

**School for New Learning
DePaul University
IN 307 Advanced Elective: Cross Cultural Ethics
Summer 2008**

1. General Information

Faculty: Roberta Liebler, Ph.D.
rlieble1@depaul.edu Best way to communicate
847.563.8362 I am seldom home, so email is better

Location: O'Hare

Dates/Time: Tuesdays: 6/17-8/19, 6:30-9:30pm.

Credit Hours: 4

2. Course Description and Faculty Biographical Sketch

Course Description:

As the world becomes increasingly complex and diverse, deciding what is morally right is as necessary as it is difficult. Though most people will agree what actions are wrong, dilemmas occur when a decision must be made between two rights. The responsible individual develops a personal moral code that guides one's own actions and informs one's position on public policy. In a democracy, an honest person can respect different points of view, while remaining faithful to one's own convictions. Ethical dilemma paradigms and resolution principles will be practiced to better prepare students with ethical fitness. Students will work individually and in groups to explore a wide range of ethical issues such as: "Is patriotism and nationalism more ethically justifiable than world citizenship? What are the responsibilities of business towards the environment? Where do individual rights end and societal good begin? How are global concerns about environmental sustainability balanced with individual choices of family size and consumerism? Is the individual morally obligated to alert a life style that is far more abundant than the poverty of most people in most of the world? Can a war be just? Should the value of gender equality be imposed on male dominated societies? In the process of understanding how ethical choices are made by others, the individual will become better equipped to develop a personal decision-making framework based on ethical reasoning. Mastery of competencies will be demonstrated by presenting an instructive portfolio and an articulate oral presentation of an investigation into an ethical dilemma. This project will require the student to examine an ethical issue using research, analyze the results using decision making frameworks, and finally support a coherent personal position.

Faculty Biographical Sketch

Roberta Liebler, Ph.D. specializes in teaching and consulting in higher education for working adults. In addition to teaching in the undergraduate and graduate programs at School for New Learning at DePaul University, she also teaches in graduate programs and advises dissertation students at Walden University. She has earned a Ph.D. in Adult Higher Education at Walden University, an M.A. in Psychoeducational Disabilities at New York University, and a M.A. in Teaching English in the Secondary School from City College of New York.

3. Competencies

Individual students may negotiate changes with the instructor.

- E1: Can compare and contrast differing ethical perspectives on controversial global issues.
Students will read, discuss, and analyze current world issues from several ethical perspectives.
- E2: Can analyze global issues through a personal, professional, or national viewpoint
Students will read, discuss and analyze global issues then determine the impact on their own personal, professional, or national viewpoint.

4. Learning Experience

Section 1:

A wide range of learning tools will be utilized to build skills, knowledge, and analytical ability. Lectures and class discussions will introduce issues, problems and perspectives. Assignments will emphasize close reading and understanding. Applications of principles will take place during simulations, case studies, role playing, and small group problem solving. Each student will delve into a specific ethical issue using a wide-variety of sources and share this analysis with the class. A Blackboard site will be utilized for information exchange.

The successful student of this Advances Seminar will demonstrate the quality of inquiry of an adult near completion of an undergraduate education.

Learners are expected to take an active part in their own education and that of their classmates.

Required books:

Kidder, R. M. (2003). *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. New York: Harper.

Pogge, T. & Horton, K. (2008). *Global Ethics: Seminal Essays*. St. Paul, MN, Paragon.

Suggested readings:

Badaracco, Jr., J. L. (1997). *Defining moments: When managers must choose between right and right*. Boston, Harvard Business School Press.

Booth, K., Dunne, T. & Cox, M. (Eds.). (2001). *How might we live? Global ethics in the new century*. London: Cambridge University.

ETHICS UPDATES

<http://ethics.sandiego.edu/>

Applied Ethics in Professional Practice
Case of the Month Club

provided by the National Institute For Engineering Ethics

Murdough Center for Engineering Professionalism
Texas Tech University

<http://ethics.sandiego.edu/index.asp>

Ethics Updates is designed primarily to be used by ethics instructors and their students. It is intended to provide resources and updates on current literature, both popular and professional, that relates to ethics.

http://www.niece.org/Case_of_the_Month/index.htm

Institute for Global Ethics
<http://www.globalethics.org/>
see: Ethics Newslines

Useful Resources Depending on Competencies

Internet Sites: Ethics

Business Ethics Resources on WWW -Links to sites in the areas of codes of ethics, organizations, publications, specific topics, and papers.

