analyze what these clips depict? |
| Session 10  (Provide Midterm Question) | Antigone  -Selected scenes and segments  - Forms of conflict, sites of discrimination, dimensions of social issues  - Impact on human condition  - lived experiences as vehicles for ethical reasoning  integrity to oneself and others  (Each faculty should pick which theme they would like to individually discuss each class) | Provide segments of the text to read in class followed by student led discussion.  Ask students to think about ethical issues in the play and their own lives.  Ask students to write, and prepare a discussion question for the class. (Semi Structured)  Allow student led discussion using one or two of the discussion questions prepared.    Students are assigned readings/multimedia in preparation for their next class | Students discuss and write brief reflections, as a group, based on the trolley problems provided in the previous class. |
|  | **Midterm Assignment Submission**  **[PROVIDE DATE BASED ON CALENDAR]** | | |
| Session 11 | Feminist Ethics  - feminism  - feminist critique of traditional ethical theories  - feminist lens on social justice (understanding oppression, where it stems from and how it perpetuates | Lecture  Flipped Classroom  Student-led discussion  Identity line.  Ask them to split up into small groups to share experiences coming forward. Ask them to share their feelings and thoughts to guide the experiences they recall. | Brief notes on the identity line exercise  Free write and process write |
| Session 12 | Care Ethics  - care and justice  - the burden of care  - reframing care as a site for analyzing oppression (care for whom and at the cost of whom) | Lecture  Flipped Classroom  Case Study based Discussion  Students are assigned readings/multimedia in preparation for their next class. | Students will submit a case study based reflection paper.  Student-led discussion and analysis |
| **Theme 4: Applied Ethics - Issues in focus** | | | |
| Session 13 | Difference, discrimination and intolerance  - intersection (race, class, religion, gender, ethnicity)  - exploitation and injustice  - colonialism and colonial exploitation | Case-based learning  Student-led discussions  Group Work | The faculty will facilitate a student-led discussion on the impact of race, racism and ethnicity, Bengali majoritarian politics, the importance of mother tongues and land to identity, etc. |
| Session 14 | Justice and Injustice  Framing the topic as a discussion on what comprises Justice and what comprises Injustice? (Can an impartial theory of Justice be put forth?)  Principles : Theory of Justice  - Introduce concepts of Maximin rule  - Circumstance of justice, Veil of ignorance (as a way of objectively talking about justice, outside of personal interest)  - Original position (and later position which includes a communitarian perspective), to lead to a discussion on principles, why lawyers, judges etc formulate impersonal/ seemingly objective laws.  Critique:  - decolonial/anticolonial critics of Justice (and the impartial/ objective) | Lecture  Flipped Classroom  Case Study based Analysis  Students are assigned readings/multimedia in preparation for their next class. | The faculty will facilitate a student-led discussion on the notions of justice and injustice based on the examples brought up to the classroom.  Students will submit a group-based analysis reflection paper of their discussion. |
| Session 15 | Class, inequality and discrimination  - Basic concepts of Marxist theory  - Class system  - Capitalism & social change - Bourgeois & proletarian classes  - Class struggle & revolution  - Colonialism, capitalism, and modernity  - Destructive aspects of  colonialism | Lecture  Flipped Classroom  Focus Free Writing  Students are assigned readings/multimedia in preparation for their next class. | The faculty will facilitate a student-led discussion based on FFW.  Journal writing/dialectical notebook |
| Session 16 | Gender-based discrimination and gender-based violence  - gender, gender-based power and gender inequalities  - toxic masculinity and burdens of masculinity and femininity  - feminist movements in Bangladesh and their contributions | Case-based learning  Flipped classroom  Student-led discussions  Lecture | Group-based discussion  Inclass write |
| **Theme 4: Issues in Focus - Extended** | | | |
| Session 17 | Religions and faith based inclusivity (Optional)  - Pluralism, Plurality, Pluriverse  - interreligious and interfaith dialogue  - peace and community building through nurturing religious harmony in a plural society  - care ethics and spiritual traditions | Case-based learning  Flipped classroom  Student-led discussions  Lecture  Students are shown the following videos in class:  1. [What is interreligious dialogue?](https://www.youtube.com/watch?v=YJaeJz9jQU8&ab_channel=KAICIID)  2. [How faith based organizations achieve UN sustainable goals 2030](https://www.youtube.com/watch?v=jl92eW3LV5k&list=PL9zXLkyG0spAPBNXugXneERLB3iEVi6pb&index=6) | Group-based discussion  Reflection 4: This reflection will be connected to the topic(s) the faculty chooses to teach in this segment and serve as a starting point for the final project the students will work on. |
| Session 18  (Final Assignment Instruction) | Environment and Climate Change (Optional)  - Environmental Ethics  - Climate Justice  - Anthropocene  - Multispecies  - Ecology  - Natural/Unnatural dichotomy | Case-based learning  Flipped classroom  Transect walk  Lecture | Transect walk/ dub over a mini documentary  Journal writing/dialectical notebook  FINAL GROUP PROJECT: Students are provided the prompt for their final project and provided the instructions to begin their work. |
| Session 19 | Science and Technology in the era of AI (Optional)  - Disinformation, misinformation  - Surveillance  - Subjectivity and social media  - Cyborgs/ AI/ Humans  - Virality and cultures | Case-based learning  Flipped classroom  Student-led discussions  Lecture | Group-based discussion  Journal writing/dialectical notebook |
| Session 20 | Solidarity & Resistance (Optional)  - Political philosophy and social actions  - Transnational, Anticolonial  - Volunteering/Voluntourism  - Need for allies  - Theories in/of social movements  - Repertoires of contention  - Cultural change as knowledge production | Case-based learning  Flipped classroom  Student-led discussions  Lecture | Group-based brainstorming, discussion  Journal writing/dialectical notebook  Feedback from faculty on project |
|  | **Final Exam Week + Final Assignment Submission**  **[PROVIDE DATE BASED ON CALENDAR]** | | |

