

Applied Ethical Analysis
Course # 94883 (6 units), Spring 2024 mini
Tuesdays 6:30p – 9:20p

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“Everything’s got a moral, if only you can find it.”
 - Lewis Carroll

“How far that little candle throws his beams! So shines a good deed in a weary world.”
 William Shakespeare

1. Course Description

This introductory course provides a framework to increase accountability through ethical decision-making. The goal of this course is to allow you to understand the complexity and consequences of decisions, the utility of ethics in personal and professional life, and the motivations of others (ethical or not). You will gain the ability to recognize and address underlying principles in a variety of contextual dilemmas. Students will learn to practically apply established theory and methodology through case studies, small group discussions, scholarly readings, and videos. As part of this class we will be using an EthicsGame learning tool. Instructions for accessing the game will be provided separately. Students will see an associated \$27 fee appearing in their accounts.

2. Course Objectives

Learning Objective	How Assessed
Understand established moral theory and its applications	Class participation, presentations, and papers, readings prompts
Define and analyze ethical issues and principles in a variety of contexts	Class participation, presentations, and papers
Identify and communicate ethical motivations and breaches	Class participation, presentations, and papers

Apply practical framework for resolving dilemmas	Papers and group contributions
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3. Course Materials

All materials, except those students must research, are listed in the “Class Schedule” section of this syllabus. Please note this class also uses a psychometric assessment focused on ethics, the fee for which will be charged to your student account.

4. Expectations

This course requires significant reading, writing, and discussion. It is expected that everyone will come to class prepared to discuss the readings.

I ask that you be respectful of others by arriving to class on time and not using your electronic devices in class without discussing the purpose with me first.

5. Evaluation/Grading

All assignments and class participation are graded on a point scale as outlined below. The maximum points one can achieve for the entire semester is 300. Final course grades will be assigned as follows:

Letter Grade Point Range

A+	96 – 100%
A	93 – 95%
A-	90 – 92%
B+	86 – 90%
B	83 – 85%
B-	80 – 82%
C+	76 – 79%
C	73 – 75%
C-	70 – 72%

<u>Activity</u>	<u>Possible Points</u>	<u>Due Date</u>
Participation	40	Ongoing
In-class Response	10	Ongoing
Ethical Inspiration Presentation	20	Ongoing
ELI Analysis	60	1/23/24
Code of Ethics Critique & Apology Response	80	2/6/24
Perspective Presentations	90	2/27/24

Assessment 1 - Class participation: 40 point maximum.

- 40 points are added for class participation as evaluated over the course of the semester by the instructor. I encourage and expect everyone to participate in class discussions and activities. Sharing your own knowledge and experience benefits the entire class. Constructive contribution to the class discussion and genuine listening to others is an important element of class participation.
- If you miss two classes, 40 points will be deducted from grade. It is not possible to pass this class having missed more than 2 classes.

In a class of this nature, the discussion of controversial issues is to be expected and will likely reveal differing perspectives. It's expected that students will demonstrate maturity and respect at all times. Even during disagreement, remember the discussion should focus on the argument, not the arguer.

Assessment 2 - In-class Response: 10 point maximum. Students will respond to an in-class prompt based on the readings. Points are all or nothing.

Assessment 3 - Ethical Inspiration Presentation: 20 point maximum. For this assignment, students will share either a description of a film or book and explain its impact on your idea of your ethical purpose. You should share why it is important to you, including how it aligns with your primary values and ethical lens as identified by the ELI.

Assessment 4 - ELI Analysis: 60 point maximum. For this assignment, students will identify the strengths, challenges, and opportunities of their primary ethical lens as identified by the Ethical Lens Inventory assessment. After answering a series of questions, students will then create their own personal code of ethics which describes the values that are most important to them and the specific behaviors that flow from those values.

Assessment 5 - Code of Ethics Critique and Apology Response: 80 point maximum. This is a two- part assignment. Students will first identify the profession of their choice, locate the code of ethics for that professional field, and complete a thoughtful critique upon that code. Students will then identify a breach in professional ethics in their field and locate any public or formal apology issued in response to the breach and provide a thoughtful response to the apology.

Assessment 6 - Perspectives Presentation: 90 point maximum. For this assignment, students will form small groups and select a case from options provided in Canvas. Each group will then create 2 subgroups, one responsible for defending the “pro” perspective of their case, the other subgroup responsible for defending the “con” perspective of their case.

6. Academic Statement

You are expected to attend class, be prepared for class and participate in the discussions. Written assignments are due on or before the due date. If you must miss a class, please notify me with as much advanced notice as possible; if you cannot talk with me directly, please leave a message on my voice mail or e-mail. For any class that you miss, you are responsible for obtaining the notes and related materials from another student.

You are responsible to know and adhere to all University policies on academic integrity. The Heinz School provides a booklet on Plagiarism and Cheating and the University lists all policies on the web at <https://www.cmu.edu/policies/student-and-student-life/academic-integrity.html>. Please acquaint yourself with their contents. Any cheating or plagiarism will result in failure in the course and your case will be referred to the Associate Dean, who may decide to take further action.

7. Use of Generative AI:

You are welcome to use generative AI programs (ChatGPT, DALL-E, etc.) in this class. These programs can be powerful tools for learning and other productive pursuits, including completion of some assignments in less time, helping you generate new ideas, or serving as a personalized learning tool.

However, your responsibilities as a student remain the same. You must follow the academic integrity guidelines of the university and of this class. If you use one of these generative AI tools to develop content for an assignment, you are required to cite the tool's contribution to your work. In practice, cutting and pasting content from any source without citation is plagiarism. Likewise, paraphrasing content from a generative AI without citation is plagiarism. Similarly, using any generative AI tool without appropriate acknowledgement will be treated as plagiarism. The university's policy on plagiarism applies to all uncited or improperly cited use of work, whether that work is created by human beings alone or in collaboration with a generative AI.

