

Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT
HUM 210: Justice and Ethics

5 Credits
Effective: Spring 2023

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.

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

We are updating the course materials. Please utilize the following textbook and case studies for this course.

- Braswell, M.C., Edwards, B.D., McCarthy, B.R., & McCarthy, B.J. (2023). *Justice, crime, and ethics* (11th ed.). Routledge. ISBN: 978-1-032-37976-0 (hbk); ISBN: 978-1-032-35363-0 (pbk); ISBN: 978-1-003-34288-5 (ebk)(Can rent for \$50.00)
- Braswell, M., Miller, L., & Pollock, J. (2020). *Case studies in criminal justice ethics* (3rd ed). Waveland Press. ISBN-10: 1478646209 ISBN-13: 978-1478646204 (Can rent for \$11)

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>
<i>Course Activities/Participation</i> (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
<i>Making a Murderer</i>	175
	50
	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 have additional time to finish making changes and submit the paper for grading.

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

Undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

At the professor's discretion students may be granted extensions on projects or assignments; however, without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade for the assignment each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Undergraduate online and mixed-mode classes are required to use the Blackboard Discussion Board online. Participation through discussion to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. Participation on the Discussion Board – the virtual classroom – enhances the student's learning process and experience in this course, and lack of participation will result in a reduction in grade (see grading rubric on Blackboard).

Participation is active engagement in discussions in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent

monitoring of the Discussion Board, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

NOTE ABOUT THE GUIDELINES BELOW:

The following guidelines apply to online and mixed-mode classes:

1. For fully online courses, students are expected to spend one hour per credit hour per week participating in online activities (for example, for a 5-credit course, the student would spend 5 hours per week on the Discussion Board [DB]). It is expected that students access their Blackboard course shell, including the Discussion Board, a minimum of 3 days per week. For mixed-mode courses, students are expected to spend the allotted online hours participating in online activities (for example, for a 5-credit mixed-mode course where 3 hours are spent face-to-face in a classroom, students would spend 2 hours per week on the Discussion Board).
2. The instructor will provide discussion board questions/assignments each week. Students must post their *initial* comments to each discussion board question/assignment *by* the day listed on the DB.
 - a. More precisely, if you go to the DB tab on BlackBoard [BB] you will see that there are forums for each week and they are listed by week number.
 - b. Typically, for criminal justice courses, the forums are “moderated” which means that you will not be able to see your classmates posts until your professor “releases” all of the posts. You should expect this to be done soon after the deadline for the initial response.
 - c. You will note that alongside the forum there is a statement that will say something along the lines of: “moderated forum, initial response due (day of week) by 7pm PST.
 - d. This means, basically, that by 7pm on Friday you should post your response(s) to the thread(s) in that forum. And, you should expect that soon thereafter you will be able to see your initial post and that of your classmates and then you will be able to participate and collaborate with them (see point 3 below)
3. For *each* discussion thread/question/assignment, a *minimum* of 2 thoughtful and topic-relevant responses to classmates’ comments per discussion question are required. Explain why you agree or disagree, ask questions, add to or modify ideas, and respectfully find strengths and weaknesses in classmates’ ideas.
4. In order to encourage discussion, it is expected that students will participate throughout the week- Waiting until Sunday to ‘all of a sudden’ post responses to your classmates is not really participating.
5. Each post should be at least one well-developed paragraph or so- but sometimes may need to be longer depending on the complexity of the initial question. Merely typing “Good post” or similar responses to your classmates are not considered contributions to class discussions and will not count toward posting requirements. Why is it a good post- what do you agree with – more importantly- what do you disagree with, why, etc.
6. In addition to making at least 2 responses to classmates’ comments per discussion question/assignment, students must respond to all questions posed by instructor to their initial or follow-up discussion comments.
7. It is understood that a DB is not a ‘formal’ writing assignment and that *perfection* of grammar, spelling, punctuation is ideal- but not expected. Also, while APA is important in formal writing- **here is the key**- if you used any sources in your post- list them at the bottom of your post- even a link or links would be fine. IF you *must* quote something directly then make sure you clearly cite that. Here are three things to think about:
 - a. Your post is a reflection of your intellectual ability and the more your writing is professionally written and rendered the more credibility it will be perceived to have.
 - b. An important purpose of the DB’s is for you to sharpen your ability to actively and critically think through the issues of the week. The more proficient you are in your involvement in the DB’s the more you will be able to apply what you learned outside of the classroom.
 - c. The DB’s are a bit of an art form and they take some getting used to; however, over time, as you become adjusted to them you will learn more than you thought possible through these interactions with your classmates.
8. Students are expected to act professionally, avoiding personal attacks- but that is not the same as being critical

and disagreeing- the beauty of the DB's is the ability to debate and discuss

Professional Writing Quality

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.cityu.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.