

**ITT Technical Institute**

**HU4645**

**Ethics**

**Onsite Course**

# **SYLLABUS**

---

**Credit hours:** 6

**Contact/Instructional hours:** 60 (60 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: EN3220 Written Analysis or equivalent or SS3155 Research Methods or equivalent

**Course Description:**

This course introduces fundamentals of, and differences in, the morals and rules of conduct among individuals. Focus is on the identification and analysis of a variety of theoretical moral constructs and their application to individual and personal behavior.

## Where Does This Course Belong?

---

### Program Information

#### Program Scope and Core Content Areas

General Education courses include courses in the humanities, composition, mathematics, the sciences, and the social sciences.

#### Program Goals and Objectives

General Education courses are designed to provide ITT Tech students with a well-rounded education in the context of their technical programs. Each course emphasizes one or more of ITT Tech's General Education Student Learning Outcomes.

1. The student will be able to demonstrate personal responsibilities.
2. The student will be able to analyze information.
3. The student will be able to solve complex problems.
4. The student will be able to communicate effectively in oral, written and visual forms.
5. The student will be able to contribute as a member of a team.
6. The student will be able to pursue lifelong learning opportunities.

### Career Impact

General Education courses provide breadth to a core technical program. Courses in General Education are intended to broaden a student's educational experience, and therefore, broaden his/her perspective.

# Course Summary

---

## Major Instructional Areas

1. Foundations of Ethics
2. Competing Theories of Ethics
3. Critical Thinking and Ethics
4. Personal Code of Ethics

## Detailed Topical Outline

1. The Nature of Morality
  - 1.1. Philosophy and Ethics' Relationship to It
  - 1.2. Approaches to the Study of Morality
  - 1.3. Origins of Morality
  - 1.4. Customary and Reflective Morality
  - 1.5. Kohlberg's Theory of Moral Development
2. Consequentialist and Nonconsequentialist Theories of Morality
  - 2.1. Psychological and Ethical Egoism
  - 2.2. Utilitarianism
  - 2.3. Care Ethics
  - 2.4. Act Nonconsequentialist Theories
  - 2.5. Rule Nonconsequentialist Theories
3. Virtue Ethics
  - 3.1. Foundations of Virtue Ethics
  - 3.2. Aristotle's Nicomachean Ethics
  - 3.3. Confucian Role Ethics
  - 3.4. The Ideal Virtuous Person
4. Absolutism versus Relativism
  - 4.1. Meaning of Absolute in Ethics
  - 4.2. Meaning of Relativism in Ethics
  - 4.3. Cultural Relativism and Cultural Absolutism
5. Freedom and Determinism
  - 5.1. Types and Theories of Determinism
  - 5.2. Fatalism and Hard and Soft Determinism
  - 5.3. Indeterminism
6. Reward and Punishment

- 6.1. Reward and Punishment in Relationship to Justice
- 6.2. Elements of Justice
- 6.3. Reward and Theories of How to Reward
- 6.4. John Rawls' Theory of Justice
- 6.5. Punishment
7. Moral Systems
  - 7.1. Basic Assumptions of Moral Systems
  - 7.2. Basic Principles of Individual Freedom
  - 7.3. Priority of Moral Principles
  - 7.4. System of Humanitarian Ethics
8. Bioethics: Ethical Issues in Medicine
  - 8.1. Health Care Rights and Obligations
  - 8.2. Truth Telling and Informed Consent
  - 8.3. Confidentiality
  - 8.4. Ethical Issues in Medicine
  - 8.5. Stem Cell Research
9. Business and Media Ethics
  - 9.1. Right and Obligations in Business
  - 9.2. Approaches to Rights and Obligation in Business
  - 9.3. Justice, Truth-Telling, and Honesty in business
  - 9.4. Global Business Ethics
  - 9.5. Media Ethics
10. Environmental Ethics
  - 10.1. Nature and Morality
  - 10.2. Use and Exploitation of Nature
  - 10.3. Animal Rights
  - 10.4. Non-Western Perspectives on Environmental Ethics

