HU 330: VALUES & ETHICS

Spring 2024
Section 1: T/Th 10:35 AM – 11:50 AM DLC 105
Section 5: T/Th 9:10 AM -10:25 AM DLC 105

Dr. Caroline Koons
Office: AC-1 room 308
Office hours: Monday - Thursday 12:00pm-2:00pm

Course description:
This course focuses on the process of practical ethics as a way of resolving moral conflict and of understanding professional responsibility in a multiculturally diverse society without devaluating specific viewpoints of ethical or metaphysical theory, ideology, or religion. Students will use proposals, value judgments, observation statements, assumptions, and alternate-world assumptions in arguing contemporary issues of moral importance. With this basic moral logic, students will resolve issues in terms of rights, responsibilities, and the community of rational beings in terms of consequences and contingencies and in terms of habituated virtues and character. Free and unrestricted discourse will be encouraged to let students find common ground in diversity.

Course goals:
This course is designed to help students understand the basic vocabulary and fundamental theories of ethics and to relate these theories to actual life situations; students will apply their understanding of ethics to their personal and professional lives and will articulate the relationship between attitudes, values, and moral conduct.

Learning outcomes:
1. Recognize and write about the role and importance of ethics in personal, professional, and social life.
2. Demonstrate in writing an understanding of the psychological, sociological, historical, and philosophical background of ethics.
3. Discuss the role of reason, happiness, personal responsibility, personal freedom, choice, and consent in historical and contemporary ethical systems.
4. Explain the various arguments for and against the major historical and contemporary ethical systems.
5. Identify and apply ethical principles to contemporary ethical problems.
6. Engaging in organized debate regarding the various solutions to contemporary ethical problems using different ethical systems, for example, through participation in an Ethics Bowl.
7. Respond to contemporary ethical problems in the media by critically analyzing the problem and application of various ethical systems to suggest a resolution to the issue.
8. Conduct research on a topic in ethics and generate a written analysis using a standard documentation system; for example, students might write an analysis of several major ethical systems in which key philosophical terms for each system

are defined, major constructs of each system are explained, and each system is applied to a contemporary personal, professional, and/or sociological problem.

Course Materials:
Textbook: Julia Driver, *Ethics: The Fundamentals*. Blackwell Publishing, 2007.
Papers, Please. Online game, approximately $10 on Steam (prices fluctuate).

Course Schedule:

wk	Day	Topic	Read	Class Discussion	In-Class Presentation	Assignments Due
1	1/11	overview		Syllabus and Course Overview		
2	1/16	Values and Ethics vocabulary	Ch 1	Beliefs, values, morals, and ethics		
2	1/18			Locating the vocabulary	Model Presentation: Stanford Prison Experiment (1971)	
3	1/23	Nihilism	Ch 10	Nihilism overview		Papers Please initial play-through reflection (required)
3	1/25			Nihilism applied		
4	1/30	Deontology	Ch 2 & 5	Deontology Overview	Hyatt Regency Walkway Collapse (1981)	Papers Please – nihilism reflection
4	2/1			Approaches to Deontology		
5	2/6			Deontology Pros and Cons	Challenger Disaster (1986)	
5	2/8			Deontology Applied	Colgan Air Flight 3407 (2009)	
6	2/13	Utilitarianism	Ch 3 & 4	Utilitarianism Overview	Henrietta Lacks and HeLa cell line (1950s)	Papers Please – deontology reflection

