

School for New Learning
DePaul University
Course Syllabus: AI 147 Ethics: *How good people make tough choices.*
Fall 2007

1. General Information

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Location: O'Hare Campus

Dates/Time: September 5, 2007– November 14, 2007
6:30 – 930 pm

Credit Hours: 4

Required Reading:

Nash, Robert J. "Real World" Ethics. Teachers College Press: NY, 2002

Course Description

Every day, we make decisions that impact our life, or the lives of those around us. Many of those decisions are grounded in our values and morals, many of which we have developed since childhood. The easiest of these decisions, are those which we make between what is right and what is wrong; often differentiating between good and evil, truth and lies, etc. However, most of our dilemmas do not stem from deciding the correct path, when we are faced with right and wrong decisions. What most often puts us into a quandary is deciding right v. right. How then do we make the decision? In an era of perceived ethical incertitude and moral skepticism, students will examine how decisions are made based on one of many ethical systems. In this course, you will learn how the conclusions that you come to are based on various ethical philosophies originating from Kant, Aristotle, Gilligan, and others. With our newly learned language, we will examine various everyday ethical issues, which we encounter, such as ethics in the workplace, environmental ethics, social issues, ethics in religion, and health issues, just to name a few. To ensure that all learning is applicable in students' everyday lives we will rely on current articles, readings, and case studies, as well as student's shared experiences, and much of the course will be in a seminar and group discussion format.

Upon completion of this course, students should be able to describe the distinctive assumptions of two different ethical systems; identify and describe an ethical and/or social issue or problem; analyze the problem by comparing and contrasting how these two different systems would apply to that particular ethical or social issue or problem; identify an ethical perspective relevant to the issue or situation and use that perspective to raise or explore questions about the issue or situation.

Biographical Sketch

Christine earned her bachelors degree from DePaul and her Masters Degree in Organization Development from Loyola, Chicago. She has extensive experience working with financial institutions and non-profit church based communities. In addition to teaching at School for New Learning, Christine has also

consulted, and developed courses and training, for individuals who work with faith based congregations. Christine has worked for SNL for six years, and currently holds the position of Assistant Director of Advising and Student Services at the O'Hare Campus.

Methods of Learning

The primary method of learning will be via reading and class discussion. Here, students will have the opportunity to test various rules, beliefs and assumptions, and relate them to their own experiences either at work, or within the framework of a larger social issue. To fuel the discussions and learning, students will hear short lectures, read text and various articles, watch a few short videos and perhaps a movie, and analyze a few case studies, all relating to ethical and social issue topics.

Competencies:

A-4: Can analyze a problem using two different ethical systems.

1. Identifies and describes an ethical issue or problem
2. Describes the distinctive assumptions of two different ethical systems
3. Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

Students demonstrate this competence by applying two ethical systems to a particular issue or problem that permits substantial ethical examination (for example, business practices, uses of technology, reproductive rights, class structures, institutional racism, sexual behavior, etc.). Students may choose any ethical system that is associated with particular thinkers. Students may consider the choices these thinkers identify, and the standards or measures by which these choices are made to obtain desired outcomes.

A-3-C: Can examine a social issue from an ethical perspective.

1. Identifies and describes a social issue or situation.
2. Identifies an ethical perspective relevant to the issue or situation.
3. Uses that perspective to raise or explore questions about this issue or situation.

Students demonstrate this competence by using an ethical perspective to analyze a social issue. They may create their own ethical perspective, but should always engage the ideas of one or more significant ethicists. The issues or situations that students address in this competence should affect large groups of people. Students should explore the implications of this analysis for their own experience.

A3X – Can identify and interpret the significant events which have shaped their ethical and moral value system.

1. Identifies and describes their ethical or moral value system.
2. Identifies and examine the influences which have shaped their beliefs.
3. Can associate and relate the relationship between their value system and it's connection to a greater philosophical perspective.

Students demonstrate this competence by identifying their own moral and ethical values and finding the connection between their own rules, beliefs and assumptions, and those of other significant thinkers or philosophical perspectives. Students should also explore how their decisions and actions have an impact within the larger community.

FX – Can apply the principles of ethics in the workplace environment.

1. Identifies and describes an ethical issue in the workplace.
 2. Identifies an ethical perspective relevant to the resolution of the workplace issue.
- Student demonstrate this competence by using an ethical perspective to analyze a workplace issue. The issues or situations that students address in this competence can effect only the

individual, but may also effect larger croups of people. The students should explore the implications of this analysis for their own experience.