## Course Objectives

1. Apply key concepts of ethical perspectives.
2. Critically examine the key concepts of the nature of morality and how it relates to the discipline of ethics.
3. Compare and contrast paradigms of psychological egoism, ethical egoism, utilitarianism, and care ethics.
4. Compare and contrast key differences between nonconsequentialist theories of morality, and present these differences verbally.
5. Define and analyze Virtue Ethics theories to show how they differ from consequentialist and nonconsequentialist ethical theories.
6. Compare and contrast absolutism and relativism in order to relate them to types of propositions.
7. Differentiate among determinism, indeterminism, fatalism, predestination, universal causation, and freedom.
8. Explain and analyze the five attributes that must be present for any moral system to operate and establish order and security.
9. Apply ethical perspectives to moral and human problems.
10. Design a personal belief system or code of conduct based on ethical theory using at least three modern ethical problems.
11. Examine contemporary ethical issues and current ethical debates.
12. Use the ITT Tech Virtual Library to research various topics related to ethics.
13. Make an oral and visual presentation of research findings on a topic related to ethics.

## Learning Materials and References

---

### Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Thiroux, J. P., & Krasemann, K. W.(2012). <i>Ethics: Theory and practice</i> (11 <sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.	■		
MyThinkingLab, accessible at <a href="http://wps.prenhall.com/hss_thiroux_ethics_11lab/">http://wps.prenhall.com/hss_thiroux_ethics_11lab/</a>	■		

### Recommended Resources

ITT Tech Virtual Library (accessed via Student Portal)

Books> Ebrary

- Centore, F. F. (2000). *Two views of virtue: Absolute relativism & relative absolutism*. Westport, CT: Greenwood Publishing Group, Incorporated.
- Fern, R. L. (2002). *Nature, God, and humanity: Envisioning an ethics of nature*. New York, NY: Cambridge University Press.
- James, W., & Gunn, G. B. (2000). *Pragmatism & other writings*. New York, NY: Penguin Putnam, Incorporated.
- Rescher, N. (2005). *Common-sense: A new look at an old philosophical tradition*. Milwaukee, WI: Marquette University Press.
- Scarre, G. F. (1996). *Utilitarianism*. New York, NY: Routledge.

Periodicals> EbscoHost

- *Ethics*

An international journal of social, political, and legal philosophy; reviewed articles from philosophy, social and political theory, theories of individual and collective choice, social and economic policy analysis, jurisprudence, and international relations.

- *Philosophical Explorations*

An academic journal containing psychology and psychiatry; sociology and social work; anthropology; politics and political science.

- *Philosophical Review*

Features articles on philosophy and book reviews of philosophical works.

- Rolston, H. (2011). The future of environmental ethics. *Royal Institute of Philosophy Supplement*, 691.

Periodicals> ProQuest

- Zsolnai, L. (2011, Nov). Environmental ethics for business sustainability. *International Journal of Social Economics*.
- University of Michigan. (2011). Human research ethics. *Health & Medicine Week*, (15316459), 3553.

Reference> Opposing Viewpoints in Context

- Johnson, P. (December 3, 2001). At war—why west is best: Secrets-or rather, obvious ingredients-of the good society. *National Review*.
- Labi, N (Mar-April 2010). Married for a minute: Is Iran's mullah-backed system of temporary marriage a godsend for the sexually frustrated--or religious prostitution? *Mother Jones*.

**NOTE:** All links are subject to change without prior notice.

## Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- 
- Nature of morality
- Psychological egoism
- Ethical egoism
- Utilitarianism
- Consequential theories in ethics
- Nonconsequential theories in ethics
- Care ethics
- Virtue ethics
- Aristotle and virtue ethics
- Absolutism and ethics
- Relativism and ethics
- Theories of determinism
- John Rawls' Theory of Justice
- Moral systems
- Communal living styles
- Humanitarian ethics
- Bioethics
- Business ethics
- Media ethics

