

## **Humanities 232 Syllabus**

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**NOTE: Always put "HUMN 232" in e-mail subject line**

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### **Course Description:** HUMN-232: Ethical and Legal Issues in the Professions

This course provides a framework for decision-making in professional practice. Ethical principles, social responsibility, legal and regulatory requirements, and professional codes of conduct are explored to help students develop a clearer perspective and a sense of ownership for the choices they make. Case examples from specific professions, including electronics technology, network administration, and health information technology, are used to explore applications of general principles. Prerequisite: ENGL-112 / 3-3

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**Text:** *Ethics on the Job*, 3<sup>rd</sup> ed. Pfeiffer, Raymond S. & Ralph P. Forsberg

### **Supplementary Materials:**

["The Ones Who Walk Away From Omelas"](#) by Ursula K. LeGuin

["Mending Wall"](#) by Robert Frost

[Links and Resources](#)

Rented Movies:

[Cider House Rules](#)

[Chocolat](#)

[A Civil Action](#)

[The Insider](#)

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### **Assignments/Grading**

**Portfolio 1: Understanding Ethics (due at midterms).....50%**  
**Portfolio 2: Applying Ethics (due at finals)..... 50%**  
**Attendance, Discussions, & Participation.....+/-15%**

#### **Portfolio I: Understanding Ethics**

Portfolio I.A: [Self Test](#)

Portfolio I.B: ["The Ones Who Walk Away From Omelas"](#)

Portfolio I.C: [Legal/Ethical Chart](#)

Portfolio I.D: ["Cider House Rules"](#)

Portfolio I.D: ["Chocolat"](#)

Portfolio I.F: ["Mending Wall"](#)

Portfolio I.G: [Ethical Theory Presentation](#)

Portfolio I.H: Writing - [Creating a Personal Ethical Code](#)

Portfolio I.I: Threaded Discussions (print out)

Portfolio I.J: Test on Ethical Theory

#### **Portfolio II: Applying Ethics**

Portfolio II.A: : ["A Civil Action"](#)

Portfolio II.B: ["The Insider"](#)

Portfolio II.C: [Applied Ethics - Issue Presentation](#)

Portfolio II.D: Writing – [Applied Ethics Paper](#)

Portfolio II.F: [Ethical News Stories](#)

Portfolio II.G: [Service Learning Response Paper](#)

Portfolio II.H: Threaded Discussions (print out)

**Portfolios:** Portfolios are your collection of all of your assignments for this class, both in-class and homework. You will include all work done on your major assignments in the portfolios, as well as homework and other daily assignments. This means that you must save all your work that you

do in class, collect it all together, and put it in the appropriate portfolio - we will do two portfolios.

**Portfolio Format:** You will save your work and turn it in in a paper two-pocket folder with 3 hole fasteners in the middle. Work must be secured in the folder - everything must be three-hole punched and fastened in the middle, placed in the portfolio neatly and in order. You must also LABEL each assignment correctly, prominently, and CLEARLY (i.e.: "Portfolio II.A" or "Portfolio I.C" at the top of the page). In addition, use tabs/dividers to separate your assignments. Portfolio folders should NOT contain MY assignments, syllabus, or copies of handouts given to you or from the web. Only YOUR completed work should be included. Failure to turn in work according to specifications (out of order, in a different kind of folder, not labeled, or otherwise incorrectly turned in) will result in a 10% drop in your grade on that folder, or if it is sufficiently disorganized, a zero will be given.

**Portfolio Cover Sheets are required:** ALL PORTFOLIOS MUST HAVE A COVER SHEET or they will not be accepted. Your portfolio cover sheet/checklist will help you be sure to include everything needed for each portfolio. Include these in the front of your portfolio; three hole punch them and place them at the FRONT; they will be the first page of your portfolio. These will function as a grading sheet for me and provide a guide for you as to what assignments are necessary to include in your portfolio. Do NOT include your syllabus or class handouts that I give you, only include YOUR work that you do in class.

**Grading of Portfolios:** All assignments must be included for full credit. One assignment missing will reduce portfolio grade one letter grade, and so on.

