PHIL 102: PROFESSIONAL AND PUBLIC SERVICE ETHICS
SUMMER 2015

INSTRUCTOR INFORMATION AND AVAILABILITY

Class Meetings: Online in SacCT, June 1 – July 12, 2015.
Instructor: Dr. Christina Bellon, Philosophy
Office Hours: Tuesdays 9:00-10:30am, via SacCT Chat or messaging. The last office hours for the summer session will be on Tuesday, July 7th.
Contact: via SacCT messaging (not email, please keep all course communications within SacCT, thanks!).
Availability: Every effort is made to communicate with you quickly, effectively, and accurately. I take this as an important element of my responsibility to you. However, after 5pm M-F or on the weekend, please do not expect a response until the next business day (though, you will likely get one far sooner). If the concern regards a due date problem or quiz/submission problem, please check frequently for a response from me with a solution, as often the best solution is one which can be implemented quickly.
Special Note: This faculty member is considered a ‘mandated reporter’ for suspected child abuse or neglect under the California Child Abuse and Neglect Reporting Act and is bound by the requirements set forth in CSU Executive Order 1083 (available here http://www.calstate.edu/eo/EO-1083.html).

CATALOGUE DESCRIPTION

Prepares students who are planning careers in either professional practice or public service to identify, understand, and resolve ethical problems. Includes examinations of (i) ethical theory, including rights and duties, virtue ethics, utilitarian ethics, social contract theory, and role morality; (ii) the philosophical underpinnings of professional codes of conduct, regulations, and norms of various professional and public service practices; (iii) moral reasoning and argumentation; (iv) the relation between ethical judgment and action; (v) the relation between professional practice, public service, and democratic principles. 3u, no prerequisites.

This course is required for the Fire Service Management Major, is an approved elective for Criminal Justice, and satisfies 3u of the Philosophy major applied ethics requirement.

GE AREA C2 REQUIREMENTS:

This course satisfies General Education Upper Division Requirements and GE Area C2: Humanities. The Area C2 Learning Outcomes require students to:

A. Demonstrate knowledge of the conventions and methods of the study of the humanities.
B. Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.
C. Compare and analyze various conceptions of humankind.
D. Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

By (i) exposing students to a variety of ethical theories, and their connections to religious, cultural, and political values, and by (ii) offering students an opportunity to discuss ethical issues as they arise in their chosen professions, this course fosters in students the development of an understanding of and an appreciation for the diversity of the human community and condition.

As a course in Practical Ethics, the principal concern of which is to examine and reflect on diverse human practices and activities in order to discern the underlying ethical norms, principles and reasoning, the course material will examine the ethical implications of social and economic diversity, diversity of religious belief, and diversity of cultural and community practices. This course emphasizes the important connection between professional training and commitment to clients, community, and the public values, by reflecting on the ethical lessons that can be gleaned from analyses of real professional, policy, employment/workplace cases. In this and other ways, this course also presents the contributions and perspectives of women, persons from various ethnic, socio-economic, and religious groups, gays and lesbians, and persons with disabilities.

COURSE CONTENT

This course is intended as an introduction to philosophical and practical ethics for students whose educational interests are motivated by current or future careers in the professions in both the private and public sectors. The starting point for the course is the assumption that all professionals, as professionals engaged in particular practices in public and private sector employment, have similar ethical needs. This assumption is reaffirmed in the near universal requirement that professional training, regardless of the field or discipline, include some ethics training. This course contributes to that training.

During the semester, students will learn about:

A/ Professional and Public Service Practices – the norms and standards of good practice implicit in professional and public service practices, as well as examine the motivations for entering professional or public service.

B/ The Moral Community – Public Service employment is directly connected to the community, in a way not typical of other professions and vocations. Nonetheless, all self-regulating professions, whether in the private or public sector, have a trust with the community to exercise their privileged positions responsibly. As such, it is imperative for public service employees and professionals to understand their responsibility to the broader community served. Students will examine the

- ethical bases of community trust and professional integrity
- proper uses of public and professional authority
• role of professional organizations in the broader public community
• role of democratic political processes in shaping the community

C/ The Philosophical Roots of Professional Ethics -- students examine the basic ethical theories with a focus on those features of the theories most pertinent to practical ethics.

D/ Moral Reasoning and Ethical Judgment – students will learn what counts as moral reasons for or against some action or policy, how to distinguish moral reasons from other kinds of reasons, and how to assess moral arguments. Students will develop skills in moral reasoning, including:

- formulating and analyzing moral arguments
- the role of facts and values in reasoning about ethics
- assessing moral opinions
- justification of moral decisions
- role of emotion and reason in forming and assessing moral judgements
- impediments to moral reasoning (psychological and social barriers)

E/ Applications – the throughout the course (weekly), students will be challenged with practical exercises which raise ethical problems as they arise in the workplace, with clients, within agencies, and between professions and the community. Additionally, students will apply their moral reasoning skills and understanding of the ethical theories to resolving dilemmas and conflicts in a selection of cases taken from life situations.