<http://www.ethics.ubc.ca/resources/business>

Discussions of Ethics on the Net

List of Internet discussion groups with links and subscription addresses.

<http://frank.mtsu.edu/~jpurcell/iEthics/ethics.html>

Ethics Resources on the Net

Links to sites in areas of business ethics such as codes of conduct, reference sources, organizations, issues, corporations, consultants, and commentaries. Also includes links to other types of ethics sites (human rights, environment, etc.)

<http://www.depaul.edu/ethics/ethb1.html>

Online Journals and Newsletters

Ethikos and Corporate Conduct Quarterly <http://www.singerpubs.com/ethikos>

The On-Line Journal of Ethics <http://condor.depaul.edu/ethics/ethgl.html>

The Newsletter of DePaul University's Institute for Business & Professional Ethics
<http://www.depaul.edu/ethics/newslet.html>

Organizations

Note: Each summary is taken from material on the organization's web site.

Caux Round Table

Senior business leaders from Europe, Japan, and North America who are committed to the promotion of principled business leadership. <http://www.cauxroundtable.org>

DePaul University's Institute for Business and Professional Ethics

The mission of the Institute is to foster ethical behavior by providing for and participating in ethics-related education, offering resources to stakeholders (e.g. conferences, lecture series, on-site training, discussion and written materials), and supporting and disseminating cutting-edge scholarship of ethical relevance, <http://www.depaul.edu/ethics>

European Business Ethics Network

Its role is to stimulate and facilitate meetings of minds, discussion and debate on common ethical problems and dilemmas. Network members include business people, public sector managers, and academics.

<http://www.nijenrode.nl/research/eibe/eben/index.html>

International Business Ethics Institute

Its mission is to foster global business practices which promote equitable economic development, resource sustainability and democratic forms of government.

<http://www.business-ethics.org>

International Society of Business, Economics and Ethics

The aim of the Society is to facilitate the dissemination of information and to foster interaction among businesses, academics, professional societies, and others interested in the ethical dimensions of business and economics on the international level.

<http://www.nd.edu/~isbee>

The Minnesota Center for Corporate Responsibility

Assists business leaders in developing practical, productive and responsible relationships with key stakeholders.

http://www.stthomas.edu/www/mccr_http/index.html

Transparency International

Acts to counter corruption, both in international business transactions and at national levels.

<http://www.transparency.de>

University of British Columbia's Centre for Applied Ethics

The mission of the Centre is to bring moral philosophy into the public domain by advancing research in applied ethics, supporting courses with a significant ethical component and acting as a community resource.

<http://www.ethics.ubc.ca>

University of St. Thomas Koch Endowed Chair in Business Ethics

The Koch Endowed Chair in Business Ethics works with other entities on campus to ensure that ethics education remains a priority through business ethics education in both the undergraduate and MBA programs, faculty development, and the promotion of responsible corporate citizenship through professional development opportunities and other events.

<http://www.gsb.stthomas.edu/ethics>

Wharton Ethics Program

The Wharton School supports its commitment to the discussion of the ethical issues that confront business through its courses, faculty, research, and publications.

<http://rider.wharton.upenn.e>

Class Policy

- Regular class attendance is required. If you miss more than one session, you may be asked to retake the course at a later time. You are responsible to obtain notes, handouts, and assignments from other students if you miss class due to an unforeseeable emergency.
-
- All assignments must be handed in by the specified due dates unless permission from the instructor for an extension has been requested and approved.
-
- Incomplete grades will not be granted unless advance permission has been received. Only students who are performing at a satisfactory level may apply for an incomplete.
-
- To pass the course, all of your work must be completed according to standards and guidelines that will be specified for each assignment.

Attendance and participation are essential. 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

or

Students missing more than two classes of our ten week course will not have met the requirements for a passing grade.

Section 2:

- Students will demonstrate their mastery of the negotiated competencies by investigating how ethical dilemmas presented by global issues are viewed from the lens of their personal, professional, or other viewpoint

All students will learn the basis for applied ethics, ethical dilemma paradigms, resolution principles, and how group identity, ethnicity, race, sexuality, nationality, economics, gender, and power shape perspectives to ethical dilemmas.