## Learning Materials:

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|  | **Theme 1: Introduction to Ethics and Culture** |
| Session 1 | Introduction  Mandatory Readings  Manuel Velazquez, Philosophy A Text with Readings (2010), 432- 437  L. Pojman & J. Fischer, Discovering Right and Wrong (2016), 1-11.  Article by Velasquez et al.  <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/thinking-ethically/>  Suggested Multimedia  1) [Ethics](https://www.youtube.com/watch?v=u399XmkjeXo)  (On Principles, Values, Actions, Impact)  2) BUx lectures: Part 1: [Introduction to Ethics and Morality](https://youtu.be/PHWJNubMp3o)  Part 2: [Metaethical Question and Moral Realism](https://youtu.be/mG4aMnC8v8s)  Part 3: [Moral Relativism](https://youtu.be/OPRxugOEAcc)  Part 4: [Relativism in Morality](https://youtu.be/VbNi9uBIKzE)  Part 5: [Normative Ethics](https://youtu.be/cP2p-5pt4Fo) |
| Session 2 | Mandatory reading/listening:  1) Reading: Spencer Oatey - Culture (page 4-5)  2) [Podcast on Beyond Cockroach Ethics - Part 1 (Utilitarianism vs Deontology](https://podcasts.apple.com/ie/podcast/ep-2-beyond-cockroach-ethics-part-1-utilitarianism/id1562186164?i=1000529360942) )  Inclass (video):  1)[Introduction to Applied Ethics](https://ethicsunwrapped.utexas.edu/glossary/applied-ethics#:~:text=Applied%20Ethics-,Applied%20ethics%2C%20also%20called%20practical%20ethics%2C%20is%20the%20application%20of,during%20negotiations%20with%20another%20company%3F)  2)[AI, Racism in Algorithm](https://www.youtube.com/watch?v=UG_X_7g63rY)  Supplementary Readings  1)Velazquez, *Philosophy: A Text with Readings*, 455-463;  2)Manuel Velazquez, Philosophy A Text with Readings (2010), 432- 437  3)Article by Velasquez et al. <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/thinking-ethically/>  4)Spencer-Oatey, H. (2012) What is culture? A compilation of quotations. GlobalPAD Core Concepts. |
|  | **Theme 2: Human Condition and Ethics** |
| Session 3 | Mandatory Reading:  Sophocles., Grene, D., & Lattimore, R. (1992). · Centennial ed. Chicago, University of Chicago Press. ; Chicago / Turabian.  Suggested multimedia:  1) [In Our Time (episode on Antigone) (podcast)](https://www.bbc.co.uk/programmes/m0015lwj) |
| Session 4 | Supplementary Readings  Sophocles, *Antigone.*  Excerpts from Arendt, *The Human Condition*  Power (definitions):  <https://creaworld.org/wp-content/uploads/2020/07/All-About-Power.pdf> (Exercise embedded for In Class Activity -Pg 17, lived experiences examples for class) |
| Session 5 | Mandatory Reading:  Sophocles, *Antigone.* |
| Session 6 | Mandatory Reading:  Sophocles, *Antigone.* |
|  | **Theme 3: Human Condition and Ethics- Ethical Theories** |
| Session 7 | Mandatory readings:  Plato, “Laches” in The Dialogues of Plato, vol. 1, 98-120.  Aristotle, Nicomachean Ethics, selected pages.  Suggested Multimedia:  1) BUx lectures:  1.1) Dialogues of Definition  Part I- [Socrates: Dialogues of Definition](https://youtu.be/DEI0I9qQryM)  Part II- [Socratic Method and Definition](https://youtu.be/Qa9IeHd7PC4)  Part III- [The Laches by Plato](https://youtu.be/hBPr-LkLFek)  Part IV- [Plato's Republic: Parts of the Soul and Four Cardinal Virtues](https://youtu.be/bwratwy0frg)  1.2) Virtue Ethics  Part I- [Concept of Virtue](https://youtu.be/U0Po2M4cd3Q)  Part II- [The Doctrine of Mean](https://youtu.be/MplKXAyi10Y)  Part III- [An Introduction to Virtue Ethics](https://youtu.be/i6pdQSaAvmw)  2) |
| Session 8 | Mandatory Reading:  Confucius, The Analects of Confucius, Bk II & IV.  Suggested Multimedia:  1) BUx lecture:  1.1) The Teaching of Confucius  Part I- [Confucius: A Moral and Political Philosopher](https://youtu.be/DLYzLsyK-PU)  Part II- [Confucianism: An Introduction](https://youtu.be/FZ6MeVLp-EU)  Part III- [Central Concepts of Confucianism](https://youtu.be/d3SVjjevTL0)  Part IV- [Confucian Ethics: Without an End](https://youtu.be/D5cQPyJ4LUU)  1.2) Confucians and Critics  Part I- [Confucians and Critics](https://youtu.be/xZbKwUbEheg)  Part II- [Mencius on Human Nature](https://youtu.be/5fU4yUKMuls)  Part III- [Xunzi on Human Nature](https://youtu.be/nnO9X1EncmQ)  Part IV- [Prominent Critics: Mozi and Laozi](https://youtu.be/RLUg8Z7vV1U) |
