

Applied Ethical Analysis
Course # 94883 (6 units), Spring 2019 mini
Tuesdays 6:00p – 9:00p
Classroom TBA

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“There would be no moral dilemmas if moral principles worked in straight lines and never crossed each other.”
 - Tom Stoppard

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

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 (be they 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 to create and sustain trustworthiness. Case studies, small group discussions, scholarly readings, and videos will demonstrate the relevance and importance of applied ethics.

2. Course Objectives

Learning Objective	How Assessed
Understand established moral theory and its applications	Class participation, papers, and quiz
Define and analyze ethical issues and principles in a variety of contexts	Class participation and papers
Identify and communicate ethical motivations and breaches	Class participation and papers
Apply practical framework for resolving dilemmas	Papers and group contributions

3. Course Materials

All materials, except those students must research, are listed in the “Class Schedule” section of this syllabus.

4. Expectations

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

My goal is to make this an excellent learning experience for you. If at any time you feel that the course is not meeting your expectations, please contact me. 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	Assessment Activity	Possible Points	Date Due
A+	295-300	Participation	70	Ongoing
A	282-294.5	Quiz	20	1/29
A-	273-281.5	Code of Ethics Critique	60	2/5
B+	264-272.5	Ethics Commentaries	60	2/26
B	252-263.5	Ethical Analysis Paper	75	3/5
B-	243-251.5	Article Responses (3 @ 5 pts each)	15	1/29, 2/12, 2/19
C+	234-242.5			
C	222-233.5			
C-	213-221.5			
R - Fail	Below 213			

Assessment 1: Class participation –70 point maximum.

- 0-70 points are added for class participation as evaluated over the course of the semester by the lecturer. 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.
- Attendance is taken at all classes, including the first class. If a student is absent from class, 10 points are deducted from their participation score.
- If you miss two classes, 40 points will be deducted from grade. If you miss three classes, 50 points will be deducted. If you miss four or more classes, 70 points will be deducted from your final course grade. Late arrivals = ½ class missed.

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

Assessment 2: Quiz –25 point maximum. This quiz will cover the moral theories and fallacies reviewed

in class. The quiz will be short answer.

Assessment 3: Code of Ethics Critique: 60 point maximum. For this assignment, students will identify the profession of their choice, locate the code of ethics for that professional field, and complete a thoughtful critique upon that code. The requirements and grading rubric for this assignment is as follows:

1. Thoughtful reflection on research related to breach of ethics event in your chosen profession, referring to research/readings and class discussion – 10 points
2. Explained importance of issue – 10 points
3. Identified stakeholders – 10 points
4. Identified ethical issues – 10 points
5. Identified ethical principles – 10 points
6. Identified and explained code strengths and provided recommendations for code improvement – 10 points

5-10 points are deducted for each of the following:

- ☐ Exploration is lacking in detail.
- ☐ Poor grammar or spelling distracts the reader.
- ☐ Paper turned in late.

A thorough approach to this assignment generally yields 1,000 words. Less than 1,000 words indicates superficial understanding and/or minimal exploration of concepts.

Assessment 4: Article Responses – 15 point maximum (3 responses at 5 points each). For this assignment, students will select an article from the assigned readings and write a succinct review addressing the following:

- ☐ Brief summary - (1 paragraph, 7-9 sentences)
- ☐ Conclusions of author(s) - (1 paragraph, 7-9 sentences)
- ☐ Student response - (1 paragraph, 7-9 sentences)

These assignments are “all or nothing,” meaning points will be awarded only if all three paragraphs are completed.