In this class, you may use generative AI programs to:

- Brainstorm new ideas
- Develop example outlines or approaches to your work
- Research topics, or generate different ways to talk about a problem

You may not use generative AI programs to:

- Generate content that you cut and paste into an assignment with a written component without quotations and a citation
- Generate content that is not adequately paraphrased without a citation
- Generate bibliographies for topics that you haven't researched yourself
- Generate other content (images, video, others) unless expressly permitted and following provided guidance
- Otherwise use or present generative AI content that you pass off as your own work, when really it is not

Finally, it is important that you recognize that large language models frequently provide users with incorrect information, create professional-looking citations that are not real, generate contradictory statements, incorporate copyrighted material without appropriate attribution, and can sometimes integrate biased concepts. Code generation models may produce inaccurate outputs. Image generation models may create misleading or offensive content.

While you may use these tools in the work you create for this class, it is important to note that you understand you are ultimately responsible for the content that you submit. Work that is inaccurate, biased, unethical, offensive, plagiarized, or incorrect will be penalized.

8. Recording academic classroom activities, lectures, etc.

Classroom activities, lectures, etc. may not be recorded without my written permission in advance. If a student is permitted to record classroom activities, lectures, etc., the student may do so for his/her own personal use only; additionally, no copies of the original recording can be made.

8. Use of electronic devices

All electronic devices such as cell phones, iPods, laptops, tablets, etc., are to be turned off and stowed prior to entering the classroom. There is no difference between texting/instant messaging/etc and holding a full conversation in person while in a classroom setting. Students using such devices for personal reasons within the classroom without prior approval will be asked to leave the room until they are finished with their task. Unless proof of necessary accommodation is provided, students may not have their laptop open in class.

COURSESCHEDULE

Date	Class Topic	Items Due
1/16/24	Introduction	
1/23/24	Moral Theories	ELI Analysis, Ethical Inspiration Presentation
1/30/24	Organizational Ethics	
2/6/24	Ethics of Diversity	
2/13/24	Technology	Code of Ethics/Apology Critique
2/20/24	Healthcare Ethics	
2/27/24	Student Presentations	Perspective Presentations

Weekly Readings & Assignments

Class #1

Topic: Introduction and Ethical Lens Inventory

Homework: (posted in Canvas):

- Web excerpts moral theories (skimming is fine)
- Kidder's 4 paradigms: <https://youtu.be/0wwQ5uTAJ5g>
- Kyte's Four Way Method
- Reflections: Fritz Haber and the Ambiguity of Ethics
- **ELI Analysis & Ethical Inspiration Presentation**

Class #2

Topic: Moral Theories & Fallacies

Homework (posted in Canvas):

- Excerpt: Practical Wisdom, Ch 2, What Wisdom Is: The Janitor & the Judge
- Ethics of Apologies - <https://philosophicaldisquisitions.blogspot.com/2017/12/the-ethics-of-apologies-why-when-and-how.html>
- Art and Artifice of Public Apologies
- Conflict of Interest

Class #3

Topic: Organizational Ethics

Homework (posted in Canvas):

- What is the real value of diversity in organizations? Questioning our assumptions
- Getting Serious About Diversity: Enough Already with the Business Case
- Diversity is only the ethical thing to do if you hire people for what they can bring not who they are
- <https://www.youtube.com/watch?v=tyaEQEmt5ls>

Class #4

Topic: Ethics of Diversity

Homework:

- Ethics Is More Important than Technology
- Skloot interview <https://www.npr.org/transcripts/123232331>
- Henrietta Lacks: Impact and Outreach <https://www.youtube.com/watch?v=SPLSp7Tf3bw>
- If Your Company Uses AI, It Needs an Internal Review Board
- **Code of Ethics/Apology Critique**

Class #5

Topic: Technology

Homework (posted in Canvas):

- *Neurosurgical Ethics in Practice: Value-based Medicine*, Ch 1, "Brief History of Bioethics"
- Nazi-tainted Pernkopf's Atlas: A case for acknowledgement, not removal
- Institutional Racism in Healthcare: Edited Interview with Camara Jones, MD, MPH, PhD

Class #6

Topic: Health Care Ethics

Homework (posted in Canvas):

- Perspective Presentations

Class #7

Topic: Perspective Presentations Commentaries

Homework:N/A

Please note:

Student Wellness - The last few years have been challenging. We are all under a lot of stress and uncertainty at this time. I encourage you to reach out to your support system or me [rebekaha@andrew.cmu.edu] if you need. We can all benefit from support in times of stress.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

If you are worried about affording food or feeling insecure about food, there are resources on campus that can help. Email the CMU Food Pantry Coordinator to schedule an appointment: Pantry Coordinator, cmu-pantry@andrew.cmu.edu, 412-268-8704 (SLICE office).

CMU offers resources for students with international status, who primarily speak languages other than English, and/or have attended high school or undergraduate programs in the US. If you or someone you know is interested in honing language and cross-cultural skills for academic and professional success, please visit: <https://www.cmu.edu/student-success/programs/language-support/index.html>.

Diversity Statement:

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at CMU, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. Therefore, the university encourages anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Anyone can share these experiences using the following resources:

Center for Student Diversity and Inclusion: csdi@andrew.cmu.edu, (412) 268-2150

Report-It online anonymous reporting platform: reportit.net username: tartans password: plaid

All reports will be documented and deliberated to determine if there should be any following actions.

Regardless of incident type, the university will use all shared experiences to transform our campus climate to be more equitable and just.

Accommodations for Students with Disabilities - If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the

semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.