| Session 9 | Mandatory Reading:  1) J. Bentham, Principles of Morals and Legislation, Ch. 1,2, 4 (Select excerpts)  2) J.S. Mill *Utilitarianism.* Pg1-10 (Select excerpts)  In class material:  Video: The Trolley Problem  Suggested Multimedia: 1) [Podcast on Beyond Cockroach Ethics - Part 1 (Utilitarianism vs Deontology](https://podcasts.apple.com/ie/podcast/ep-2-beyond-cockroach-ethics-part-1-utilitarianism/id1562186164?i=1000529360942) )  2) BUx Lectures:  Part I- [Utilitarianism and other ethical theories](https://youtu.be/0IfZ4OgGlHM)  Part II- [Bentham and his Hedonic Calculus](https://youtu.be/LbqflX7Ccbg)  Part III- [Mill: Distinction between Pleasures](https://youtu.be/AiMuo-xFF4g)  Part IV- [Act and Rule Utilitarianism](https://youtu.be/ruNxXJAuvys)  Supplementary Readings  Peter Singer, “Famine, Affluence and Morality” |
| Session 10 | In Class Materials  Video: Kant’s Axe  Case studies:  July 2024, current events 2024  Preparatory Readings  1) Velazquez, Philosophy: A Text with Readings, 455-463  Suggested multimedia:  1.1) Deontological Ethics I: The Good Will:  Part I- [Kant's Ethical Approach and Criticism of Virtue](https://youtu.be/CzyPQgVKQTs)  Part II- [Deontology and Rationality](https://youtu.be/HSxyWJOoruE)  Part III- [Theorizing Duty](https://youtu.be/720ZjvzI2OQ)  1.2) Deontological Ethics II: The Categorical Imperative  Part I- [Hypothetical & Categorical Imperatives](https://youtu.be/4psPsMKxZFE)  Part II- [The Categorical Imperative](https://youtu.be/IPwWYlRba5g)  Part III- [Kant's Examples](https://youtu.be/k2MeCkNtRAc)  Part IV- [Formulations of Categorical Imperative & Limitations](https://youtu.be/nOHhzGVs9Ys) |
| Session 11 | Mandatory Readings  Audre Lorde, “The Transformation of Silence into Language and Action,” 40-44 (Select excerpts)  Rokeya Shakhawat Hossain, [“Sultana’s Dream”](https://digital.library.upenn.edu/women/sultana/dream/dream.html)  M. Wollstonecraft, The Vindication of the Rights of Women, 88-113 & 179-188 (Select excerpts) |
| Session 12 | Preparatory Reading:  K. Mackay, Feminism and Feminist Ethics, 64-74 (Section on Care ethics and its criticism)  Inclass:  Audre Lorde on Self care <https://www.instagram.com/reel/DATDrjjI3G0/?igsh=Nzk1bjJ5Y3VjcnV5> on Lorde and self care  Case studies(multimedia) of care work:   * Emergencies * “Normal” times * Unpaid/ Erased   Supplementary Reading  Grimshaw, J. (1991). The idea of a female ethic. In P. Singer (Ed.), A companion to ethics (pp. 491–499). Blackwell.  Rachels, J., & Rachels, S. (2018). Feminism and the ethics of care. In The elements of moral philosophy (9th ed., pp. 156–168). McGraw-Hill. |
| Session 13 | Mandatory Reading  Chapter 4 The Spectacle of the Other (from Representation)- Stuart Hall (pg 228 preferred meaning; pg 234-235 why does difference matter; pg 243 binary oppositions; pg 249 stereotypes)  Supplementary Reading  UchachaA Chak “The politics of the 'clash' between Bangalees and Paharis” [https://thegreatwave.thedailystar/shortlink](https://thegreatwave.thedailystar.net/news/the-politics-of-the-clash-between-bangalees-and-paharis?fbclid=IwY2xjawF4xrdleHRuA2FlbQIxMQABHe2SdBtYqKk8YCQ9zPHEfvv7ooKg6qP3UAbsmSjCs5OABuy9ONmsfBfFBQ_aem__bayuFDdQOpoIqq6exzUeQ)  Muktasree Chakma Sathi, “Will the interim government be truly anti-discriminatory?”  <https://www.thedailystar.net/opinion/views/news/will-the-interim-government-be-truly-anti-discriminatory-3672606>  SPaRC’s Womanifesto  <https://apwld.org/wp-content/uploads/2023/09/Bangladesh_SPaRC.pdf>  J. K. Kauanui, “A Structure, Not an Event”: Settler Colonialism and Enduring Indigeneity  <https://www.jstor.org/stable/48671433> (Drive)  Multimedia:  1. (Tufan Chakma’s art)  <https://www.facebook.com/tufansArtbin/>  2. [In and Out of South Asia: Race, Capitalism and Mobility](https://www.youtube.com/watch?v=oiyFU4l6eWw&list=PLqYTY9afgfDpSyEinNAOiHQEBYKVb7nNb) (playlist of videos on panels which faculty can choose from)  3. [Geographies of Racial Capitalism with Ruth Wilson Gilmore](https://www.youtube.com/watch?v=2CS627aKrJI) (video)  4. [Racial Capitalism: Actually Existing Capitalism](https://www.youtube.com/watch?v=SdjwMhtunqE&t=101s) (video) |