- Environmental ethics
- Animal rights



## Course Plan

---

### Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"><li>▪ Do take a proactive learning approach.</li><li>▪ Do share your thoughts on critical issues and potential problem solutions.</li><li>▪ Do plan your course work in advance.</li><li>▪ Do explore a variety of learning resources in addition to the textbook.</li><li>▪ Do offer relevant examples from your experience.</li><li>▪ Do make an effort to understand different points of view.</li><li>▪ Do connect concepts explored in this course to real-life professional situations and your own experiences.</li></ul>	<ul style="list-style-type: none"><li>▪ Don't assume there is only one correct answer to a question.</li><li>▪ Don't be afraid to share your perspective on the issues analyzed in the course.</li><li>▪ Don't be negative about the points of view that are different from yours.</li><li>▪ Don't underestimate the impact of collaboration on your learning.</li><li>▪ Don't limit your course experience to reading the textbook.</li><li>▪ Don't postpone your work on the course deliverables – work on small assignment components every day.</li></ul>

## Course Outline

<b>Unit 1: THE NATURE OF MORALITY</b>			
<p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>Define the meaning of the terms ethical, moral, unethical, and immoral.</li> <li>Summarize the differences between the terms ethical, moral, unethical, and immoral.</li> <li>Describe the relationship among the terms ethical, moral, unethical, and immoral.</li> <li>Summarize the major approaches to the study of morality.</li> <li>Analyze a case study using Kohlberg's Theory of Moral Development.</li> <li>Participate in role-play scenarios in which students take on the role and support the interests of specific ethical agents.</li> <li>Judge a case study using ethical reasoning and logical argument.</li> <li>Respond to an ethical dilemma presented in a role-play by applying course concepts to specific situations.</li> </ul>			<p><b>Out-of-class work:</b> 9 hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>KrasemannThiroux &amp; Krasemann, Chapter 1</li> <li>MyThinkingLab&gt; Chapters&gt; Ch 01&gt; Chapter Resources&gt; Select All&gt; Find Now&gt; Videos: "What is Ethics," "Normative Ethics"</li> </ul>	Assignment	Unit 1 Assignment 1: Unit 1 Reading Review	1%
		Unit 1 Assignment 2: Kohlberg's Moral Development	1%
		Unit 1 Assignment 3: Applying Customary and Reflective Morality	1%
		Unit 1 Assignment 4: Preparing for Unit 2	1%
	Exercise	Unit 1 Exercise 1: Words in Action—Check Your Understanding	1%

**Unit 2: CONSEQUENTIALIST AND NONCONSEQUENTIALIST THEORIES OF MORALITY**

**Out-of-class work:**  
9 hours

Upon completion of this unit, students are expected to:

- Identify key concepts of psychological egoism, ethical egoism, utilitarianism, and care ethics.
- Summarize the meaning of psychological egoism, ethical egoism, utilitarianism, and care ethics.
- Articulate how psychological egoism, ethical egoism, and utilitarianism differ.
- Relate, apply, and analyze intuitionism to personal experiences.
- Apply Care Ethics to arrive at an ethical decision.
- Participate in role-play scenarios in which students take on the role and support the interests of specific ethical agents.
- Judge a case study by applying multiple ethical perspectives.
- Respond to an ethical dilemma presented in a role-play by applying course concepts to specific situations.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Thiroux &amp; Krasemann, Chapters 2 and 3</li> <li>• MyThinkingLab&gt; Chapters&gt; Ch 02&gt; AND Chapters&gt; Ch 03</li> </ul> Read Profiles and Essay Questions	Assignment	Unit 2 Assignment 1: Unit 2 Reading Review	1%
		Unit 2 Assignment 2: Care Ethics	1%
		Unit 2 Assignment 3: Intuition vs. Experience	1%
		Unit 2 Assignment 4: Preparing for Unit 3	1%
	Exercise	Unit 2 Exercise 1: Words in Action—Stealing and Looting	1%

**Unit 3: VIRTUE ETHICS**

**Out-of-class  
work:**  
10 hours

Upon completion of this unit, students are expected to:

- Define and analyze the concepts of virtue, the virtues, vice, and vices.
- Summarize how virtue ethics theories differ from consequentialist and nonconsequentialist theories.
- Outline the advantages and disadvantages of virtue ethics.
- Analyze opposing views on privacy by using Aristotle’s Nicomachean ethics.
- Debate the relationship between virtues, vice, and desire.
- Evaluate capital punishment by applying the principles of virtue ethics.
- Participate in role-play scenarios in which students take on the role and support the interests of specific ethical agents.
- Create a personal code of ethics.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Thiroux &amp; Krasemann, Chapter 4</li> <li>• ITT Tech Virtual Library&gt; Reference&gt; Opposing Viewpoints in Context&gt; Society and Culture&gt; Privacy&gt; Featured Viewpoints: “Employee Monitoring is Necessary” and “Employee Monitoring can Violate Privacy”</li> <li>• Aristotle Nicomachean Ethics (Handout)</li> <li>• Luban, D.J. (2003). The ethics of wrongful obedience. In D.L. Rhode, Ethics in practice: Lawyers roles, responsibilities, and regulation. Cary, N.C.: Oxford Press (pp. 94-120). ITT Tech Virtual Library&gt; Books&gt; Ebrary&gt; Search&gt; Title</li> </ul>	Assignment	Unit 3 Assignment 1: Unit 3 Reading Review	1%
		Unit 3 Assignment 2: Virtue Ethics	1%
		Unit 3 Assignment 3: Ethics and Capital Punishment	1%
		Unit 3 Assignment 4: Preparing for Unit 4	1%
	Exercise	Unit 3 Exercise 1: Words in Action—Check Your Understanding	1%

**Unit 4: ABSOLUTISM VERSUS RELATIVISM**

**Out-of-class**

Upon completion of this unit, students are expected to:

**work:**

17 hours

- Define absolutism, relativism, propositions, truth, falsity, and state of affairs.
- Summarize moral relativism and moral absolutism.
- List and describe the anthropological facts that support and do not support cultural relativism.
- Analyze a specific case study using both moral absolutism and moral relativism.
- Debate the best way to apply absolute and relative morality to a morally reprehensible culture.
- Debate the connection between anthropological facts and cultural relativism.
- Judge a case study by applying multiple ethical perspectives.
- Create a personal code of ethics.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Thiroux &amp; Krasemann, Chapter 5</li> <li>• MyThinkingLab&gt; Multimedia&gt; Chapter 5&gt; Video&gt; Find All: “Death at Massey Energy Company”</li> <li>• ITT Tech Virtual Library&gt; Reference&gt; Opposing Viewpoints in Context&gt; Labi, N (Mar-April 2010). Married for a minute: Is Iran's mullah-backed system of temporary marriage a godsend for the sexually frustrated--or religious prostitution? Mother Jones.</li> <li>• Luban, D.J. (2003). The ethics of wrongful obedience. In D.L. Rhode, Ethics in practice: Lawyers roles, responsibilities, and regulation. Cary, N.C.: Oxford Press (pp. 94-120). Found in: ITT Tech Virtual Library&gt; Books&gt; Ebrary&gt; “Ethics in Practice: Lawyers' Roles, Responsibilities, and Regulation,” p. 94</li> </ul>	Assignment	Unit 4 Assignment 1: Unit 4 Reading Review	1%
		Unit 4 Assignment 2: Absolutism and Relativism	1%
		Unit 4 Assignment 3: Milgram’s Experiment and Nazi Germany	1%
		Unit 4 Assignment 4: Preparing for Unit 5	1%
	Exercise	Unit 4 Exercise 1: Death and Accounting	2%
	Discussion	Unit 4 Discussion 1: Evaluating Nazi Germany	1%
	Quiz	Unit 4 Quiz 1 (Units 1-3)	4%
	Project	Unit 4 Project Part 1: Reflection on Theories	3%

**Unit 5: FREEDOM AND DETERMINISM**

Upon completion of this unit, students are expected to:

**Out-of-class work:**  
12 hours

- Define and differentiate between hard and soft determinism, indeterminism, and fatalism.
- Describe how causation and freedom differ.
- Illustrate how the thinking of these men matches either freedom or determinism: John Calvin, Isaac Newton, Charles Darwin, Karl Marx, Sigmund Freud, and Jean Paul Sartre.
- Identify internal and external factors that have led to moral judgments of specific historic figures.
- Debate the extent to which the morality of specific historic figures was determined by forces over which they have no control.
- Evaluate the compatibility of freedom and human happiness.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Thiroux &amp; Krasemann, Chapter 6, Chapter 10</li> <li>• MyThinkingLab&gt; Multimedia&gt; YouDecide&gt; Find All&gt; Chapter 10&gt; Physician Assisted Suicide</li> </ul>	Assignment	Unit 5 Assignment 1: Unit 5 Reading Review	1%
		Unit 5 Assignment 2: Freedom and Determinism	2%
		Unit 5 Assignment 3: Freedom and Happiness	1%
		Unit 5 Assignment 4: Preparing for Unit 6	1%
	Exercise	Unit 5 Exercise 1: Words in Action—End of Life Decisions	2%
	Discussion	Unit 5 Discussion 1: Evaluating Historical Figures	1%

**Unit 6: REWARD AND PUNISHMENT**

Upon completion of this unit, students are expected to:

**Out-of-class work:**  
13 hours

- Describe the relationship among reward, punishment, and justice.
- Construct a design of the elements of justice and defend conclusions based on a consequentialist theory of morality.
- Analyze a criminal event that concluded with a sentence and include three of these factors to explain their application: retributive justice, distributive justice, and punishment.
- Describe and explain John Rawl's "veil of ignorance."
- Compare, contrast, and evaluate the principles of retributive and distributive justice.
- Analyze articles published in the media for their views on retributive and distributive justice.
- Create a personal code of ethics.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>Thiroux &amp; Krasemann Chapter 7; Chapter 12</li> <li>Krasemann Selections from <i>Schenck v. United States</i> (1919) (Handout)</li> <li>MyThinkingLab, Chapter 7, multimedia, video: "Torture"</li> </ul>	Assignment	Unit 6 Assignment 1: Unit 6 Reading Review	1%
		Unit 6 Assignment 2: Consequentialism	1%
		Unit 6 Assignment 3: Preparing for Unit 7	1%
	Exercise	Unit 6 Exercise 1: Words in Action—Torture	2%
	Discussion	Unit 6 Discussion 2: Reading the Media	1%
	Project	Unit 6 Project Part 2: Reflection on Ethical Poles	3%

### Unit 7: MORAL SYSTEMS

#### Out-of-class work:

11 hours

Upon completion of this unit, students are expected to:

- Describe attributes necessary for a moral system to operate.
- Distinguish between general and specific ways of establishing moral system principles.
- Present a moral system using one of the ethical perspectives aligned with consequentialist or nonconsequentialist theory.
- Resolve central conflicts in a moral system, e.g., abortion, genetic engineering, animal experimentation.
- Participate in role-play scenarios in which students take on the role and support the interests of specific ethical agents.
- Establish a 1960s-style commune within the virtual classroom.
- Evaluate the conflicts of moral systems that appear in specific cases of communal living.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>Thiroux &amp; Krasemann, Chapter 8</li> <li>JOHNSON, PAUL. "AT WAR—Why West Is Best: Secrets-or rather, obvious ingredients-of the Good Society." <i>National Review</i> 3 Dec. 2001. ITT Tech Virtual Library&gt; Reference Resources&gt; Opposing Viewpoints In Context&gt; search article title</li> </ul>	Assignment	Unit 7 Assignment 1: Unit 7 Reading Review	1%
		Unit 7 Assignment 2: Creating a Moral System	1%
		Unit 7 Assignment 3: Evaluating the Commune	1%
		Unit 7 Assignment 4: Preparing for Unit 8	1%
	Exercise	Unit 7 Exercise 1: Building a Moral System	2%
	Discussion	Unit 7 Discussion 1: Creating the Commune	2%

