



Evolving Professional Ethics Undergraduate Course Information Guide

Course Number: DCM 304, 4 credits, 10 Weeks
Delivery Formats: Online Async

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Course Description

Evolving Professional Ethics analyzes and weighs ethical issues in the professions in relationship to pressing values of social responsibility and quality of life seen through lenses of moral philosophers and incisive thinkers. It places business ethics and moral philosophy in juxtaposition. In a time of tumultuous choices, the pursuit of self interest is questioned in the light of changing, evolving awareness of values in humanity, community, environment, including race and gender, as they influence business context and holistic awareness of professional ethics.

Learning Outcomes

After completing this course, you will be able to:

- Define and apply basic critical concepts and vocabulary terms relating to moral philosophy and ethical theory.
- Identify, critically evaluate, and apply insights and principles from eight different ethical theories and two different theories of business management and social responsibility.
- Apply insights and theories from moral philosophy to personal ethical decisions.
- Apply concepts and theories from moral philosophy to analyze issues and resolve disputes in the contemporary workplace.

Learning Strategies and Resources

This course consists of a series of ten modules (many of which are sub-divided into smaller sections called units). It is organized into two main parts. The first part (modules 1-6) is mostly introductory. Its purpose is to provide the basic resources, knowledge, and technical information - including historical background and critical

terminology - that you will need in order to demonstrate a satisfactory level of philosophical literacy. Obviously, this doesn't mean that after completing the first six modules you'll be able to hire yourself out as an expert in moral philosophy or write learned treatises in metaphysics or theology. What it does mean is that you'll have achieved a very adequate grasp of several important philosophical theories and principles and will be able to apply them to some of the more controversial and vexing issues in modern business and professional life.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bnccollege.com>, or through alternative sources.

Timmons, Mark. Moral Theory: An Introduction. 2nd edition. Lanham, MD: Rowman & Littlefield, 2013.

Snoeyenbos, Milton, Robert Almeder, and James Humber (eds.). Business Ethics. 3rd edition. Chapter 2. "Ethics and Organizations." New York, Prometheus Books, 2001.

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Recommended Texts

Rachels, James and Stuart Rachels (ed.). The Elements of Moral Philosophy. 7th Edition. Hightstown, NJ: McGraw Hill, 2011.

Rachels, James and Stuart Rachels (eds.). The Right Thing to Do: Basic Readings in Moral Philosophy. 4th Edition. Hightstown, NJ: McGraw Hill, 2007.

Singer, Peter, ed. Ethics (Oxford Readers). Oxford, UK: Oxford University Press, 1994.

Additional resources include dictionaries and encyclopedias, print resources, websites, fiction and drama, and films.

Learning Deliverables

Weekly Written Assignments: will address course content related to the weekly modules and prepare the student for the discussion sessions. These assignments are reaction papers to the module readings and will be assessed on the accuracy of information and depth and persuasiveness of argument and should be clear and concise and, where appropriate, provide illustrative examples.

Discussion Participation: should provide new ideas or links to useful resources, raise challenging or pertinent questions, provide supporting arguments or explanations for a view, reflect on and re-evaluate an important idea relating to the discussion topic or course module, offer a polite critique, challenging, dissenting from, or expanding on the

ideas of others, provide helpful interpretations, definitions, and meanings, succinctly summarize previous contributions and offer a new insight or raise a new question.

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Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Online Discussion Participation	20%
Weekly Written Assignments	80%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1: Introduction to Ethical Theory: Basic Concepts and Definitions	Timmons, Chapters 1 and 3 Look up the terms "Relativism," "Moral Realism," "Consequentialism," and "Deontology" in the Course Dictionary and Resource Guide	1.1 Realism vs. Relativism 1.2 Consequentialism vs. Deontology 1.3 Introduction Discussion

