

DIVISION OF SOCIAL & BEHAVIORAL SCIENCES PROGRAM
Interdisciplinary General Education Program

Semester and Year: Spring 2022	Class Location/Room: Room 209
Course Title: IGED 140 Foundation Ethics	Building: Building 38 - Business and Public Admin
Course CRN: 11744	Faculty Office Location: N/A
Credit Hours: 3	Office Hours: By appointment
Class Meeting Days/Time: T/R 7-8:20pm	Phone: (401) 297-6488
Instructor: Justin B. Perry	Email: justin.perry1@udc.edu

COURSE DESCRIPTION

This course satisfies the 3-credit Interdisciplinary General Education Program requirement that focuses on improving students' ethical reasoning skills. The goal of this course is to teach students how to make values-based decisions that are grounded in an awareness of the ethical implications of one's actions. Students grapple with 21st century ethical problems and learn to argue from multiple perspectives to demonstrate that there is not always an absolute answer to every ethical question. They study an array of moral concepts, principles, and codes used frequently in the discussions of ethics and apply them to everyday issues.

GENERAL EDUCATION PROGRAM

UDC's General Education Program is rooted in both the classical ideals of undergraduate liberal education and UDC's unique history, mission, and student population. It gives students a solid foundation in the liberal arts and sciences, helping them develop the intellectual tools they need to excel in any endeavor they pursue. It exposes students to the wisdom and perspective of a variety of disciplines, and it builds fundamental skills that they will be able to use no matter what their ultimate major or career. In a rapidly changing, increasingly complex world in which our graduates may change careers multiple times, a strong general education is needed more than ever. The GEP is built on three values that are fundamental to UDC:

- Freedom
- Responsibility
- The Pursuit of Learning

COURSE PREREQUISITES AND/OR COREQUISITES

Undergraduate level IGED 111 or ENGL 112C.

COURSE DELIVERY

This section of IGED 140 is delivered is face-to-face, with assignments and discussions posted virtually using the Blackboard Learning Management System. Students must have access to a computer on a regular basis. Please refer to student resources for the link to UDC Technology Resources for specific computer requirements.

COURSE GOAL

During this course, students will learn to make values-based decisions grounded in an awareness of the ethical implications of one's actions.

STUDENT LEARNING OUTCOMES

During this course, students will learn how to:

- Articulate the personal sets of values they bring with them to college.
- Identify 21st century ethical problems and describe how they relate to historical and global debates.
- Demonstrate recognition that there is not always an absolute answer to every ethical question by arguing multiple perspectives.
- Describe an array of moral concepts, principles and codes used frequently in the discussions of ethics and apply them to everyday issues.
- Describe the relationship between ethical principles and social responsibility.
- Be aware of one's place in the world as a global citizen, open and attentive to diversity across the spectrum of different ethical interpretive perspectives.

STUDENT DIGITAL LEARNING OUTCOMES

During this course, students will demonstrate the following digital literacy skills:

- Ability to conduct effective search strategies using various search engines found within the internet for research, data, and media information.
- Proficiency in the use of the digital information technology.
- Correctly citation of references to avoid plagiarism.
- Critical assessment of findings and effective discussion and distribution of information to audiences using platforms such as social media (Twitter, Facebook, or others).
- Development of critical thinking skills using digital technology and show evidence of an independent thinker.
- Creation of digital learning strategies that prepare for students for employment or professional schools upon completion of degree.
- Communication and collaboration with others in the virtual environment.
- Demonstration of awareness of digital technology security and safety.

REQUIRED TEXT AND MATERIALS

Ethics: Theory and Practice, by Thiroux & Krasemann ©2017 | Pearson | ISBN13:9780134010205 The above text can be purchased as an eBook at www.ecampus.com.

Additional readings for this course will be made available for students via Blackboard.

Instruction Methodology: This course is taught face-to face and will require weekly discussions on Blackboard. Virtual presentations, short film, online, and other media materials will also be used. Students may be assigned supplemental articles in addition to the required text for reading and will be expected to complete assigned reading and writing tasks and answer questions in the discussion forum. This course places a strong emphasis on independent inquiry and critical thinking.

Class participation: Students are required to participate in all Blackboard class discussions. Regular Blackboard participation is important; you must keep up with your course work. Active participation,

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the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group are all part of the learning process. It is expected that students will participate in the class discussion and submit all written assignments on time.

Late assignment policy: This policy applies mainly to the final case studies analysis and reacting to history speech as these assignments are worth 50 points or more. Once the module is closed, it will not re-open. Case study papers will be accepted up to three (3) days following the submission deadline. Late papers and oral presentations will be subject to a 15-point reduction.

