CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: Phil 020 Ethics

FACULTY NAME: Schulz, Vanessa   **DATE SUBMITTED**:

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPONSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
Syllabus			
RESOURCES USED and where to find more information:			
Course Units	16 Units corresponding to 16 weeks within the semester.	17 units. Added Module 0 to be done in conjunction with Module 1 that chunks the syllabus and provides student resources information more readily and easier to find.	Learning style addressed through this is to reduce the wall of text that students are confronted with and make it more visually appealing and easier to navigate.
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	OER and compiled readings, but all were text heavy, relying on original sources which made it predominantly white males.	Added philosophy podcasts to include non-reading, but rather verbal/video commentary and included more material from diverse sources providing criticism or support for the theories discussed. Included culturally inclusive examples in the form of case studies emphasizing real-world ethical dilemmas faced by people from various racial, ethnic, and cultural backgrounds. Lastly, included ethical frameworks from non-Western traditions, such as Confucian ethics, Indigenous moral philosophies, and Islamic ethics.	Again, trying to increase the different learning styles, instead of relying primarily upon the written work. By including non-Western ethical frameworks, such as Confucian, Indigenous, and Islamic ethics, the course is more inclusive of global philosophical traditions. This ensures that students from diverse cultural backgrounds see their own traditions represented and valued. And, culturally inclusive examples and case studies of real-world dilemmas highlight how different cultures approach morality and ethics, allowing students to connect course content to familiar contexts or learn from others' perspectives.
RESOURCES USED and where to find more information: https://historyofphilosophy.net/, https://nigelwarburton.typepad.com/philosophy_bites/, https://www.philosophizethis.org/, https://www.scu.edu/ethics/focus-areas/bioethics/resources/cases/cases-on-culturally-competent-care/, https://ethicsunwrapped.utexas.edu/case-studies, https://www.unodc.org/e4j/zh/integrity-ethics/module-12/exercises/case-studies.html, https://methods.sagepub.com/book/ethics-in-social-science-research			
Instructional Methods	All instruction occurs through online modules without set class times. Students engage in weekly discussions to apply and reflect on ethical theories.	Included more interactive material that gamifies some of the course content. See the thought experiments in the Activities Area. Also, created videos introducing the focus of each module.	Podcasts and videos appeal to auditory and visual learners who may find traditional reading-heavy content less accessible. This makes the material more engaging and caters to students who prefer verbal and multimedia-based learning. The focus here is really on multimodal learning, where students can choose the format that best suits their learning preferences.
RESOURCES USED and where to find more information:			
Assignments	There are 15 discussions, each worth 20 points and making up 20% of the final grade. 1 major written paper worth 50 points and accounts for 30% of the final grade. There are two exams (midterm and final), worth 100 points each, contributing to 50% of the final grade.	Changed to allow students to select ethical issues that resonate with their cultural experiences. For example, an assignment involving applying ethical theories to community-specific moral issues, such as environmental justice in Indigenous communities, or examining social justice movements related to racial or gender equity. Additionally, adding films for each module	Interactive materials create a more inclusive environment where learning is less centered on traditional Western pedagogical methods, which often prioritize reading and writing. Interactive content can be more universally engaging, appealing across cultural contexts. Still working on this with incorporating some SoftChalk lessons and Harmonize discussions.