	<p>Read articles on "Relativism," "Moral Realism," and "Consequentialism" in the IEP</p> <p>Read article on Deontological Ethics in the SEP</p>	
Week 2, Module 2: Consequentialist Ethics	<p>Timmons, Chapters 5 and 6</p> <p>Entries for Bentham, Mill, Singer, Utilitarianism, Dewey, James, Pierce, and Pragmatism in the Course Dictionary and Resource Guide</p> <p>William James, "What Pragmatism Means"</p> <p>Hugh LaFollette, "Pragmatic Ethics"</p> <p>Recommended Readings:</p> <p>Peter Singer's NYT article on donating to charity to relieve world poverty</p>	<p>2.1 Utilitarianism</p> <p>2.2 Pragmatism</p> <p>2.3 Utilitarianism vs. Pragmatism Discussion</p>
Week 3, Module 3: Deontological Ethics	<p>Timmons, Chapters 8 and 9</p> <p>Entries on Kant, the Categorical Imperative, the Universality Test, Ross, Deontology, Duty, and Role Theory in the course Dictionary and Resource Guide</p> <p>Recommended Readings:</p> <p>Article on Ross in the Stanford Encyclopedia of Philosophy</p> <p>Or the article in the Internet Encyclopedia of Philosophy</p>	<p>3.1 Kantian Ethics</p> <p>3.2 Ross and Prima Facie Duties</p> <p>3.3 An Emergency Room Dilemma- Kant vs. Ross Discussion</p>
Week 4, Module 4: Contractarian Ethics	<p>Rachels, The Elements of Moral Philosophy, Chapter 6 (available from DePaul Libraries electronic reserve)</p>	<p>4.1 Contractarian Ethics</p> <p>4.2 Rawls' Theory of Justice</p>

	<p>Articles on Social Contract Theory and John Rawls in the IEP</p> <p>Entries on Hobbes, Social Contract Theory and Rational Choice Theory, the Prisoner's Dilemma, the Diner's Dilemma, Tragedy of the Commons, Rawls, Fairness, the Equal Liberty Principle, the Fair Equality of Opportunity Principle, and the Difference Principle in the course Dictionary and Resource Guide</p>	<p>4.3 Rational Choice Ethics, Fairness, Moral Hazard, and the Healthcare Debate Discussion</p>
Week 5, Module 5: Virtue Ethics and Ethics of Care	<p>Timmons, Chapter 10</p> <p>Entries on Aristotle, the Doctrine of the Mean, Virtue Theory, Gilligan, Noddings, Tronto, and Held in the course Dictionary and Resource Guide</p> <p>Article on "Feminist Ethics" (especially the portion on Ethics of Care) in the Stanford Encyclopedia of Philosophy</p> <p>Recommended Reading:</p> <p>Aristotle's Nicomachean Ethics, Book I, chapter 13; Book II, chapters 5-9; Book III, chapters 6-11; and Book IV</p>	<p>5.1 Virtue Ethics</p> <p>5.2 Care Ethics</p> <p>5.3 Care Ethics in the Workplace Discussion</p>
Week 6, Module 6: Shareholder Theory and Stakeholder Theory	<p>Snoeyenbos, pp. 72-93 and 101-126</p> <p>Entries on Shareholder Theory, Adam Smith, Social Responsibility, and Stakeholder Theory in the Course Dictionary and Resource Guide</p> <p>Optional:</p>	<p>6.1 Shareholder Theory</p> <p>6.2 Stakeholder Theory</p> <p>6.3 Goldilocks Discussion</p>

	Video: R. Edward Freeman and Stakeholder Theory	
Week 7, Module 7: Ethical Problems and Controversies I: Whistle-blowing	<p>Review the sample Whistle-blower protection policy for a non-profit organization</p> <p>Recommended Films:</p> <p>Serpico (1973), The Insider (1999), Erin Brockovich (2000), The Informant (2009)</p>	<p>7.1 Whistle-blowing</p> <p>7.2 The Whistle-blower: Hero or Snitch? Discussion</p>
Week 8, Module 8: Ethical Problems and Controversies II: Confidentiality and Privacy	<p>Entry on Privacy in Course Dictionary and Resource Guide</p> <p>Optional:</p> <p>Review a recent article and documentary about electronic-age privacy by Scientific American and NPR:</p>	<p>8.1 Privacy and Confidentiality</p> <p>8.2 Wikileaks: Public servant or a fence for stolen information? Discussion</p>
Week 9, Module 9: Ethical Problems and Controversies III: Fiduciary Responsibility and Oversight	Entries on Fiduciary and Fiduciary trust in Course Dictionary and Resource Guide	<p>9.1 Fiduciary Responsibility</p> <p>9.2 "Who shall oversee the overseers themselves?" Discussion</p>
Week 10, Module 10: Ethical Problems and Controversies IV: Employee Rights / Responsibilities; Ethical Issues in Sales, Advertising, and Marketing		<p>10.1 Employee Rights and Responsibilities</p> <p>10.2 Assessment and Review Discussion</p>

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

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This document was updated 7-1-24.

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