### LEARNING OBJECTIVES

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<thead>
<tr>
<th>ASPIRATION/OBJECTIVE</th>
<th>PRACTICAL COGNITIVE SKILLS</th>
<th>ASSESSMENT TOOLS</th>
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<tr>
<td>A/ Identify, distinguish, describe core ethical concepts, principles, and modes of practice as these are relevant to professional and public service practice.</td>
<td>1. Accurately describe and distinguish between a variety of ethical concepts and conceptions, principles, positions; 2. Formulate and express own ethical judgment regarding professional and public service practices; 3. Engage in cogent and respectful deliberation and exchange of ideas on difficult and controversial ethical issues.</td>
<td>1. Content in each of: a. weekly quizzes  b. weekly Sharing Practical Knowledge reports  c. weekly peer evaluation and reflection on (b) above.</td>
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<td>B/ Develop written discursive communication skills, especially as those are associated with argumentative writing and critical peer assessment, and to develop skills in moral reasoning, argumentation, and evaluation of</td>
<td>1. Writing competently in concise, precise and logical style; 2. Expression of a point of view through the formulation of a coherent and consistent argument in response to a practical ethical problem or case;</td>
<td>1. Quality of the form (essay structure, logic) and mechanics (syntax, grammar) of each of each written assignment. 2. Presentation of reasons in support of one’s position on different practices and policies, in</td>
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<td>ethical judgments, public policies, and professional practices.</td>
<td>3. Presentation of an ethical argument in a coherent manner to an audience of peers.</td>
<td>the Sharing Practical Knowledge Report. 4. Preparation of response to others’ Sharing Practical Knowledge Reports.</td>
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| C/ Develop an appreciation of the diversity of the human condition, as this is reflected in public and professional practices, in diverse social and professional contexts, and by a diversity of individuals. | 1. Accurately describe and distinguish the central elements of each ethical principle, against its theoretical, historical, and cultural context. 2. Accurately account for the diversity of plausible positions in ethical problems, dilemmas and cases, while arguing in defence of one’s own considered position. | Evaluation applications of principles to cases and problems in professional practice and public administration, in students’  
   a. weekly Sharing Practical Knowledge Reports  
   b. peer evaluation of others’ Reports |
| D/ Apply ethical concepts and principles to problems in professional and public service contexts, familiarize students with public service and professional codes, apply ethical concepts and principles toward improved professional practice. | 1. Develop practical skills to assess relevance of ethical concepts and principles to situations encountered in public service and in professions, especially interactions with clients & community, regulatory & governance structures, and determining private and public resource allocations;  
   2. Apply concepts and principles to critically assess professional codes and regulations which govern professions and public services;  
   3. Develop skills to resolve conflicts and problems that arise in the community, including those arising from demographic diversity, limited community resources, emergencies, changes in access to professional & public services. | Evaluation of these practical skills through:  
   a. Weekly Quizzes  
   b. Weekly Sharing Practical Knowledge Reports  
   c. Ethical Practice Plan |

**TEXT**

Supplemental readings are available as PDFs in SacCT.
ASSIGNMENTS AND REQUIREMENTS

Evaluation of your progress toward the satisfaction of the course learning objectives, will be conducted by several means. The following assignments comprise the whole of the requirements for this course. This course is based on a total of 100 available points.

GRADING SCALE

<table>
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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A Outstanding</td>
<td>96pts and above</td>
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<tr>
<td>A- Very Good</td>
<td>90-95pts</td>
</tr>
<tr>
<td>B Range Satisfactory</td>
<td>80-89pts</td>
</tr>
<tr>
<td>C Range Minimally Satisfactory</td>
<td>70-79pts</td>
</tr>
<tr>
<td>D Range Poor</td>
<td>60-69pts</td>
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<tr>
<td>F Unacceptable</td>
<td>below 60pts</td>
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This is based upon a 100 pt scale with 1pt = 1%
For all specific assignments, see the grading rubrics in the MyGrades section of SacCT.

TECHNOLOGY COMPONENT

Please note this course is offered entirely online administered through SacCT. It is your responsibility to ensure you have regular and reliable access to computing facilities sufficient to the needs of this course. Technical problems must be reported to me at your earliest encounter of the problem. If the problem is more complex than instructor skills allow, you must address your problem to the SacLink Help Line @ 916-278-7337.