	Quiz	Unit 7 Quiz 2 (Units 4-6)	4%
<p><b>Unit 8: BIOETHICS: ETHICAL ISSUES IN MEDICINE</b></p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• Define bioethics.</li> <li>• Explain how ethical theories can be applied to bioethics.</li> <li>• Analyze ethical issues of scarce medical resources, human experimentation, and genetics.</li> <li>• Describe the potential impact of technology on human abilities and human potential.</li> <li>• Debate whether or not you would accept accelerated intelligence if it were offered to you.</li> <li>• Evaluate the ethical aspects of using technology to alter human potential.</li> <li>• Create a personal code of ethics.</li> </ul>			
			<p><b>Out-of-class work:</b> 14 Hours</p>
READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Thiroux &amp; Krasemann, Chapter 14; Appendix 6</li> <li>• “Apology for Study Done in Tuskegee” (ITT Tech Virtual Library&gt; Reference&gt; Opposing Viewpoints in Context&gt; search article title)</li> <li>• MyThinkingLab&gt; Multimedia&gt; You Decide&gt; Chapter 14&gt; “Cloning”</li> <li>• MyThinkingLab&gt; Multimedia&gt; Video&gt; Chapter 14&gt; “Defibrillator Disaster”</li> </ul>	Assignment	Unit 8 Assignment 1: Unit 8 Reading Review	1%
		Unit 8 Assignment 2: Stem Cell Research	1%
		Unit 8 Assignment 3: Cochlear Implants	1%
		Unit 8 Assignment 4: Preparing for Unit 9	1%
	Exercise	Unit 8 Exercise 1: Cloning	2%
	Discussion	Unit 8 Discussion 1: Accelerated Intelligence	1%
	Project	Unit 8 Project Part 3: Reflection on Ethical Systems	3%

<p><b>Unit 9: BUSINESS AND MEDIA ETHICS</b></p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• Define business and media ethics.</li> <li>• Debate the rights and obligations that exist between employer and employees.</li> <li>• Debate the rights and obligations that exist between business and consumers.</li> <li>• Identify truthful and misleading advertising.</li> <li>• Analyze selected advertisements by applying ethical theories to their truthfulness and to any misleading qualities.</li> <li>• Participate in role-play scenarios in which students take on the role and support the interests of specific ethical agents.</li> <li>• Create a print advertisement that meets the standards of utilitarian ethics.</li> <li>• Evaluate the ethical problems of potentially dangerous consumer goods.</li> </ul>		
		<p><b>Out-of-class work:</b> 15 hours</p>



- Create a personal code of ethics.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Thiroux &amp; Krasemann, Chapter 15, Appendix 7</li> <li>• MyThinkingLab&gt; Multimedia&gt; Video&gt; Chapter15&gt; "Age Discrimination," "Gigantic Wal-Mart Lawsuit," "The Good Corporate Citizen -- Selling with Integrity?", "Fired for Being Fat"</li> </ul>	Assignment	Unit 9 Assignment 1: Unit 9 Reading Review	1%
		Unit 9 Assignment 2: Business Ethics	1%
		Unit 9 Assignment 3: Ethical Advertising	1%
		Unit 9 Assignment 4: Preparing for Unit 10	1%
	Exercise	Unit 9 Exercise 1: The Rights and Duties of a Business	2%
	Discussion	Unit 9 Discussion 1: Car Safety	1%
	Project	Unit 9 Project Part 4: Rough Draft	5%

**Unit 10: ENVIRONMENTAL ETHICS**

Upon completion of this unit, students are expected to:

- Describe five contemporary environmental ethical issues.
- Debate the moral obligation of humans to the environment.
- Distinguish the attributes of Western versus non-Western perspectives of the environment.
- Research and defend your position on whether animals and plants have moral rights using either a consequentialist or a nonconsequentialist theory, then evaluate the moral rights of animals and plants using Kantian ethics.
- Participate in role-play scenarios in which students take on the role and support the interests of specific ethical agents.
- Respond to an ethical dilemma presented in a role-play by applying course concepts to specific situations.
- Judge a case study using ethical reasoning and logical argument.