"Daily assignments" are assignments of lesser value, often done in class. Each daily assignment will receive one of the following:

- check plus (100%) = excellent work that exceeds assignment requirements
- check (90%) = good work, meets all assignment requirements, questions answered correctly
- check minus (70%) = assignment not adequately completed, something is missing, or questions insufficiently answered
- check with two minuses (50%) = assignment is present in the portfolio, but completed poorly
- zero (0%) = assignment is missing entirely

"Major assignments" are writing assignments, tests, or presentations that require more thought and presentation; they will be given letter grades and weighted more.

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## **PROJECTS**

There are five "projects" you will do this semester:

### **(1) Ethical THEORY Presentations (first portfolio/midterms):**

A 15 minute presentation on one of the ethical traditions or approaches and the philosopher associated with that:

- Ethical Egoism (Ayn Rand)
- Ethical Hedonism (Epicurus)
- Act Utilitarianism (Jeremy Bentham)
- Rule Utilitarianism (John Stuart Mill)
- Cultural Relativism
- Kantianism (Kant)
- Intuitionism (Plato, Descartes, W.D. Ross)
- Theologism (various religious traditions)
- Aristotle's Virtue Ethics (Aristotle)
- Ethical Skepticism (Pyrrho, various contemporary thinkers)
- Ethical Nihilism (Nietzsche, various contemporary thinkers)
- Emotivism/Logical Positivism (A.J. Ayer/Vienna Circle)

**Process (for GROUP reports):** Exchange e-mail addresses and phone numbers with your group members. You will decide together how best to divide the work responsibilities, but all should participate equally in creating the content and giving the presentation. Make sure that you get together with your group members to discuss your presentation and integrate your findings. The group should work together and share responsibilities equally. Don't just divide tasks and do this separately -- divide tasks, then come together and discuss what you have found to prepare your presentation together. Each group member must share a part in the presentation itself.

**Primary Objectives to Cover (in this order)/Grading for Ethical Theory Presentation:**

Grading is on content and presentation; content is best presented in this order:

- **CONTEXT:** *Historical/Social Context:* Discuss the political, social, economic, historical context of the origins of the theory and the effects these may have had on it. Discuss how the historical/social context may have affected it later.
- **THINKERS:** *Major Philosopher Associated with Theory:* Most Ethical theories began with/are associated with a particular philosopher(s) or major thinker; discuss his/her life and thoughts. This should be a significant portion of the presentation.
- **TENETS, OBJECTIONS, and REPLIES:** *Major Ideas and Tenets of Ethical Theory/Tradition/Approach:* Outline the major ideas and tenets of the theory to the class. Include OBJECTIONS and REPLIES. This should be a significant portion of the presentation - it is the most important.
- **CASE EXAMPLES AND SCENARIOS:** *Case Examples and Scenarios for Discussion:* Application of your ethical theory to cases/scenarios, including real-life examples. Ask the class questions to spark discussion; use case scenarios/examples.
- **VISUAL AID/PRESENTATION:** *Visual Aid:* Presentation should include a visual aid, PowerPoint, an outline/handout, and it should have clarity and organization, and professional presentation (don't read from notes).
- **RESEARCH:** Use sources to gather your information in addition to just your textbook - you may use the [Links and Resources](#) site, and you may also use other print or electronic sources. (When doing a Google/other search, include the word "philosophy" or "ethics" in your search words.)
- **DEPTH and THOROUGHNESS:** Develop your presentation well – do not just give the same information that was conveyed in the original introduction to traditions/theories.