Consistent with Sacramento State’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, this course will use a tool called Turnitin to compare a student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. All submissions to this course will be checked for originality using this tool. Students should submit without identifying information included in the paper (e.g. name or student number), the system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by Turnitin. For further information about submissions, see http://www.csus.edu/sacct/student/turnitin-submit-assignments.pdf.

LEARNER RESPONSIBILITY SURVEY

This brief survey is an opportunity for you to assess your preparation for succeeding in this fully online course. If you cannot agree to every item on the survey, you should seriously consider taking this course at a time when you can commit to the requirements of success.
NOTE: This survey must be completed during the first week of summer semester. Failure to complete it will prevent your ability to proceed in the course by blocking your access to subsequent assignments and quizzes.

ACADEMIC HONESTY ASSIGNMENT

This is the first assignment for the course requires you to familiarize yourself with the university’s Academic Honesty Policy. This assignment has no point value. The Academic Honesty Policy can be found at http://www.csus.edu/umanual/student/STU-0100.htm.

NOTE: This assignment must be completed during the first week of summer semester. Failure to complete it will prevent your ability to proceed in the course by blocking your access to subsequent assignments and quizzes.

“GETTING TO KNOW YOU” BLOG POSTING

This is a fun assignment – you just have to tell us a bit about yourself, why you’re here, what your hopes and dreams are, what you do for fun or relaxation – anything really, to give us all a sense of who you are and where you’re coming from. We’ll be doing some collaborative work in this course, and it will be so much more enjoyable if we knew a bit about who we are. That’s also the biggest obstacle to building a sense of community in an online course – so go ahead, tell us about yourself!

QUIZ SERIES (50PTS, 6 X 10PTS EACH, BEST 5 SCORES COUNT FOR FINAL GRADE)

Each learning module of the course has a set of assigned readings and lecture videos. Each learning module will assess student comprehension of the content of the readings and lecture videos through a series of quizzes, one practice quiz and one graded quiz. Quizzes are multiple choice in structure with about 20 questions per quiz. You will have 45 minutes to complete each quiz and each will be available at least three days during the week in which it has been assigned. The practice quiz will end at least one day prior to the graded quiz being made available. You have unlimited attempts on the practice quiz. You may take a graded quiz only once, no make-ups are permitted.

NOTE: For access to the graded quiz, you must pass the practice quiz with at least a C- (70%).

NOTE: Quizzes are due at the date and time indicated. Make-ups will not be permitted.

SHARING PRACTICAL KNOWLEDGE REPORTS (25PTS, 6 X 5PTS EACH, BEST 5 SCORES COUNT FOR FINAL GRADE)

For each learning module, you will be required to complete and submit a report (5pts each) of your knowledge base and knowledge expansion after studying the assigned material. These reports will be submitted to a public forum, and other members of the class will participate in sharing their reflections on your report. The purpose is at least three fold:
i. To provide an opportunity for you to reflect on your existing knowledge to build connections between what you already know and what you are learning in the course at each step along the way.

ii. To provide an opportunity for each of us to learn from each other, whether we are at the same level of knowledge and experience or not, and whether we are functioning from within the same profession or discipline or not. The benefit of working with others from diverse professional, academic and cultural backgrounds is that we can learn from each other as much as we can from the course material alone.

iii. To allow each of us the opportunity to critically assess our own and others’ contributions in a way in which we can refine our ethics-related knowledge as well as our ability to communicate, deliberate publically, and come to some general insights and conclusions together. Take this as an opportunity to practice public deliberation about complex ethical problems, and thereby to develop skills of effective critical communication.

 NOTE: Late submission will not be permitted. These are due at the date and time indicated. Missed or late submissions, and commentary on others’ reports, will not be accepted for this assignment. Make-ups will not be permitted.

ETHICAL PRACTICE PLAN (25PTS)
To afford students the opportunity to apply what they have been learning in this course to their current or anticipated careers in public or professional service, students will prepare a plan for fostering their own ethical practice. This Ethical Practice Plan will require you to develop a plan in which you:

i. identify a problem which arises in your profession and explain what makes it an ethical problem (by reference to the values and principles learned)

ii. craft a strategy for addressing it consistent with the ethical requirements learned (if it involves whistleblowing, for example, include all steps taken to ensure your actions are ethical)

iii. identify the resources (intellectual, professional, institutional, economic) needed to address the problem in this way

iv. account for the benefit (to self, colleagues, profession, client/public) of addressing the problem in this way

NOTE: This assignment is due at the end of the semester, late submissions cannot be accommodated. Please plan accordingly.

NOTE: This assignment will be submitted via Blackboard Turnitin, and will be reviewed for originality. Please DO NOT include identifying information in the body of the submission, it will be archived in Turnitin’s database. Please see the following for further information.