Each student will then focus on applying the specifics of their chosen competence/(ies).

By the end of the second class, each student will negotiate with the instructor on how a specific focus will demonstrate the chosen competence/(ies).

5. Outcomes

Upon satisfactory completion of this course, learners will be able to:

- Explain the essential vocabulary of ethical study and discourse
- Identify global ethical issues central to an aspect of their lives
- Engage in ethical decision making using a critical framing and evaluation process
- Identify, analyze, and take an informed position in issues of ethics in personal, community, organization, national, and global contexts

- Appreciate the dynamic process of ethical development
- Take and support an ethical stance

6. Evidence the Students will Submit

Adult learners are encouraged to design the learning experiences and demonstration of competence.

Students will be evaluated on their ability to consistently apply sophisticated thinking strategies throughout the course, including.

1. Successful completing of all assignments.
2. Contributing to all activities.
3. Leading the class through a discussion on an article from the textbook.
4. Submitting written work in the form of a portfolio for evaluation. An oral presentation of the findings will be presented to the class.

OUTLINE FOR PEER LEAD DISCUSSION ON CURRENT GLOBAL ETHICAL ISSUE FROM AT LEAST TWO PERSPECTIVES

1. **What is the issue?**
2. **In which location does this issue take place?**
3. **Describe at least two groups that are influenced by the issue.**
4. **What are the values reflected in the perspectives?**
5. **What are the ethical implications?**
6. **What are the rights in conflict?**
7. **What dilemma paradigm you would apply?**
8. **What resolution principle would you apply?**
9. **What resolution would you suggest?**

OUTLINE FOR ETHICAL DILEMMA PAPER (The body of the paper should be approximately 5-8 pages)

(An alternative that includes all necessary elements may be acceptable, see instructor)

COVER PAGE

Identifying yourself- full name, address, phone, e-mail, student number Identify course - name of course, term, professor Competencies - 1 or 2

INTRODUCTION

- Frame the issue - begin with a broad perspective then proceed to the focused question you will be exploring
- State the specific question you are addressing
- Ethical dilemma - right of _____ versus right of _____
- Your position before you did the exploration

BODY

- Facts about the issue taken from the discipline that is **relevant to your competencies**

- Be certain to use citations whenever you introduce information that is not commonly known

- Compare and contrast the opposing perspectives on the ethical dilemma •

Position 1 A. B. C.

Position 2 A. B. C.

- Analysis - include the ethical dilemma paradigm you are using to frame the issue and explain why A1-A2 B1-B2 C1- C2

- Discuss the two options using a decision making framework

- Come to a solution with supports. You may choose one or the other "right" or propose your own solution

CLOSING

How your view has changes (or strengthened) since you began your research

REFERENCES

(A minimum of 6 sources with at least 4 from varied academic sources)

I suggest you use APA form; however I will accept without penalty any other standard form which is used correctly and consistently. Be sure you use the most recent form for on-line and electronic sources

APPENDIX - Information referred to in the paper but not included (optional)

CITATIONS

Use the same style as used in the bibliography. Be certain to cite all information that comes from a source other than your mind or common knowledge. Citations are a courtesy from one scholar to another enabling easy further exploration of the topic.

Ethical Behavior

The highest level of academic integrity is expected. Using another's work without appropriate references is unacceptable.

Abide by the University's guidelines on academic integrity (see policy in addenda below)

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!

7. Criteria for Assessment

I

Written Work Will be Evaluated As Follows:

A= 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= 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= work that 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= work of poor quality that 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.

7. Class Schedule – May change in response to student needs.

Work is due on assigned dates. Late work will only be accepted on the discretion of the instructor. See incomplete policy

Class 1 - June 17

Course Introduction to Ethics: **What is ethical?**

Which values determine your ethics?

Different perspectives - transcendent vs. empirical

How are moral judgments made?