| Session 14 | Mandatory Reading  Excerpts from A Theory of Justice, Rawls  Supplementary Readings  Excerpts from G.A Cohen, C. Mills- Racial Contract  M. Nussbaum- For love of country (with A. Sen, response), Education for profit, education for freedom |
| Session 15 | Mandatory Reading:  1) K. Marx Communist Marx  2) Louis Althusser, “Ideology and Ideological State Apparatuses,” page 9-13 (definitions of RSA, ISA), 19-20 (notion of ideology) |
| Session 16 | Readings  1) Men, Masculinities and Changing powers (2 pages)  2) Women’s movement in Bangladesh- Firdaus Azim  3) Judith Butler- Undoing Gender, Chapter One- Acting in Concert  Supplementary materials:  1) Links on Feminist interventions and State-Building:  <https://bdfeministarchives.org/>  2) Feminists: What were they thinking? (documentary on Netflix) |
| Session 17 | Readings:  1. “What is Ethics?”- Manuel Velasquez (pg 3)  2. “Reimagining Justice as Preservative Care for Sustained Peace: Learning from Ethics of Care and Indigenous Philosophies” - Robert Michael Ruehl (Recapitulation, pgs 372-374)  Multimedia for Preparation (provided to students to view in their own time):  2. [Interfaith Cooperation: An Invitation for All Beliefs](https://www.youtube.com/watch?v=JffbkeVURZI&ab_channel=TEDxTalks) (video)  3. [Islam, Judaism and Christianity- A conversation](https://youtu.be/INIG636SnU4?si=Etpb75P3evWOuN2E) (video)  Multimedia (Inclass)  [What is interreligious dialogue?](https://www.youtube.com/watch?v=YJaeJz9jQU8&ab_channel=KAICIID)  [How faith based organizations achieve UN sustainable goals 2030](https://www.youtube.com/watch?v=jl92eW3LV5k&list=PL9zXLkyG0spAPBNXugXneERLB3iEVi6pb&index=6)  Suggested cases:  1. [Easter and Iftar celebrants in Belgium feast together](https://www.youtube.com/watch?v=c2Q-w8UNZiY) (video)  2. [Sacred Stewardship: The Moral Imperative of Religious Leaders in Climate Advocacy](https://moderndiplomacy.eu/2023/12/14/sacred-stewardship-the-moral-imperative-of-religious-leaders-in-climate-advocacy/) (op-ed)  3. [The House of One](https://house-of-one.org/en) (website)  Supplementary Reading  [Care Ethics, Religion and Spiritual Traditions](https://www.peeters-leuven.be/pdf/9789042946552.pdf) (faculty can select chapters to assign as supplementary reading) |
| Session 18 | Readings  1. ““The goat that died for family”. Animal sacrifice and  interspecies kinship in India’s Central Himalaya”- Radhika Govindarajan (pgs 507-508)  2. When Species Meet- Donna Haraway (Ch 1 and 10)  Cases: 1. Floods in Bangladesh August 2024  2. “When the levees break” by Spike Lee  Supplementary materials:  [Conversations in Anthropology](https://conversationsinanthropology.wordpress.com/) (interview with Govindarajan, podcast episode no. 38) |
| Session 19 | Readings:  Loukissas, Y. A. (2019). “Introduction: From Data Sets to Data Settings.” *All data are local: Thinking critically in a data-driven society*. MIT press.  Donna Haraway, *The Cyborg Manifesto* (Excerpts)  Deepfake and communication technologies  <https://deeperinsights.com/ai-blog/deepfake-reality-promise-vs-peril>  Multimedia  “Death by Metadata” <https://www.democracynow.org/2014/2/10/death_by_metadata_jeremy_scahill_glenn>  Algorithmic Justice - Video <https://www.youtube.com/watch?v=UG_X_7g63rY>  Black Mirror, Leila (Netflix) |
| Session 20 | Readings  G. Orwell, *Animal Farm* (Excerpts)*.*  F. Fanon, *The Wretched of the Earth* (Excerpts)  A Bayat *Life as Politics: How Ordinary People changed the Middle East* (Excerpts)  Multimedia:  Bastards of Utopia(2010) by M. Razsa, P. Velez <https://www.enmassefilms.org/remix/the-film/>, <https://vimeo.com/188424121>  Documentary on Rampal Power Plant movement (Bratto Amin)  Case studies: Open Letters post-July Uprising |