COURSE ACTIVITIES AND ASSIGNMENTS

- **Blackboard Discussions - discussions, each worth 12 points = 192 points** Participation is key to success in class. There will be discussion board forums that require active participation and group activities on the weekly reading assignments. Students should complete required readings to effectively prepare for class discussion on Blackboard.
- **Reflective Writing - 2 reflective writing assignments each worth 24 points = 48 points** Students will be required to complete writing exercises that and serve as a personal reflection of the weekly reading assignments. (Email Submission)
- **Test Your Knowledge Quizzes - 3 quizzes each worth 20 points = 60 points** At the end of each module there is a test-your-knowledge quiz via Blackboard. The quizzes are opportunities for students to apply knowledge learned from the chapters.
- **Final Reaction Analysis - 2 case studies each worth 75 points = 150 points** Students will select one of the votes taken during the *Reacting to History* game and will be required to analyze the vote using principles and theories learned throughout the semester. (Email Submission)
- **Reacting to History Speech = 150 points** Students will be required to deliver a long oral address at least once during the *Reacting to History* game. The speech will reflect the application of ethical principles and/or values that one may deal with in addressing the vote, or trial, being discussed that day.

GRADING CRITERIA

1. Grades are calculated using a point accumulation method. Each assignment has a point value.
2. The total number of possible points in the course is 600, based on the total number of assignments given.
3. The University of the District of Columbia requires that instructors provide students with a mid-term assessment. This grade will be either a “S” for satisfactory or “U” for unsatisfactory at mid-point; however, the University may also require the instructor to give an actual grade. If an actual grade is given, the instructor will provide instructions as to how the grade is tabulated at midterm. A satisfactory grade at mid-term is not an indication of a passing grade at the final.
4. *The actual letter grade will be determined by using the following grading scale:*
600-550/A 549-500/B 499-449/C 399-350/D 349-0/F

COURSE SCHEDULE

Week	Class Dates	Topics and Readings
1	Aug. 23 rd	In Class: Review Course Goals and Syllabus In Class: Partner Introductions
1	Aug. 25 th	In Class: “What is Ethics?” Discussion In Class: Absurd Trolley Problems In Class: Introductions Activity 2 – Group Decision making
2	Aug. 30 th	Read Chapter 1: The Nature of Morality <ul style="list-style-type: none"> From where do we derive morals and ethical principles? How can we agree on moral and ethical principles? Answer Discussion 1 Prompt, respond to another post.
2	Sept. 1 st	Answer Discussion 2 Prompt, respond to another post.
3	Sept. 6 th	Reflective Writing Assignment Overview <ul style="list-style-type: none"> Writing standards and resources
3	Sept. 8 th	Reflective Writing Assignment #1 due by midnight – Email Submission. Review of first month’s materials.
4	Sept. 13 th	Read Chapter 2: Consequentialist (Teleological) Theories of Morality Answer Discussion 3 Prompt, respond to another post.
4	Sept. 15 th	Answer Discussion 4 Prompt, respond to another post.
5	Sept. 20 th	Read Chapter 3: Nonconsequentialist (Deontological) Theories of Morality Answer Discussion 5 Prompt, respond to another post.
5	Sept. 22 nd	Answer Discussion 6 Prompt, respond to another post.
6	Sept. 27 th	Read Chapter 4: Virtue Ethics Answer Discussion 7 Prompt, respond to another post.
6	Sept. 29 th	Answer Discussion 8 Prompt, respond to another post. In Class: Student-led review for Chapters 1-4: Come to class prepared with questions. In Class: Test Your Knowledge Quiz (Will be delivered via Blackboard)

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7	Oct. 4 th	Read Chapter 5: Absolutism Versus Relativism Answer Discussion 9 Prompt, respond to another post.
7	Oct. 6 th	Answer Discussion 10 Prompt, respond to another post.
	Oct. 11 th	Midterm Check-In
8	Oct. 13 th	Read Chapter 6: Freedom Versus Determinism Answer Discussion 11 Prompt, respond to another post.
8	Oct. 18 th	Answer Discussion 12 Prompt, respond to another post. In Class: Student-led review for Chapters 5-6: Come to class prepared with questions. In Class: Test Your Knowledge Quiz (Will be delivered via Blackboard)
9	Oct. 20 th	Read Chapter 8: Setting up a Moral System: Basic assumptions and Basic Principles Answer Discussion 13 Prompt, respond to another post.
9	Oct. 25 th	Answer Discussion 14 Prompt, respond to another post. In Class: Student-led review for Chapters 7-8: Come to class prepared with questions. In Class: Vote on Thematic Chapters.
10	Oct. 27 nd	Reflective Writing Assignment 2 due by midnight – Email Submission Read Chosen Thematic Chapter Answer Discussion 15 Prompt, respond to another post. Read The Threshold of Democracy Pgs. 22-34
10	Nov. 1 st	Read Chosen Thematic Chapter Answer Discussion 16 Prompt, respond to another post. Read The Threshold of Democracy Pgs. 35-53 In Class: Test Your Knowledge Quiz (Will be delivered via Blackboard)
11	Nov. 3 rd	Reacting to History: Setup, Background, Standards Overview Common Assessment Review