What is an ethical dilemma? Right versus wrong right versus right

Group exercises Preliminary Discussion of Project

Assignment for Week 2:

Read- Global Ethics: Essays

“Just War and Human Rights”

“Rights, Obligations, and World Hunger”, additional reading as assigned

Select Specific Ethical Issue for Your Project that adheres to your competency(ies)

Write your opinion on your issue before you begin research

Determine Your Research Question

(at least 2 sources)

Class 2 - June 24

Ethical Dilemmas in the Private Sphere

Theories about the Nature of Morality:

The Ethical Dilemma Paradigms:

- Truth vs. Loyalty
- Individual vs. Community
- Short-term vs. Mercy

Private sphere ethical dilemma dialogues by learners

Rights

Introduction to Human Rights Perspective

Identification to Human Rights Perspective Ethical Decision-Making

Frameworks Personal Morality

Review of Sample Problems

Small Group Exercises: The standards for writing an academic research paper
Approval of topic

Assignment for Week 3:

Read Global Ethics: Seminal Essays:

“Famine, Affluence, and Morality”

“Lifeboat Ethics”

“Living High and Letting Die”

“Who are We”

“Moral Closeness and World Community”

“The Law of Peoples”

and reading as assigned

Rough Draft of Portfolio Project including: outline, at least 4 sources

Class 3 - July 1

Principles for decision-making

- Ends-based
- Rules-based
- Care-based
-

Introduction to **What does it mean to be a global citizen?**

To whom do we have a responsibility?

Assignment for Week 4:

Read Global Ethics: Seminal Essays:

“Cosmopolitan Ideals and National Sentiments”

“Is Patriotism a Virtue?”

“The Justification of National Partiality”

“Moral Closeness and World Community”

Final Project including: Thesis sentence, outline, at least 5 sources

Class 4 - July 8

Right versus Rights: The Nature of Dilemma Paradigms

Introduction to Ethical Developmental Theories

Nationalism and Patriotism

Assignment for Week 5:

Read Global Ethics: Seminal Essays:

“The Moral Standing of States”

“National Self-Determination”

Final Project including: Thesis sentence and two topic sentences, outline, at least 6 sources

Class 5 - July 15

Self-Determination

Power Issues in Global Ethics

Applying the Ethical Decision-making frameworks

Viewpoint in ethical decision making including power issues

Small Group Exercises

Assignment for Week 6:

Read Global Ethics: Seminal Essays:

“Gender Inequality and Cultural Differences”

“Population: Delusion and Reality”

“Saving Amina”

Final Project including: Introductory paragraph, outline, at least 6 sources

Class 6 - July 22

Gender

Ethical rights in conflict:

Animal’s rights

Women’s rights

Children’s rights

Assignment for Week 7:

Read Global Ethics: Seminal Essays:

“Subsistence Emissions and Luxury Emissions”

“The Real Tragedy of the Commons”

Final Project including: Introductory paragraph, outline, References of all sources

Seek written information about current global issues

Class 7 - July 29

Population and the Environment

What does it mean to be a global citizen?

How are the rights of the individual balanced with the needs of the many?

Is compassion fatigue an acceptable excuse?

Is charity the answer or the problem?

What rights do the privileged have towards the oppressed?

Assignment for Week 8:

Global Ethics: read

“Just Wars and Human Rights”

“The Moral Standing of States”

“Kant, Liberal Legacies, and Foreign Affairs”

Final Project including: Introductory paragraph, outline, References of all sources

Seek written information about current global issues

Class 8 - August 5

Is war ever justified?

What rights are in conflict during deadly conflicts/

What does just war theory add to the understanding of war?

Assignment for Week 9:

Readings Global Ethics –

“Rights, Obligations, and World Hunger”

“Individual Responsibility in a Global Age”

“Distributing Responsibilities”

“Assisting the Global Poor”

Final Project including: Complete final draft

Seek written information about current global issues

Class 9 - August 12

Broader Questions Concerning the Distributions of Responsibilities For Global Problems

What does the present owe the future?

Prepare your oral presentation

Complete your final paper

Class 10 - August 19

Share your learning with us - Oral Presentation

Peer Feedback

Submit your written final project

Instructor evaluation

Celebration of accomplishment

Addenda

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. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. 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.

NOTE: 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 and a formal contract must be signed by both parties (see IN form on SNL website, forms page).

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. Students with chronic illnesses should contact the Chronic Illness Initiative to discuss their options and, of course, should also consult the instructor.

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:

- The SNL Chronic Illness Initiative at <http://snl.depaul.edu/current/chronic.asp>

- PLuS 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.