## Assessment and Evaluation:

**Assessment Components and Marks Distribution:**

**Method: (% of Total Grade)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Participation, Discussion, Group Work | Four Reflections (4 x 5= 20, scaled to 15) | Presentation | SLL Reflection | Total  (Completion & Consistency based) |
| 15% | 15% | 5% | 5% | 40% |

|  |  |  |
| --- | --- | --- |
| Assignment One  (Take Home Essay) | Assignment Two  (Multimedia-based Group Project) | Total  (Merit Based) |
| 30% | 30% | 60% |

**Total: 100%**

The descriptions of the course assignments, grade-scale, rubrics of performance, as well as university and course-specific policies are outlined below:

**COURSE ASSESSMENT MODULES & METHODS**

1. Mandatory Class Attendance

Please note that attendance for this course is mandatory in order to participate in the classroom activities and discussions. A part of your grade will be allocated for regular attendance in all sessions.

2. Participation, Classroom Discussions and Activities

In line with the objectives of the School of General Education, this course will heavily focus on a range of learning exercises during our classroom session. Therefore, in addition to clarifying lecture and reading materials, the in-class sessions will be devoted to a variety of reading, writing, small-group discussion, and collaborative learning exercises. This assessment criteria will comprise fifteen percent (15%) of your cumulative grade.