6	2/15			Approaches to Utilitarianism		Mid-Semester Participation Self-Evaluation due to Canvas by 5PM
7	2/20			Utilitarianism Pros and Cons	23andMe Data Breach (2023)	
7	2/22			Utilitarianism Applied & Exam Review	Star Wars Battlefront II Loot boxes (2017)	
8	2/27	Exam 1				
8	2/29	Virtue Ethics	Ch 7 & 8	Virtue Ethics Overview		Papers Please – Utilitarianism reflection
9	3/5			Approaches to Virtue Ethics	FBI vs. Apple iPhone security (2015)	
9	3/7			Virtue Ethics Applied	Tylenol recall (1982)	
10	3/12	Spring Break				
10	3/14					
11	3/19	Ethics of Care	Ch 6 & 9	Ethics of Care overview		Papers Please – Virtue Ethics reflection
11	3/21			Ethics of Care continued	Therac-25 (1985-1987)	
12	3/26			Guest Speaker: Dr. Chet Date (former Boeing engineer)	Ford Pinto (1970s)	
12	3/28			Ethics of Care Applied & Exam review	Bay Area Rapid Transit controversy (1971)	Papers Please – Ethics of Care reflection
13	4/2	Exam 2				
13	4/4	Laws and Workplace Culture		Putting Ethics to Work		
14	4/9			Whistleblower Laws	David Bessie Reactor Whistleblower Case (2003)	

14	4/11			Power and Power Dynamics Guest Speaker: Ryan VanderPlas (nuclear engineer)	Tuskegee Syphilis studies (1932-1972)	
15	4/16			Guest Speaker: TBD	William LeMessurier and the Citicorp Headquarters (1977-1978)	
15	4/18			Guest Speaker: Andrew Koons (software engineer, Microsoft)	B.F. Goodrich Air Force A7D Brake problem (1968)	What are your ethical guides? Essay
16	4/23			Flex Day	Miranda V. Arizona (1963)	
16	4/25			Flex Day		End of Semester Participation Self-Evaluation due by 5 PM to Canvas
Final		Exam 3 Section 5 (9:10 AM) – Tuesday, April 30, 8:00-10:00 AM Section 1 (10:35 AM) – Saturday, April 27, 12:30-2:30 PM				

Graded Materials:

Team Case Study: 15% of total grade

In teams of 2-3 students, each group will be responsible for presenting a ethics case study this semester. Groups and cases will be selected during week 2 of the semester.

Each group will be responsible for creating a handout with the key components of the presentation and 5 additional scholarly resources for further investigation. Information from the handout and presentation will be included as exam questions. The handout will be submitted as a pdf to Canvas 24 hours before the presentation is given in class. The handout pdf will be made available on the Canvas website for the class to access for exam review.

Groups will prepare a 15 minute presentation on the background of the case, talking us through the details of what happened, what decision were made, and the ethical components of that decision process, as well as any ramifications of those ethical choices (if known at this time). The group will then lead a discussion on the case, preparing a set of open-ended questions to invite discussion from the class on the values and ethics at work in the case, the larger field, etc. Group members should speak for approximately equal time, and be accountable for particular roles in the presentation.

Exams: 15% each, 45% of total grade

To test your mastery of course concepts and application, there are three exams over the course of the semester. Each exam will be a combination of multiple choice, short answer, and essay questions. The content of the exams will be cumulative, with an emphasis on the specific unit in which the exam takes place (ex. Exam 3 may have questions from the entire semester but will place particular emphasis on laws and workplace culture). Exams are to be completed in person during class time (or the final exam period) unless arranged with Dr. Koons in advance. Students with accommodations must arrange to take the exam in an alternative format or through the testing center in advance of the exam date.

Exams will not be handed back during class time for review due to time constraints. If you would like the review your exam, please come to office hours and we can go over the exam together.

What are your ethical guides? Essay: 5% of total grade

This essay asks you to take stock of your ethical guides at the end of the semester. Students are asked to articulate their own processes of ethical decision making with regard to the values, beliefs, and morals they prioritize in different ethical circumstances. In the essay, students may address questions like: What are your ethical guidelines and where do they come from? What do you prioritize when making an ethical decision, and why do you prioritize those particular elements? Essentially, what are your values, what moral guides do you stand behind, and why are those important to you? 4-5 pages in length, double spaced, 12 point Times New Roman, one inch margins.

Papers, Please play throughs: 20% of total grade, 5% per play through

Papers, Please is a game in which you are a border inspector for an authoritarian government, inspecting and stamping papers as you determine who to let in to the country on a day by day basis. Immigrant pleas, your boss, and personal financial strain are just a few of the factors that can influence the decisions you make along the way.