Assessment 5: Apple’s Ethics Commentaries – 60 point maximum. Students will form small groups and work together on a case provided by the professor, and then make a group presentation to the rest of the class. This assignment will require researching the case provided and citing outside resources. The requirements and grading rubric for this assignment are as follows:

1. Explained issue/dilemma – 10 points
2. Identified stakeholders - 10 points
3. Reported research findings – 10 points
4. Applied two ethical theories - 10 points
5. Selected and defended recommended action – 10 points
6. Addressed peer/professor questions – 10 points

Presentations are expected to last approximately 40 minutes, including question & answer session at the end. Students are encouraged to take a creative approach and make this an engaging presentation, rather

than a lecture. In the past, students have incorporated short films, brought props, role played, and more.

Assessment 6: Ethical Analysis Paper – For this assignment, students will select one of three case studies provided by the professor. This assignment will require researching the case provided and citing outside resources. The requirements and grading rubric for this assignment are as follows:

1. Identified ethical issues and societal consequences in case – 10 points
2. Reported research findings on topic and issues - 10 points
3. Identified stakeholders - 10 points
4. Applied two ethical theories to issue - 20 points
5. Stated and explained recommended action - 10 points
6. Presented two arguments against decision and defended against both arguments - 10 points
7. Reflected upon the experience of this analysis - 5 points

A thorough approach to this assignment generally yields 1,500 – 2,000 words. Less than 1,500 words indicates superficial understanding and/or minimal exploration of concepts.

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.

Please let me know if you do not understand class material or requirements or if any special circumstance prevents you from completing a class requirement on time.

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 www.cmu.edu/policies/documents/Cheating.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. 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 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. Few things will annoy your instructor more than texting in class.

COURSE SCHEDULE

January 15 – Class #1

Topic: Ethics Overview

Homework: (links posted in Canvas):

- Significance of ethics in daily life: https://www.youtube.com/watch?v=8juebyo_Z4
- Compassion: https://www.ted.com/talks/daniel_goleman_on_compassion?language=en

Items Due: N/A

January 22 – Class #2

Topic: Ethical Theories, Principles, and Issues

- *NOTE: Students will need to use laptop/tablet/phone to research during class activity*

Homework (articles posted in Canvas):

- “Why Good Leaders Make Bad Decisions”
- “Promoting Ethical Behavior and Organizational Citizenship Behaviors: The Influence of Corporate Ethical Values”
- “Ethical Codes of Conduct and Organizational Context: A Study of the Relationship Between Codes of Conduct, Employee Behavior and Organizational Values”
- Article Response #1 (may address any articles assigned in Week 1)
- Study for quiz

Items Due: N/A

January 29 – Class #3

Topic: Conflicts of Interest and Other Professional Dilemmas

- Quiz in class

Homework (articles posted in Canvas):

- “Letter from Birmingham Jail”
- “The Bias Blind Spot: Perceptions of Bias in Self Versus Others”
- “Racial bias in pain assessment and treatment”
- Code of Ethics Critique

Items Due:

- Article Response #1 (may address any articles assigned in Week 1)

February 5 – Class #4

Topic: Implicit and Explicit Bias and Personal Ethics

Homework (articles posted in Canvas):

- “Higher Social Class Predicts Less Ethical Behavior”
- “Exercise of Power in Orgs Prison Guards”
- “Psychologists’ Group Maintains Ban on Work at Military Detention Facilities”
- Article Response #2 (must address article on either bias or conflict of interest; found by student)

Items Due

- Code of Ethics Critique

February 12 - Class #5

Topic: Power and Ethics

Homework (chapter link in Canvas):

- “Brief History of Bioethics,” chapter from *Neurosurgical Ethics in Practice: Value-based Medicine*

- Article Response #3 (may address any articles assigned in Week 4)

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Items Due:

- Article Response #2 (must address article on either bias or conflict of interest; found by student)

February 19– Class #6

Topic: Health Care Ethics

- Guest speakers will also be present in class

Homework:

- Prepare for Ethics Commentaries

Items Due:

- Article Response #3 (may address any articles assigned in Week 4)

February 26– Class #7

Topic: Apple's Ethics Commentaries

Homework:

- Ethical Analysis Paper

Items Due:

- Commentary presentations