**(2) Ethical ISSUE Presentation (second portfolio/finals):**

Some topics to consider:

- The Taking of Human Life (Suicide, War & Just War, Capital Punishment and the Death Penalty, Mercy Killing and Euthanasia, Abortion)
- Marriage & Sexuality (Premarital Sex, Serial Monogamy, Polygamy, Homosexual marriage; Non-standard sexual activity: Pornography, Prostitution, Perversion)
- Bioethics: Cloning, Reproductive Technologies
- Social Ethics (Lying, Cheating, Breaking Promises, Stealing)
- Business and Media Ethics (Whistleblowing, Freedom of Speech, Right to Privacy, Gender, Sexism, Sexual Harassment)
- Environmental Ethics (Animal Rights & Endangered Species, Natural Resources & Development)
- International Business: American Business in Third World countries (conditions equity, effect on economy)
- International Politics
- World Hunger
- Poverty, Welfare, and Economic Justice
- Race & Racism: Affirmative Action
- Other topics
- Section IV of your text - and cases presented in the back of each text chapter

**CONTENT AND GRADING:** The Ethical Issue presentation is much the same as the Ethical Theory presentation with some minor differences:

- **HISTORY:** History of the issue and people involved will take precedence. The issue must be presented in CONTEXT - that is described as it has happened within a particular time and place (or times and places).
- **SIDES/VIEWS:** Discuss both sides of the issue and where it stands today – (see PAPER below for how to do this). FOLLOW THE PAPER FORMAT BELOW FOR YOUR ISSUE PRESENTATION.
- **CASE HISTORIES/SCENARIOS and CLASS DISCUSSION:** Start a class discussion using case histories and examples on your issue from your textbook. Relate to our ethical discussions and theories covered in class.

### **(3) Ethical Issue PAPER**

**Topic:** The ethical issue you are doing your presentation on.

**Due Date:** Week 8 in final portfolio

**Format:** Use APA format (Title Page, Running Head, Abstract, In-text Parenthetical Citations, References). Do not plagiarize.

**Length:** 4-6 pages of text.

**Sources:** At least four scholarly articles, websites OK after four print articles are found.

**Evaluation:** You will be evaluated on using the correct format and on how thoroughly the following sections are developed.

**First Section:** Describe your ethical issue/conflict in detail. The last sentence in your introduction should be where you identify the issue/conflict on which you will focus, as well as the two sides of the issue. (Remember, an issue/conflict must have two distinct sides. If only one side of a conflict is considered, either it is not a conflict or the writer is biased.)

**Second Section:** HISTORY: Give a brief but comprehensive history of the issue/conflict. Bring the reader "up to speed." Explain what has happened in the past and why the situation is still an issue/conflict today. Discuss the (particular) players/people involved, and their interests/feelings on the issue. Discuss real-life occurrences of this issue - then and now. Give specific, real-life examples. FUTURE: Why will this continue to be an issue/conflict in the future? Provide a timeline within your paragraph.

**Third Section:** Identify the factors, beliefs, feelings, situations, or issues regarding one side of the issue/conflict. This section should be a comprehensive overview.

**Fourth Section:** Identify the factors, beliefs, feelings, situations, or issues regarding the other side of the issue/conflict. This section should be a comprehensive overview.

**Fifth Section:** Conclude the paper with your educated thoughts and opinions regarding this issue and possible outcomes. This section should contain references to your reading and study concerning the issue and should be presented in a cogent, logical piece of writing.

**Presentation/Paper:** The research you do for your paper will augment your presentation to the class. See [Presentations](#) for presentation guidelines.

### **(4) Ethical NEWS STORIES:**

A current NEWS STORY that you find in the newspaper, on television, in a newsmagazine that has ethical implications. Bring to class a copy of a current event that is ethical in nature and present it to the class. This is an informal presentation; all you will need to do is start a class discussion on the topic. Ask some questions of the class on the ethical concerns involved. Bring a handout for everyone -- with the information of the story or a copy of the article itself. Put this handout in your second portfolio with the analysis of it.

### **(5) Service Project:**

A service learning project in which you will choose the service or charity of your preference, and do volunteer work for half a day or a day in that capacity. Select a charity of your choice, and work for one half day to one day in service to that charity. This could be something like serving for

a soup kitchen for the homeless, working for the American Kidney Fund or Vietnam Veterans, or helping underprivileged children, or some other similar project. You may complete this at any time during the semester - but do not wait til the last minute or end of the semester for your own sake! Upon completion, you will write a Service Learning Response Paper. Write a one to two page paper describing your experience and discussing what you learned from it, how it affected you. This will be included in your last portfolio. Include also any pertinent documentation.