Students will complete four play throughs of Papers, Please throughout the semester.

The first play through, which is required for all students, asks students to play the game without a specific ethical approach and reflect on the ethical decision they make through the game. The goal of the first play through is twofold: to familiarize yourself with the game, and to confront the ethical scenarios that unfold without a specific ethical orientation. At the core, this play through takes stock of your ethical instincts and how they play out in a simulated environment.

On subsequent play throughs, students will be asked to adopt a particular ethical framework as they approach the game. There are five major frameworks covered in the semester: nihilism, deontology, utilitarianism, virtue ethics, and ethics of care. Students are required to complete three additional play throughs of the game (two frameworks do not have to be used). Each play through is due at the end of that unit in the course.

For each framework, students are asked to explicitly lay out the ethical parameters they will adopt before they play the game. Once you have written your ethical principles, play through the game, noting when those principles are difficult to follow, and the unintended consequences of those moral guides. When the game concludes, students will reflect on what the outcomes of those ethical decisions were, noting where they helped you succeed and where you were tempted to bend the rules you set out for yourself.

Participation: 20% of total grade, assessed at midterm and finals.
The classroom environment is most conducive to learning when students are present, engaged, and contributing to the learning progress. I will give you the opportunity to make an argument for what grade you deserve at two points in the semester—that doesn't mean I will automatically give you the grade you suggest, but that argument will be the grounds of a conversation to determine what grade is deserved. For this grade, I am looking for students who come to class, are prepared to engage with the materials for that day, have questions or thoughtful comments to contribute to the discussion, and have a generous attitude towards the questions and comments of their classmates. As part of my own records, I will take attendance during each class period, but attendance without participation will net you a D for this portion of your grade.

Your participation grade will be determined as follows:

- EXCELLENT (A) - **Regularly** answers/asks questions, makes comments, volunteers for exercises and activities, provides good feedback to others, and shows regular/daily active engagement.

- GOOD (B) - **Often or when called upon** answers/asks questions, makes comments, volunteers for exercises and activities, provides good feedback to others, and shows fairly regular active engagement.
- FAIR (C) - **Occasionally** answers/asks questions, makes comments only when called upon, and is distracted or disengaged in class. May also include rude distracting, or disrespectful behavior to class or professor.
- POOR (D or F) –refuses to answer questions or contribute to classroom learning environment. May also include rude or disrespectful behavior to class or professor, regularly doing work for other classes, or otherwise detracting from the classroom environment.

Course Policies

Syllabus

Consider the syllabus required reading for the course. While the syllabus is posted on Canvas, make a note of how to contact me somewhere other than your syllabus (in case Canvas goes down). Due dates will be indicated in the syllabus and the excuses "I forgot," "I didn't know," or "I lost my syllabus" will not be accepted. Any changes in the course schedule due to unforeseen circumstances will be discussed in class and posted on Canvas.

Accommodations

If you require any academic accommodations, please contact me within the first week of the semester in order to discuss any reasonable adjustments that may help you to succeed in the course. I want to make the course accessible and enjoyable for all students, to the best of my ability.

ERAU will provide reasonable accommodations for students with documented disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you need accommodations due to a disability but have not yet registered with Disability Support Services (DSS), please contact their office as soon as possible at prdss@erau.edu or by phone at 928-777-6751 to schedule a meeting.

Attendance

Attendance will be taken at some point during each class, and you are expected to attend class regularly. Assignments and notes for class sessions will also be available on Canvas. If you must miss a class, please communicate with me using your ERAU email and/or attend office hours for missed course content.

Late Work

Text briefs are due by the start of class on the day the reading is assigned. Other assignments are due by 5pm to Canvas unless otherwise noted in the syllabus. Late assignments will be accepted for a 20% reduction in grade per day late.

Extensions may be granted on a case by case basis. If you need an extension on an assignment, please reach out in advance of the deadline to discuss why an

extension is necessary and what a revised timeline might include. Anyone with disability accommodations may request the exams in a different format if discussed with me in advance. If you believe you will need more time on a written assignment, please discuss it with me in advance. I may grant extensions on a case by case basis, but only if discussed in advance of the deadline or in extenuating circumstances.