**Out-of-class work:**  
11 hours

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Thiroux &amp; Krasemann, Chapter 16, Appendix 8</li> <li>• MyThinkingLab&gt; Multimedia&gt; Chapter 16&gt; Video&gt; "To Drill or Not to Drill"</li> <li>• MyThinkingLab&gt; Multimedia&gt; Chapter 16&gt; YouDecide&gt;</li> </ul>	Assignment	Unit 10 Assignment 1: Moral Rights of Animals and Plants	1%
		Unit 10 Assignment 2: Evaluating Fracking	1%
	Exercise	Unit 10 Exercise 1: Debating the Rights of Non-Human Animals	2%

"Non-Human Animal Rights"	Discussion	Unit 10 Discussion 1: Fracking	1%
	Quiz	Unit 10 Quiz 3 (Units 7-9)	4%
<b>Unit 11: COURSE REVIEW AND FINAL EXAMINATION</b>			<b>Out-of-class work:</b> 9 hours
<b>READING ASSIGNMENT</b>	<b>GRADED ACTIVITIES/DELIVERABLES</b>		
	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
• Review all previous readings	Exam	Final Exam	5%
	Project	Unit 11 Project Part 5: My Personal Code of Ethics (Portfolio)	5%
	Exercise	Unit 11 Exercise 1: The Trolley Car Problem Revisited	1%

**Note:** Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

## Evaluation and Grading

---

### Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	38%
Project	19%
Exercise	18%
Discussion	8%
Quiz	12%
Exam	5%
<b>TOTAL</b>	<b>100%</b>

### Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

## Academic Integrity

---

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

## Out of Class Work

Unit Number	Title of Activity (for work completed OUTSIDE of class)	Type of Activity	Estimated Time of Activity (minutes)
1	Textbook Chapter 1 (28p)	Reading	112
1	Videos: "What is Ethics," "Normative Ethics"	Video	6
1	Online Lesson	Reading	30
1	Preparing for Unit 2	Assignment	60
1	Senior Citizens Living Together	Online Discussion	30
1	Unit 1 Reading Review	Assignment	60
1	Kohlberg's Moral Development	Writing Paper	90
1	Applying Customary and Reflective Morality	Writing Paper	150
2	Textbook Chapters 2-3 (31p)	Reading	124
2	MyThinkingLab Profiles and Essay Questions	Reading	15
2	Online Lesson	Reading	33
2	Preparing for Unit 3	Assignment	60
2	Intuition and Speed Dating	Online Discussion	30
2	Unit 2 Reading Review	Assignment	60
2	Care Ethics	Writing Paper	90
2	Intuition vs. Experience	Writing Paper	150
3	Textbook Chapter 4 (26p)	Reading	104
3	"Employee Monitoring is Necessary"	Reading	10
3	"Employee Monitoring can Violate Privacy"	Reading	8
3	Aristotle Nicomachaen Ethics	Reading	20
3	Online Lesson	Reading	36
3	Preparing for Unit 4	Assignment	60
3	Giving Ethical Advice	Online Discussion	30
3	Unit 3 Reading Review	Assignment	60
3	Virtue Ethics	Writing Paper	120
3	Ethics and Capital Punishment	Writing Paper	150
4	Married for a Minute	Reading	11
4	Textbook Chapter 5 (23 p)	Reading	92
4	Video: "Death at Massey Energy Company"	Video	17
4	Luban, "The Ethics of Wrongful Obedience"	Reading	78
<b>Unit</b>	<b>Title of Activity (for work completed OUTSIDE of class)</b>	<b>Type of Activity</b>	<b>Estimated Time of</b>