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### **Course Guidelines**

**Attendance & Class Participation:** Attendance, discussions, and participation can affect your final grade for a total of 15%. Everyone starts out with full points of the 15% in this area, and points are taken away (your grade is reduced) as classes are missed or discussions not done. In-class pop quizzes may be given and are counted as part of this grade. DeVry policy is that after two classes missed you are automatically withdrawn from the class and must officially apply through the registrar to be reinstated.

**Late Work:** Portfolios are marked down 10% for each day they are late. Portfolios will not be accepted after one week after the due date. Final portfolio is not accepted late. In-class quizzes cannot be made up.

**Professionalism:** If you have to miss a class, you are responsible for getting assignments, handouts, etc. from a classmate or via eCollege. In order to do this, you must have an email address other than DeVry student email and you must sign up for eCollege by the end of the first week of class. If for any reason eCollege is not working, you can submit any assignments directly to my home email address. PUT HUMN 232 IN SUBJECT LINE.

**Homework:** Read the assigned chapters/readings before you come to class. Keep up with the portfolio assignments and do them the same week that we cover them in class, that way you won't fall behind.

**Academic Integrity:** As a student, you are expected to read, understand, and follow the procedures and rules of conduct as stated in the DeVry/Atlanta Institute of Technology Student Handbook. You are expected to adhere to the Student Academic Integrity Policy. Plagiarism is covered in the handbook, and includes improper paraphrasing, copying and lack of proper documentation of sources. Keep in mind that all writing submitted to me must be written by you for this class. Any time you borrow an idea or passage from an outside source (newspaper, book, TV show, friend, relative, etc.) without giving that source credit (quotations or citations), you have plagiarized. If you let a fellow student borrow from your work or copy your essay then you are guilty of plagiarism, too. Please see the handbook for DeVry's policies.

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## **Humanities 232 Daily Outline/Schedule**

*(Note: Schedule and syllabus subject to change as per individual class needs)*

<b>Week/Topic</b>	<b>In-Class</b>	<b>Homework</b>	<b>Due</b>
<p><b>Week One</b></p> <p>Introduction to Ethics: Theories and Traditions</p>	<p>Introduction to class: What is Philosophy?</p> <p>Discuss <a href="#">syllabus</a>, <a href="#">assignments</a>, and <a href="#">projects</a>.</p> <p>What is Epistemology, Metaphysics, Ethics?</p> <p><a href="#">PP Presentation: Ethics and Morality: An Introduction</a> ;  <a href="#">Commandant Example</a> ;  <a href="#">PP Presentation: The Traditions Overview of Ethical Theories: Discuss ethical traditions/approaches broadly</a></p>	<p><a href="#">Choose Ethical Tradition &amp; Issue</a> for presentation</p> <p>Do Threaded Discussions</p>	<p>Threaded Discussions</p>
<p><b>Week Two</b></p> <p>Self-Realization/ Developmental Ethics and Stages</p>	<p><a href="#">Self Test</a> ; <a href="#">Omelas</a> ;  <a href="#">Legal VS. Ethical Chart</a> ;</p> <p>Discuss <a href="#">Developmental/Self Realization Ethics Kierkegaard &amp; Marcel "Mending Wall"</a></p> <p>Sign up for day(s) to present your <a href="#">Current Ethical NEWS STORIES</a></p> <p>Sign up for <a href="#">Ethical Theory Presentations</a> and <a href="#">Applied Ethics Presentations</a>  See <a href="#">Sign Up Sheet</a></p>	<p>Read Chapter of your text</p> <p>Watch Cider House Rules &amp; Chocolat</p> <p>Do Threaded Discussions</p>	<p>Threaded Discussions</p>
<p><b>Week Three</b></p> <p>Rules, Individual Rights &amp; the Community</p>	<p>Continue discussion of <a href="#">Developmental/Self Realization Ethics Kierkegaard &amp; Marcel "Mending Wall"</a></p> <p>Discuss <a href="#">"Cider House Rules" &amp; "Chocolat"</a></p> <p>Watch Joseph Campbell; Power of Myth</p>	<p>Work on <a href="#">presentations</a></p>	<p>Threaded Discussions</p>
<p><b>Week Four</b></p> <p>Ethical Theory: The Traditions</p>	<p>Traditions/<a href="#">Ethical Theory Presentations</a></p> <p>Review for test</p>	<p>Review ethical traditions for test</p> <p>Work on completing <a href="#">Portfolio I</a></p>	<p>Threaded Discussions</p>