Grade Disputes

Should you have questions about grades on any assignment, please meet with me. I cannot answer your questions or adjust an inaccurate grade if you do not talk with me. If you believe a grade does not accurately reflect the final product, please let me know within one week of when grades are returned. I will provide a grade dispute form for you to complete and send back to me, at which point we will set up an appointment during office hours to meet and discuss the assignment together. You will need to build an effective argument, with clear claims and evidence, to persuade me that your grade should be revised. If you and I are not able to resolve a grade dispute, I will direct you to speak with Dr. Matt Haslam, Chair of the Department of Humanities and Communication.

Civility and Professionalism in Academic Settings

Civil and professional behavior enhances the academic setting and is expected at all times. The academic setting welcomes differences of opinion, discourse, and debates within a civil environment. Respect for others and courtesy creates a productive and enjoyable environment and improves learning for all. Listening is a valued skill. Please listen to the instructor and your classmates and contribute to the discussion in appropriate, respectful ways. More than anything, be polite. Constructive feedback is a balance of honesty, respect, and sensitivity. Provide your classmates with specific and useful comments in a helpful and supportive manner. Be adult. Remember, what goes around, comes around. You will find yourself receiving constructive feedback as well as giving it. Don't over-react to suggestions for improvement. No final product is perfect, and no critique is all knowing. We are all learning as we engage in this experience. Remember: constructive criticism is not a personal attack.

Participation

Participation means having read assigned materials during the week they are due and contributing to discussions and group activities online or in class. The quality of our class depends on all of us contributing to the learning environment. Participation can take many forms, including asking and answering questions in class, taking part in group work or break out discussions, following up on parts of the conversation that fade, reaffirming or extending the comments of someone else, staying engaged with the classroom environment by avoiding distractions, and demonstrating enthusiasm and willingness to learn. If you do not feel comfortable verbally participating in class but would still like to be engaged, please get in touch with me over email or during office hours and we will come up with alternative modes for participating in class.

Masking

ERAU encourages all students and faculty to follow CDC guidelines to get vaccinated for Covid-19 AND wear a face mask in class (whether or not you are vaccinated). I regularly wear a face mask in class and office hours because I have a young child and due to a compromised immune system in my household.

Academic Integrity/Plagiarism

Plagiarism is using other people's work and ideas without giving them credit. This is a violation of both the University rules and regulations and the rules of this class. This applies to work on all individual assignments including quizzes, papers, and speeches. The purpose of the course is for you to learn – you do not learn by copying someone else's work. "Recycling" your own work (using previous papers and/or speeches or work completed by you for another class) is also a form of academic dishonesty. If you find that your previous work is useful to this course, you MUST discuss the use of this work with the professor. If you have any questions or concerns regarding unethical behaviors or practices, please see me.

Some examples of plagiarism include:
- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- using AI, such as ChatGPT to write all or part of an assignment
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)
  (List of examples taken from: http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/)

Cheating or plagiarism of any kind may result in one of the following consequences: an "F" for the assignment, an "F" for the course, or dismissal from the University. First offenses will result in a 0 on the assignment and report to the Dean of Students for recording in your file. Repeat offenses will result in a 0 for the course and again reported to the Dean of Students and University Records.

There are plenty of opportunities to find college-level assignments that are similar to what you will do in this class. If you find yourself tempted to use someone else's work and pass if off as your own, ask yourself this question: "Is cheating on this one assignment worth failing the entire course, or being expelled from college?" I hope the answer to this question is always "no" and that you will take the time to do your own work and learn from the experience.

I use plagiarism detection software and AI writing check software for all submitted materials in the class. If you have any questions about whether or not something could be considered plagiarism, please send me an email, ask during office hours, or ask before/after class. I am happy to clarify before it becomes an issue and help you reframe or rewrite to avoid plagiarism.

AI Writing Tools

Technology is constantly evolving and changing, so I invite its use in the classroom with clear conditions. ChatGPT4 and similar AI assistance programs may be used as a tool for the classroom, much like spellcheck, Grammarly, or document editing programs like Creative Cloud.