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11	Nov. 8 th	Reacting to History: Reconciliation Agreement <ul style="list-style-type: none"> Should Athenians forget the “past wrongs” of the supporters of the Thirty? Should they be prohibited from filing lawsuits against the supporters of the Thirty?
	TBD	Common Assessment due.
12	Nov. 10 th	Reacting to History: Electorate <ul style="list-style-type: none"> Should metics and worthy slaves be admitted to and allowed to vote in the Pnyx? Should they be allowed to serve as jurors in the lawcourts?
12	Nov. 15 th	Reacting to History: Social Welfare <ul style="list-style-type: none"> Should assemblymen and jurors be paid?
13	Nov. 17 th	Reacting to History: Trial Day <ul style="list-style-type: none"> This session is reserved for a trial. If no Archon requests a trial, the GM will ask President 4 to hold an assembly session and announce the topic in advance.
13	Nov. 22 nd	Reacting to History: Governance <ul style="list-style-type: none"> Should laws and major decisions be made by the assembly, or by a governing council? If the latter, how should the council members be chosen?
14	Nov 29 th	Reacting to History: Remilitarization of the Athenian Empire <ul style="list-style-type: none"> Should Athens Rebuild its fleet, recommence tribute collection, and reconstitute its empire?
14	Dec. 1 st	Reacting to History: Debrief <ul style="list-style-type: none"> Final analysis review
	TBD	Final Reaction Analysis Due by Midnight (Email Submission)

Disclaimer: The course schedule may be changed at any point during the semester and the instructor will provide students with notice of the change(s) within a reasonable time frame.

REGISTRATION INFORMATION AND IMPORTANT DATES: For more information regarding withdrawal or dropping your course, please contact the Registrar: <https://www.udc.edu/registrar/>

STUDENT RESOURCES:

The Student Achievement Center (<https://www.udc.edu/student-achievement-center/>) offers an array of services designed to strengthen students’ skills and abilities in areas critical to college success. Services include face-to-face and online peer tutoring in writing (all content areas) and foreign language (as tutors are available); help with study skills; oral communications/presentations; critical reading and thinking, and a calculator lending service.

Blackboard (<https://www.udc.edu/student-life/blackboard/>) allows students to review and complete assignments, view grades, send messages to your instructor, classmates, and get access to course content and download materials.

ACADEMIC INTEGRITY: Plagiarism will not be tolerated in any form, including the word-for-word copying, without acknowledgement, of the language of another person and the unacknowledged paraphrasing of another person’s ideas. Turning in the work of another as your own is academic fraud and in violation of the University’s Student Code of Conduct. This includes the use of “authorless” documents dealing with “general knowledge” found online. Any instance of plagiarism will result in an F for the assignment and may result in a

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failing grade for the course. Such actions are subject to review by the administration and may negatively affect the student's future at the University.

CHEATING AND PLAGIARISM STATEMENT: Students enrolling at the University of the District of Columbia assume the obligation of maintaining standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and the facilitation of such acts. Any paper found to have been plagiarized or cheated upon will receive a failing grade and will be reported to the chairperson.

Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work.

Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of source.

Students are subject to dismissal from a degree program for unethical practices and acts of academic dishonesty. It should also be stated that a plea of ignorance of the policy will not be accepted. The following actions are prescribed whenever a violation of academic integrity is noted: (1) The Instructor will provide to the chairperson a written report with documentation of the academic offense, (2) the chairperson will present the facts to the departmental Academic Affairs Committee, (3) the departmental Academic Affairs Committee will review the report, meet with all parties concerned, and make a formal recommendation to the department chair for transmittal to the academic dean. If it is determined that a student has violated the Academic Integrity Policy, the academic dean may suspend the student from the University.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, AND SEXUAL AND RACIAL HARRASSMENT: UDC actively subscribes to a policy of equal opportunity in education. It is the UDC policy that sexual harassment and racial harassment of students, staff, and applicants for admission to the University are prohibited. For further details see the UDC student handbook.

