

Syllabus

DIVISION OF ARTS AND SCIENCES

HUM 210: Justice and Ethics

5 Credits
Effective: Spring 2020/2021

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

Ethical, philosophical, and moral dilemmas while pursuing justice are at the heart of the course. Students are exposed to both classical and modern models of ethics and decision making analysis. Students will hone their skills using real case studies to evaluate a variety of challenges.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Commitment to ethical practice and service

COURSE OUTCOMES

In this course, learners:

- Critically assess and apply the "Noble Cause" analytical framework to a variety of domains, including law enforcement, forensics, government, and business.
- Prepare students in advocating the need for reform when necessary and to be able to assess the necessity and desirability of reform on legal and ethical issues.
- Critically evaluate ethical dilemmas and decisions.
- Analyze and appraise scenarios involving organizational ethics.
- Apply 'vocabulary' of "ethics" when analyzing cases.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Bioethics
- Deontological and Teleological Schools
- Economics of integrity
- Governance and organizational accountability
- Morality and Ethics
- Policy and ethics
- Prejudice

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's point grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points Towards Final Grade</i>
Course Activities/Participation (not including the case studies below)	300
<i>Tattle Tale Case Activity</i>	150
<i>Iraq Case Activity</i>	200
<i>Ethics: Normal or Pathological?</i>	175
Making a Murderer	175
	<i>Draft</i> 50
	<i>Final</i> 125
TOTAL	1,000

SPECIFICS OF COURSE ASSIGNMENTS

Course activities and participation

Students will be evaluated on their participation in classroom discussions; their ability to present, explain, or defend alternative viewpoints- verbally or in writing; and the degree to which they have mastered the concepts

and principles in the course.

It is important to note that NOT all of the DB activities require prolonged debate. We have organized them to hopefully create a flow and rhythm to the class that will be valuable and an economical use of your time.

Case study activities

Students will be presented with case studies which involve applied ethical decisions and dilemmas. These activities will be ‘round’ based games. The students will be asked to assess a situation and possibly role-play or otherwise analyze the ethical aspects of a scenario or scenarios.

The key objective is for students to assess the cases using the themes from the perspective of different stakeholders.

The case study approach provides students with an unique opportunity to apply the major ethical and philosophical questions and ideas that they have been exposed to all quarter.

The questions about the case studies are meant to challenge students from an intellectual and logical point of view. They should apply the materials and ideas they have learned in this class and, in large measure, they will not likely have to go any further than the materials already provided. This is not a "research" project, per se; rather, it is an activity whereby students will explore a set of scenarios, one more complex than the other, and develop and present their own line of reasoning.

This is not a formal writing assignment, per se, but an active and time-based activity. Specific directions will be provided through Blackboard and on the course schedule.

Making a Murderer

This is an exercise that is based-on the TV documentary by the same name. Each student will be assigned one episode from the ten part series and will conduct an analysis. Details will be provided on Blackboard in the assignments area. Although, it is worth pointing out that students will submit a draft of their project for mentored feedback and review. They will then have time to make any adjustments and submit.

Ethics: Normal or Pathological?

In this exercise student will use a scene (or scenes) from a feature film as a means of assessing the question "Are noble cause violations normal or pathological?"

Students will employ an excerpt from a classic article by the sociologist Emile Durkheim, “Normal and Pathological”. This is a famous argument where Durkheim argues that crime and deviancy are not only normal for society but necessary. Students will also employ an excerpt called “Defining Deviancy Down” (Moynihan)- a more recent rebuttal but a very famous one, nonetheless.

In this course we have repeatedly discussed issues pertaining to the "Noble Cause" violations by ‘usual suspects’ of “Noble Cause” professionals (military, police, medical, fire, counseling, etc).

Throughout popular culture we see many examples of the "Noble Cause"/end-means debate employed. For this assignment the student’s task is to assess the following statement:

Are noble cause violations normal or pathological?

Students will need to view a video and read excerpts from Durkheim and Moynihan as there are likely to be analogies that they want to employ in their argument. Student's should also consider the points made in the ethics readings assigned throughout the quarter; however, they should also keep in mind that they are being assessed for this assignment on the logic employed and not, per se, a scientific or empirical argument. Also, there is no requirement to agree with the authors of assigned the textbook, the professor, the characters in the video, or any of the authors students have been exposed to. What is important is that students present a clearly argued and logical framework.

The completed assignment should be no less than 600 and no more than 1000 words.

Students are expected to address this project in their own words. While it might be necessary, on occasion, to directly quote a source the point of this exercise is for students to synthesize the concepts and present their own analysis and arguments. Thus, students are expected to be exceptionally prudent and limited in their use of direct quotes. Students are expected and encouraged to use the assigned readings, videos, and other materials used throughout the quarter on this project. In some case students may utilize additional sources that were not assigned by the professor. Papers are expected to meet the APA requirements of format (with the exception of single space between lines) and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional

COURSE POLICIES

Late Assignments

A critical aspect of project management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the

University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an

assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.ed to request a user name and password.