Students who use these AI tools must include a citation at the bottom of their page identifying its use. For example, this citation in APA should read as follows: OpenAI, ChatGPT4, Generated on Pages xx-xx, March 1st, 2023.

This citation gives me the necessary information to determine how much AI writing assisted in creating your document and where the help was given.

Finally, an intext citation reading (Open AI, 2023) Should be present throughout the document wherever the AI generated a citation of its own after the original reference that the AI has generated. See below for example:

This failure led to the fall of the Ottoman Empire in 1895 (Hoskins, 2022), (Open AI, 2023).

The citation (Open AI, 2023) must also be included at the ends of all paragraphs where the AI generated a complete paragraph of unedited text or text with only minor grammatical changes. This way, I can easily identify areas where you might have accidentally overlooked incorrect AI citations and content. Quotations should also be used around applicable material at my instruction, if the citation style dictates it.

If I suspect that an AI tool has been used without a proper citation, I may, at my discretion, administer additional oral exams or assessments to ensure you have learned the course material. Even in cases where AI tools have been used, if they are extensive, I may administer additional oral exams or assessments to ensure you have learned the course material and meet the course objectives. Your grade may be comprehensively changed or dropped to a 0 if you cannot prove that your writing aligns with your beliefs and academic abilities. I believe in your abilities, but please take this as a reminder to use AI carefully. The additional assessments will be taken at face value on my judgment and are above contestation to ensure careful use of this technology.

Civil Rights Equity and Title IX

ERAU seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of harassment, discrimination or sexual misconduct, we encourage you to report this. If you inform me of an issue of harassment, discrimination, or sexual misconduct I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Liz Higgins Frost) directly, she can be reached at Building 49, Dean of Students Office, 928-777-3747, froste@erau.edu. For more information, please refer to the Nondiscrimination/Title IX webpage at http://prescott.erau.edu/about/health/sexual-misconduct-and-title-ix/index.html.

Accommodations for Students with Disabilities

ERAU provides reasonable accommodations for students with documented disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you need accommodations due to a disability but have not yet registered with Disability Support Services (DSS), please contact Jane Ellingwood, Director of DSS, as soon as possible at prdss@erau.edu or by phone at 928-777-6751 to schedule a meeting.

Disclaimer: This syllabus and schedule lays out for you the expectations for this class regarding topics, learning activities and goals for the course. However, I reserve the right to make changes that I deem necessary to enhance learning for the class. I will not substantially change the goals or objectives of the course, and I will give you as much advance notice as possible if I need to adjust the schedule or change any content in the course. Any changes will be done within the policies and procedures of ERAU.

Eagle Writing & Design Lab (EWDL)

The EWDL serves Embry-Riddle Aeronautical University students at all levels and from all majors. Think of the EWDL as an idea laboratory: it is a place to develop and communicate your ideas! The EWDL provides support to students working individually or in groups on writing projects as well as a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, editing images, adding voiceover to a presentation, or writing a script for a podcast. Software available in the EWDL includes Photoshop, InDesign, Illustrator, Movie Maker and more!

Who uses the EWDL?
In short: everyone! The EWDL's clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing research papers, seniors composing letters of applications for jobs and graduate schools, multilingual students mastering English, and a variety of others. Additionally, any students who want to complete digital class assignments or to improve overall capabilities in digital communication. Students also use the EWDL to make presentations, business cards, flyers for their own student organizations, and more!

As of fall semester 2023, the EWDL is located in Hazy Library, Room 119. The EWDL is open 10AM–4PM Monday through Thursday and 10AM–2PM Friday for in-person tutoring. The EWDL offers online tutoring from 6PM-8PM Monday through

Thursday. The best way to make an apointment by using our online scheduling website: https://erau.mywconline.net/. Instructions for making an appointment can be found here: https://eaglelife.erau.edu/pwc/how-to-schedule-an-appointment/. While we will accept walk-ins, it is usually best to book ahead.