AMERICANS WITH DISABILITIES ACT PROCEDURES STATEMENT: The University is committed to providing an educational environment that is accessible to all students. If any student requires assistance, support services, or verification of a disability, then he or she should please visit the Office of Services to Students with Disabilities: 202-2746000 or 202-274-6152 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations. *Students should submit via Blackboard this letter to the instructor within two weeks of the beginning of the semester. You may have to send the instructor an email alerting him or her that you are submitting a support letter.*

While every attempt will be made to adhere to the dates as they have been identified in the syllabus, this syllabus is subject to changes by the instructor. Notification of proposed changes will be provided. Please check your UDC email and Blackboard course site for the most current information and any changes.

APPENDIX: Threshold of Democracy Materials

Roles and Rules

Roles:

Please refer to Page 80 for more information on your roles and factions.

Role	Student
THRASBULIANS	
Thrasbulus	
Lycon	
PERICLEAN DEMOCRATS	
Anytus	
SOLONIAN DEMOCRATS	
Callias	
FOLLOWERS OF SOCRATES	
Crito	
Eryximachus	
INDETERMINATES	
Gorgias the Younger	
Thucydides	
Diognetus	
Lithicles	

For information about your character and faction, please see pages 80-87 in *Threshold of Democracy*.

Archons will be selected randomly, during the preparation day.

Speaking:

Every class, there will either be a trial, or a debate agenda. During each session, you will have opportunities to speak, to argue your points, and to demonstrate your reasoning and understanding of the materials.

In order to speak, please approach the podium and wait your turn. You are expected to speak every opportunity that you have.

In order to initiate a trial, request an archon for a Trial on Trial Day, or as an addition to the end of any session.

Socrates may be put on trial, for more on this, please reference the book.

How you will be graded:

Every time that you speak, if I see evidence of your command of any of the following, I will put a check mark in the appropriate box:

Ethical Content Knowledge (Weight 33.33%) Speech demonstrates comprehensive knowledge and evaluation of ethical/moral theories.	Points:
Justification of Ethical Judgments and Principles (Weight 33.33%) Speech demonstrates proficiency in demonstrating how ethical judgments and principles are to be justified according to a particular theory, concept, and/or context.	Points:
Argumentation (Weight 33.33%) Speech demonstrates proficiency in clear and logical argumentation either for/against one or more ethical principles.	Points:
Total	Total Points:

At the end of the game, I will take the average number of points and set that equal to a B (82 points out of 100). After adjusting everyone's grades to fit the curve, this will be your grade for the game. You will earn 10 extra points if you achieve your character's goals for the game. (This would turn a B- into an A-). For members of a faction, your goals align with your faction's goals. For the indeterminates, your goals are individual. Everyone's goals can be reviewed on Pages 80 – 87.

Sample Options for Pandora's Urn (not to be distributed to class):

A number of slaves have begun to revolt.

All slave-owners have lost some slaves, their houses may or may not be in jeopardy. They lose 1/5th of their voting power for this session as their supporters must contend with the revolt.

A group of Spartan soldiers has set up camp in Attica.

The citizens of Athens fear further conflict. What will be done in response to Sparta?

Several merchant ships bound for Athens sunk.

Merchants and the wealthy lose 1/5th of their voting power for this session, as many of their supporters are dismayed by their potential loss of wealth, and therefore power.

An ostracized noble family has returned to Athens.

Members who support Aristocracy will see their voting power increase by 1/5th this session.

Heavy rains wash away a level of topsoil at the top of the city.

Shallow graves, dug to hide the bodies of victims of the Thirty, are exposed. The bodies, disinterred, are swept into the city, and Athens is reminded of the terror of the Thirty. Democratic factions see their see voting power increase by 1/5th this session.

Travelers arrive from Western Greece, bearing rumors of a new Spartan/Persian Alliance.

Will Athens' greatest enemies unite against the city? Athens must decide whether to believe the travelers, and what to do.

Plato publishes a new dialogue, in which Socrates condemns democracy and authoritarianism alike.

Socrates favors technocracy, his detractors are incensed, and his supporters must defend him.

A large crate, full of gold and silver, has been found in one of the former homes of the Thirty.

How will Athens use this money? Who, or what project, would most benefit from this money? Who deserves it?

An Athenian war boat, lost at sea, washes up on the shores of Attica.

On the boat, Athenians find sailors' bodies, whose flesh has been torn at by seabirds and baked under the sun. Religious factions consider it to be a harbinger of the dangers of empire. Anti-imperialists see their see voting power increase by 1/5th this session.

Women are inspired by a potential return to democracy.

In the hopes of achieving social and political rights of their own, Athenian women have organized. Many are refusing to work until they are allowed to join the assembly. As women do more than half of the work in Athens, the city grinds to a halt, its' economy and ability to make war are imperiled.