3. In-class Write-up / Reflection/ Journal

Each class, students will be given a writing assignment during class time. Theories and content discussed in class discussions and practical implication of the knowledge will be tested. Structured questions will be given for the students to share their thoughts and ideas, which will be discussed by the course instructor for further development. The student in class write up will comprise fifteen percent (15%) of your cumulative grades.

4. Presentations or Class Facilitation

For Presentations: students will provide a brief power-point presentation on the scope of the content. For Class facilitation: students will pick excerpts from the text and prepare a short 5-10 minute discussion on the materials and two discussion questions as the opening of the class facilitation followed by discussion with their peer’s views. In both cases, students will select the topic of presentation during the first/second week of the course. Further instructions on the content and methodology of the presentations and class facilitation will be discussed in class. The student presentations or class facilitation will comprise five percent (5%) of your cumulative grade.

5. SLL Participation & Reflection Write-up

Every student takes part in experiential learning activities of the Social Learning Lab (SLL). The Social Learning Lab has two phases; the first is the practical day when students undertake different campus jobs and put themselves in the shoes of staff members for a day, and experience life from their point of view;

The second phase is a reflection write-up. Students will write and submit a reflection paper based on the practical phase as a part of the Applied Ethics topics at the end of the semester. The Reflection paper will help students to develop sensitivity and skills consistent with an ethical approach to others, which is one of the core objectives of the program. The reflection paper will make up five percent (5%) of the course grade. Further instructions on the reflection paper writing will be discussed in class. This exercise will be evaluated based on your participation during the practical phase, effort and completion of the writing.

6. Take-Home Assignment

Students will be required to complete one take-home examination that tests your knowledge and comprehension of the course materials (lectures and readings).Word limit will be 1000-1200 words. This assessment will be evaluated on the basis of their merit. Further instructions about the essay exams will be provided in class. One take-home examination will comprise thirty percent (30%) of your cumulative grade.

7. Multimedia-based Group Project:

Analysing different themes using multimedia sources and/or methods. It is a Group Project consisting of 3 to 4 students in each group. The project will be supervised by the faculty. Further instructions about the module will be provided in class. This project will comprise thirty percent (30%) of your cumulative grade.

## Course Policies:

## Students are expected to maintain all course decorum, and to treat each other with respect;

## Students are expected to complete all course readings and view the multimedia content;

## Students are actively encouraged to attend all in-class sessions. If you are unable to attend the in-class sessions, you will still be responsible for completing all the required writing submissions;

## Active participation in class discussions is expected and encouraged;

## The instructor reserves the right to make any necessary (announced) changes to the syllabus.

## The deadline for submission of all assignments will be provided by the course faculty. Students are expected to submit all assignments by their respective due dates, and all late work will result in partial or full loss of requisite points or marks – Please plan ahead!

## Plagiarism:

All students are expected to abide by the BRAC University Code of Academic Integrity. All assignments submitted by students must be their own work. Copying from another student or from published, unpublished, or electronic sources without appropriate citations or quotations is considered plagiarism.

Any evidence of plagiarism will lead to an automatic “F” (fail) for all concerned students. In other words, if there is any evidence of plagiarism, ALL students involved will automatically receive a zero grade. According to university policy, all cases of plagiarism are reported to the Office of Academic Standards. The penalty for violation of this code can lead to a failing grade in the course as well as further disciplinary action by the university.

## General Guidelines for Grading:

## Students’ grades will be assigned in accordance with the guidelines and grading scale of the BRAC University Undergraduate Study and Examinations Regulations. The course evaluation is divided between effort based learning (Consisting of 50 % of the grade) and merit based learning (consisting of 50% of the grade). In terms of effort based tasks, students would be graded by the scale of Needs Improvement, Meets Expectation, and Exceeds Expectation.

## Make-up Procedures: As per University policy

## Grading policy (subject to change):

Students’ work will be graded according to the system specified by the BRAC University Undergraduate Study and Examinations Regulations. In addition, faculty members are allowed to take into consideration factors such as the class average and standard deviation in order to ensure the grades reflect students’ actual class performance.

97-100 = A+ (4.0)

90 - 96 = A (4.0) Excellent

85 - <90 = A- (3.7)

80 - <85 = B+ (3.3)

75 - <80 = B (3.0) Good

70 - <75 = B- (2.7)

65 - <70 = C+ (2.3)

60 - <65 = C (2.0) Fair

57 - <60 = C- (1.7)

55 - <57 = D+ (1.3)

52 - <55 = D (1.0) Poor

50 - <52 = D- (0.7)

<50 = F (0.0) Failure