Number			Activity (minutes)
4	Online Lesson	Reading	42
4	Preparing for Unit 5	Assignment	60
4	Evaluating Nazi Germany	Online Discussion	30
4	Examples of Cultural Variation	Online Discussion	60
4	Unit 4 Quiz 1	Quiz Prep	60
4	Project Part 1: Reflection on Theories	Project	180
4	Unit 4 Reading Review	Assignment	60
4	Absolutism and Relativism	Writing Paper	150
4	Millgram's Experiment and Nazi Germany	Writing Paper	150
5	Textbook Chapters 6 and 10 (15 + 41p)	Reading	224
5	YouDecide: Physician-Assisted Suicide	Reading	15
5	Online Lesson	Reading	42
5	Preparing for Unit 6	Assignment	60
5	Evaluating Historical Figures	Online Discussion	60
5	Is Moral Freedom Necessary?	Online Discussion	30
5	Unit 5 Reading Review	Assignment	60
5	Freedom and Determinism	Writing Paper	150
5	Freedom and Happiness	Writing Paper	90
6	Textbook Chapters 7 and 12 (31 + 26 p)	Reading	228
6	Selections from <i>Schenck v. United States</i>	Reading	10
6	Video: Torture	Video	9
6	Online Lesson	Reading	48
6	Preparing for Unit 7	Assignment	60
6	Just and Unjust	Online Discussion	30
6	Reading the Media	Online Discussion	60
6	Project Part 2: Reflection on Ethical Poles	Project	180
6	Unit 6 Reading Review	Assignment	60
6	Consequentialism	Writing Paper	120
7	Textbook Chapter 8 (22 p)	Reading	88
7	"At War - Why West is Best"	Reading	10
7	Online Lesson	Reading	33
7	Preparing for Unit 8	Assignment	60
7	Creating the Commune	Online Discussion	60
<b>Unit</b>	<b>Title of Activity (for work completed OUTSIDE of class)</b>	<b>Type of Activity</b>	<b>Estimated Time of</b>

<b>Number</b>			<b>Activity (minutes)</b>
7	Unit 7 Quiz 2	Quiz Prep	90
7	Unit 7 Reading Review	Assignment	60
7	Creating a Moral System	Writing Paper	180
7	Evaluating the Commune	Writing Paper	90
8	Textbook Chapter 14, Appendix 6 (26 + 6p)	Reading	128
8	Apology for Study Done in Tuskegee	Reading	20
8	YouDecide: Cloning	Reading	20
8	Video: Defibrillator Disaster	Video	4
8	Online Lesson	Reading	30
8	Preparing for Unit 9	Assignment	60
8	Accelerated Intelligence	Online Discussion	30
8	Project Part 3: Reflection on Ethical Systems	Project	180
8	Unit 8 Reading Review	Assignment	60
8	Stem Cell Research	Writing Paper	150
8	Cochlear Implants	Writing Paper	150
9	Textbook Chapter 15, Appendix 7 (28 + 6p)	Reading	136
9	Videos: Age Discrimination, Wal-Mart Lawsuit, The Good Corporate Citizen	Video	20
9	Online Lesson	Reading	54
9	Preparing for Unit 10	Assignment	60
9	Car Safety	Online Discussion	60
9	Project Part 4: Rough Draft	Project	240
9	Unit 9 Reading Review	Assignment	60
9	Business Ethics	Writing Paper	150
9	Ethical Advertising	Assignment	120
10	Textbook Chapter 16, Appendix 8 (26 + 6 p)	Reading	128
10	Video: To Drill or Not to Drill	Video	10
10	YouDecide: Non-Human Animal Rights	Reading	20
10	Online Lesson	Reading	51
10	Fracking	Online Discussion	45
10	Unit 10 Quiz 3	Quiz Prep	90
10	Moral Rights of Animals and Plants	Writing Paper	180
10	Evaluating Fracking	Writing Paper	150
<b>Unit Number</b>	<b>Title of Activity (for work completed OUTSIDE of class)</b>	<b>Type of Activity</b>	<b>Estimated Time of</b>

			<b>Activity (minutes)</b>
11	Final Exam	Final Exam Prep	300
11	Project Part 5: My Personal Code of Ethics (PORTFOLIO)	Project	240

*(End of Syllabus)*