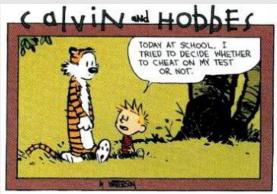
### Contemporary Moral Problems

Service-learning in an applied ethics course

Contemporary Moral Problems & UCA's Core

- Contemporary Moral Problems is a Humanities course in the Responsible Living area of UCA's Core program.
- More specifically, it means, 1) Articulate ways ethical principles affect human choices; 2) Analyze the effect that decisions have on self, others, and the environment; 3) Evaluate and practice strategies leading to individual and social well-being.

### Ethical Thinking is Not Enough!



I WONDERED, IS IT BETTER TO DO THE RIGHT THING AND FAIL ...OR IS IT BETTER TO DO THE WRONG THING HAND, WELL DESERVED DO THE WRONG THING HAND, WELL DESERVED AND SUCCEED?



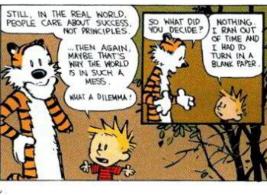
OF COURSE, MOST EVERY BODY CHEATS SOME TIME OR OTHER PEOPLE ALWAYS BEND THE RULES IF THEY THINK THEY CAN GET AWAY WITH IT. ... THEN AGAIN, THAT DOESN'T JUSTIFY MY CHEATING.



THEN I THOUGHT, LOOK, CHEATING ON ONE LITTLE TEST ISN'T SUCH A BIG DEAL. IT DOESN'T HURT ANYONE.

...BUT THEN I WONDERED IF I WAS JUST RATIONALIZING MY UNWILLINGNESS TO ACCEPT THE CONSEQUENCE OF NOT STUDYING.







## Application is Needed!

"Instead of learning logical analysis in a vacuum, students now learn to dissect the arguments they find in newspapers, to argue about current controversies in medicine and law and sports, to think critically about the foundations of their political and even religious views."

Martha C. Nussbaum, Cultivating Humanity: A Classical Defense of Reform in Liberal Education (1997)

- Real Service-learning allows me to expand the aim of getting students engaged in more than analysis, it allows me to provide hands-on opportunities to address the goals of the Responsible Living area.

### Service-Learning: Civic Application

- Are there any problems in the world? Anyone want to make a difference?
- ₩ When I ask students these questions, the answers are Yes and Yes!
- ♥ UCA's definition of service-learning: "Academic Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

## Definition to Application

- Begin with some meaningful community service.
   Add a dash of instruction and (especially) a heavy dose of reflection.
- Outcome: more learning, increased civic responsibility, and a better community.
- And for some students, a transformed attitude toward their neighbor.
- Student: " I felt joy in my heart when we prepared the meals for those at the Bethlehem House because they were so appreciative."

#### Where are We Serving?

Students in this class will help at **Bethlehem House**, a local homeless shelter.

There will be opportunities to prepare, serve and share meals, and to sponsor "game nights" for families staying in the shelter.



# Where are We Serving?

Students in this class will participate in the Campaign for the Unseen sponsored by the City of Hope Outreach, a new Conway agency that serves the homeless in our community.

> MAXING THE UNSEEN... VISIBLE A Homeless campaign

### Why are We Serving?

Who are these homeless people?
Who is my neighbor?
And, morally speaking, what do I owe him/her?
This is perhaps the



# How are We Learning?

Our post-activity reflection consists of two parts:
 A written reflection in which students discuss their experience and *directly connect* it to the concepts and readings of the course.

- An in-class discussion of the moral implications of homelessness and poverty in Conway and in American society at large.

## Questions for Reflection and Discussion

- Real How is it that the richest country in the world has a problem with homelessness and poverty?
- **What are some plausible solutions?**

#### More Questions

- Real How do these organizations affirm responsibility while providing assistance?
- A How did the service-learning experience change your view of homelessness in our society?
- Real How did our experience help you connect our academic subject matter (ethics) to the "real world?"