		that examine issues discussed, i.e. "Do The Right Thing" when discussing moral relativism, "The Good Girl" in connection with virtue ethics, etc. Also scaffolded the projects, so that the weekly formative assignments are building up to the summative project or exam. Lastly, the prompts for some of the discussions invite students to reflect on how their cultural backgrounds influence their ethical viewpoints, and how different cultures prioritize values like justice, equity, or community responsibility.	But, the inclusion of films appeals to visual learners who process information more effectively through storytelling or audiovisual content.
RESOURCES USED and where to find more information: https://dailynous.com, https://www.openculture.com/2014/10/44-essential-movies-for-the-student-of-philosophy.html			
Activities	Students complete assigned readings and write responses in discussions and assignments.	Activities include group work focused on bringing different perspectives on the issue at hand. I.e. covering Alison Jaggar's article regarding FGM or female circumcision and watching the documentary "Warrior Marks" in the module on moral relativism. Also, more gamifying in the form of thought experiments.	Group discussions and thought experiments cater to social learners who benefit from collaborative and dialogue-based learning environments; they also support problem-solving learners and those who thrive in situational learning by engaging them in scenarios where they can apply theories in a more interactive and dynamic way.
RESOURCES USED and where to find more information: https://guides.gccaz.edu/philosophy-guide/experiments, https://www.philosophyexperiments.com/, https://vimeo.com/ondemand/warriormarks1993			
Classroom Environment	The classroom is entirely virtual, and students are expected to be self-paced while meeting deadlines. Active participation in discussions is required, and failing to participate in two consecutive discussions or missing the Check-In Activity may result in being dropped from the course. No late work is accepted.	Included check-in surveys in weeks 1, 5, 9, and 16 to gauge the well-being of my students and respond to concerns. Also, am attempting different ways of reaching out to students, such as phone and text. Changed the no late work policy to include a grace period of 3 days and an increasing deduction of 10% for each day afterwards.	Check-in surveys and outreach through phone and text demonstrate responsiveness to students' cultural norms around communication and support. This can help students from diverse backgrounds, who may have varying expectations for instructor engagement, feel supported and heard. Changing the no-late-work policy to include a grace period recognizes that students' lives are often impacted by different socio-economic realities and personal obligations, which may vary across cultures. Lastly, the grace period and flexible outreach options accommodate students who may face learning challenges or who manage non-traditional learning schedules, allowing for more self-paced and emotionally supportive learning environments.
RESOURCES USED and where to find more information:			
Grading Policies	Discussions (15): 20% of the final grade (20 points each). One Assignment: 30% of the final grade (50 points). Exams (2): 50% of the final grade (100 points each). Grading Scale: A = 100–90% B = 89–80% C = 79–70% D = 69–60%	Offering various ways for students to demonstrate their understanding (e.g., through video presentations, creative projects, or written assignments) that would accommodate diverse learning needs. Also, have updated rubrics to be on a 4-point scale and be written with more encouraging language. Added practice quizzes that can be taken multiple times with only the highest score being recorded. Lastly, changing the weights of the assignments to make them more equitable.	The use of a more equitable grading scale and the addition of practice quizzes allow students to succeed in ways that may resonate with their cultural or personal learning preferences. Practice quizzes also allow for formative assessments, benefiting students who need repetition to succeed, supporting incremental learning for those who might struggle with traditional high-stakes testing. Lastly, providing various formats for assignments—such as video presentations, creative projects,

	F = 59% and below	Discussions (16): 25% of the final grade (20 points each). Two Projects: 25% of the final grade (40 points). Exams (2): 25% of the final grade (100 points each). Quizzes: (15): 25% of the final grade (10 points each) Extra Credit: (5): 5% boost to the final grade (5) (4 points each)	or written work—caters to students with different expression styles (visual, auditory, kinesthetic).
RESOURCES USED and where to find more information:			
Learning Goals	Solely focused on SLO's and did not include learning goals for each module or section of the course.	Wrote learning goals for each module based on Bloom's taxonomy that clearly stated what the student would be learning and reiterated it within the assignments.	Reiterating the learning goals in both the assignments and assessments supports students who benefit from structure and clearly stated objectives. This benefits students who prefer goal-oriented learning and may come from backgrounds that prioritize learning through structured frameworks.
RESOURCES USED and where to find more information:			

***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:**
• Seek-out, recognize, and address bias within the curriculum components.
• Highlight representations from the cultures that reflect the students we serve.
• Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
• Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
• Highlight power dynamics, privilege, and historical oppression.
• Utilize multiple perspectives from different cultural groups.
• Seek to reach multiple learning styles / intelligences.