<b>Week Five</b>  Test/Portfolio Due  Applied Ethics/ Ethical Issues	Midterm Test and Portfolio I due  DISCUSS NEWS STORIES  <a href="#">Issue Presentations</a>	Work on <a href="#">Issue Presentation</a> & Issue Paper for rest of semester <a href="#">A Civil Action</a> <a href="#">The Insider</a>	Midterm Test and Portfolio I
<b>Week Six</b>  Ethical Issue Presentations & News Stories	DISCUSS NEWS STORIES  <a href="#">Issue Presentations</a>  Discuss <a href="#">A Civil Action</a> Discuss <a href="#">The Insider</a> Whistleblowing PP	Work on <a href="#">Issue Presentation</a> & Issue Paper	Threaded Discussions
<b>Week Seven</b>  Ethical Issue Presentations & News Stories	DISCUSS NEWS STORIES  <a href="#">Issue Presentations</a>	Don't forget <a href="#">Service Project</a>	Threaded Discussions
<b>Week Eight</b>  Ethical Issue Presentations & News Stories Final Portfolio due	DISCUSS NEWS STORIES  <a href="#">Issue Presentations</a>	<a href="#">Issue Presentations</a>	<a href="#">Final Portfolio with COVER SHEET</a>  <a href="#">Issue Presentations</a>

### **Terminal Course Objectives**

Upon successful completion of this course, you will be able to do the following:

1. Given a controversial application of technology, such as electronic surveillance of employees (monitoring of e-mail, Internet usage, or telephone logs, etc.), develop a justification or condemnation for this use of the technology using a rules-based (Deontological) ethical theory.
2. Given an example of a legal, technologically enabled product or service, such as "spyware," or the use of information systems as a law enforcement tool, use a utilitarian (Teleological) ethics approach to formulate guidelines for the use of such technology.
3. Given a societal norm such as intellectual property rights or freedom of expression, that may conflict with a set of workplace standards, develop a recommendation for how an employee might address the conflict.
4. Given a set of industry-specific regulations, analyze their impact on a particular industry or profession in terms of how the regulations modify the way work is done.
5. Given a disagreement about a workplace practice without a clear legal direction, such as (moderate) use of company equipment for private purposes or conducting personal business on company time, suggest appropriate guidelines for both employees and the company for regulating such a practice.
6. Given a situation involving the linkages among information systems, suggest appropriate ways of reducing leaks in confidential information without infringing the public's "right to know."
7. Given a situation in which an employee is pressured to take an action s/he would otherwise refuse, recommend a course of action based on analysis of the conflict between personal morality and loyalty to an organization.

8. Given an article, book, or film that presents a whistle-blowing incident, develop a statement of agreement or disagreement with the person's actions, including an analysis of the ethical or legal principles involved and considering the consequences of these actions.

### **General Education Competencies**

1. Communicate clearly with particular audiences for particular purposes.
2. Work collaboratively to help achieve individual and group goals.
3. Apply critical thinking skills in learning, conducting applied research, and defining and solving problems.
4. Develop tolerance of ambiguity and mature judgment in exploring intellectual issues.
5. Build on intellectual curiosity with fundamental concepts and methods of inquiry from the sciences, social sciences, and humanities to support life-long learning.
6. Apply mathematical principles and concepts to problem solving and logical reasoning.
7. Use study and direct experience of the humanities and social sciences to develop a clear perspective on the breadth and diversity, as well as the commonality, of human experience.
8. Connect general education to the ethical dimensions of issues and to responsible, thoughtful citizenship in a democratic society.