Learning Experience

- Students will learn both in the classroom and via Blackboard by engaging in discussions, listening to short lectures, collaborative learning, watching short video's, researching and sharing articles, reading texts, analyzing case studies and leading group discussions.
- Students will be required to complete all assigned readings from the assigned text, prior to participating in the on campus or on-line discussions. Students will also be required to refer to the electronic resources, e-reserves in the library, and bibliographic data as necessary.
- DePaul University anticipates that all students will attend all classes. Participation in class discussions is crucial and carries significant weight. Students will be expected to engage in discussions both on campus and on-line. It is understood that illness, business, or family related issues may arise and one or two absences may be unavoidable. However, should you anticipate missing more than two classes, it is recommended that you drop the course, as it will make assessment of your work difficult, and in the event of several missed classes, impossible. If you miss more than two courses and choose not to drop the course, your grade will be lowered by one letter grade. Participation will be worth 15 points.

In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our Blackboard for handouts and assignments.

Evidence the Students will Submit

- All students will be required to submit a final paper, which we will refer to as the "Ethics manual". The "manual" will be your reference for what you learned in the course, and an item that you can share with others who may have questions with reference ethics. More about this will be available on Blackboard.
- All students will be required to journal their learning experience. Questions to guide the journaling will be provided.
- At the last class session, all students will be required to present a five minute presentation on what their "key learnings" have been.
- Students will be asked to bring in articles which they have found in newspapers, magazines or journals, which they will share with the class. More details will be available on Blackboard.
- Depending on the size of the class, students may be required to do one small group project. This group project will be short and will entail doing a case analysis.

Criteria for Assessment

Evaluation/Grading

Outline of paper	= 5 points
Draft of Paper	= 10 points
Final Paper	= 15 points
Newspaper articles	= 10 points
Journal Questions	= 15 points
On-line Participation	= 40 points
Final Presentation	<u>= 5 points</u>
Total	= 100 points

Grades will be assigned as follows:

90-100 A, 80-89 B, 70-79 C, 60-69 D.

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed two thirds of assignments. See below for more details on the DePaul University Incomplete Policy.

- Students are expected to complete all of their work on time. If you cannot complete an assignment on-time, please let me know ahead of time. There may of course be unforeseen circumstances that may get in the way of your completion of an assignment, however these are exceptional circumstances, not the rule.

Class Schedule

(the complete schedule of readings, assignments and homework is available on Blackboard)

9/5	Right v. Right Expectations, Review Course syllabus <i>Read Chapter 1 & 2RWE</i> <i>Bring in newspaper/magazine article</i>
9/12	Personal Values Ethical Paradigms Review articles For next week: <i>Read: Chapters 3, 4, & 5 RWE</i> <i>Read: Advice to Youth (e-reserve)</i> <i>Journal</i>
9/19	<u>Via Blackboard</u> Socialization Moral Development For next week: <i>Read: Chapter 6 RWE</i> <i>Read: 10 commandments, Beatitudes (e-reserve)</i> <i>Bring in newspaper/magazine article</i> <i>Outline of paper</i>
9/26	Issues of Religion and Faith Review articles For next week: <i>Read: HBR article (e-reserve)</i> <i>Journal for next week</i>

- 10/3 Via Blackboard
Workplace Issues
For next week: *Bring in newspaper/magazine article*
Read: The case for torture (e-reserve)
- 10/10 Law & Order
Review articles
For next week: *Read: The case for the use of animals in biomedical research.*
(e-reserve
Draft of paper due next week
- 10/17 Via Blackboard
Health & Wellness
For next week: *Read: We do abortions around here: A nurse's story. (e-reserve)*
Read: Case Study on Disaster Reparations and answer
questions.(via BB link)
Journal for next week
- 10/24 Social Issues
For next week: *Read: Case study*
Post article reference
- 10/31 Via Blackboard
Environmental Issues
Review articles
For next week: *Prepare for presentation and post to blackboard.*
- 11/7 Wrap – Up
5-6 minute presentation/ reflection
- 11/14 Final Paper is due.

Addenda

DePaul University Plagiarism Policy

The DePaul Student Handbook defines plagiarism as follows:

“Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Other

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.