BONUS POINTS (UP TO 5PTS)
Bonus points can be earned by listening to the series of “visiting speakers” and writing a two page reflection on the interview. Up to 5 bonus points may be earned in this way. All bonus reports are due by the last day of classes as indicated in SacCT.

LATE ASSIGNMENTS

Due to the short timeline for this course, late submissions for any assignments will not be accepted. Make-ups for quizzes will also not be accepted. It is your responsibility to know the due dates and to plan accordingly. Leaving an assignment until the day or two prior is risky and makes you more vulnerable than you already are to factors and events in the universe beyond your control! Please plan your semester carefully.

PLAGIARISM/CHEATING

Plagiarism and cheating are serious academic offenses which will not be tolerated in this class. Assignments in which plagiarism or other forms of cheating are found will at the least be graded at 0 (not just an F). ALL incidents of cheating and plagiarism will be reported both to the Department Chair and to the Judicial Officer in the Office of Student Affairs for possible further administrative sanction. It is your responsibility to know and comply with the University’s Academic Honesty Policy http://www.csus.edu/umanual/student/STU-0100.htm.

UNIVERSAL ACCESSABILITY

This course and all material have been designed for universal access. All lecture videos for the course have been professionally captioned. If you have difficulty accessing any of the material, please let me know at your earliest experience of difficulty. Also, this course has been designed to facilitate accommodation for specific disability needs. If you have a documented disability (visible or invisible) and require accommodation for assignments, tests, course material, etc., please let me know the end of the FIRST week of semester so that arrangements can be made. Failure to notify and consult with me by this date may impede my ability to offer you the necessary accommodation and assistance in a timely fashion. Also be sure to consult with the Services to Students with Disabilities (Lassen Hall) to see what other campus services and accommodation options are available for you, http://www.csus.edu/sswd/ApplicationProcess-Forms.html.
WEEKLY SCHEDULE (8 WEEK SCHEDULE)

For each Learning Module, each week, you will be required to do the following assessments in this sequence:

<table>
<thead>
<tr>
<th>Complete Part I</th>
<th>Read Text and View Lectures</th>
<th>Take Practice Quiz (at least once) and Score ≥ C-</th>
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<tbody>
<tr>
<td>Sharing Practical Knowledge Report (SPKR)</td>
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<tr>
<td>Complete Part II</td>
<td>Take Graded Quiz</td>
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<tr>
<td>SPKR &amp; Comment on Others’ SPKRs</td>
<td>(only one opportunity)</td>
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Learning Modules can be accessed anytime during the course. Quizzes will be available sequentially, with the practice quiz open first for three days, then the graded quiz open for three days. There will be one day between them when no quiz is open. Similarly, postings for Sharing Practical Knowledge Reports will be sequential and weekly, with a hard cut-off due date. You cannot post earlier than the week for which it has been assigned, nor can you post late to make up missed submissions.

Please see the SacCT course calendar for due dates and availability of specific assignments.

**June 2-8 Week 1: Introduction: Practical Ethics, Professions and Public Service**
Read: Rowson, Chapter 1 and 2; Zimmerman, “Public Service Ethics”; Lynch, “Secularization of Public Administration.” This Module covers Learning Outcomes GE: C2 A&B, CLO A&B.

**June 9-15 Week 2: Role Morality, Ethics Codes and the Public Trust**
Read: Andre, “Role Morality as a Complex Instance of Ordinary Morality”; Frankel, “Professional Codes”; Higgs-Kleyn, “Role of Professional Codes in Regulating Conduct”; Barber, “Regulation and the Professions”. This Module covers Learning Outcomes GE: C2 A&B, CLO D.

**June 16-22 Week 3: Professional Values: Seeking the Best Results**
Read: Rowson, Chapter 3 and 4; Brien, “Professional Ethics and the Culture of Trust.”
This Module covers Learning Outcomes GE: C2 D, CLO C.

**June 23-29 Week 4: Professional Values: Treating People Fairly**
Read: Rowson, Chapter 5 and 6; Boxill, “The Morality of Preferential Hiring.”
This Module covers Learning Outcomes GE: C2 C, CLO A&C.

**June 30-July 6 Week 5: Professional Values: Respecting Autonomy & Integrity**
Read: Rowson, Chapter 7 and 8.
This Module covers Learning Outcomes GE: C2 A&C, CLO A&C.
July 7-13  

Week 6: In Practice: Ethical Thinking and Practical Problems.

Read: Rowson, Chapter 9, 10, 11 and 12.

This Module covers Learning Outcomes GE: C2 A&B, CLO C&D.

*Ethical Practice Plan DUE 11:59pm on Sunday, July 12th. No extensions, no lates, no make-ups.*