

Syllabus

Course Overview

Course Overview

Ethics is hard: the situations and issues we face in everyday life are extremely complex, and just when we think we have figured out the difference between right and wrong, someone else calls us out!

What are we going to do? Well, we can gather reliable information from a variety of sources, think carefully about what people believe, and learn how to talk to each other productively—especially when we disagree. In this course, we will practice doing these things together.

We will explore four major themes dealing with ethical conduct, spending two weeks on each, and you will have the chance to demonstrate your mastery of critical skills in an assessment at the end of each. What is more, these are all transferable soft skills you can apply to many situations in your professional and personal life, and they are formally listed among the Essential Undergraduate Learning Outcomes of the Division of Arts and Sciences. One main skill that you will develop is critical thinking, which is introduced in Week 1, continues throughout the course, and is summed up in Week 10.

Learner choice is a significant element of this new kind of course. You will be able to choose which resources best support your learning, which format in which to access the information, what concrete issues you choose to address, and occasionally, what format in which to present your own positions. Your instructor will be available to guide and advise, of course, but you will take responsibility for your own success.

Course Structure

We will explore four major themes dealing with ethical conduct, spending two or three weeks on each, and you will have the chance to demonstrate your mastery of critical skills in an assignment at the end of each theme. You will also have the opportunity to collaborate with your peers in discussion postings, in addition to participating in other learning activities that will help you learn the material necessary to complete assignments.

Theme 1: Applying Ethical Theory

Weeks 2–3 focus on the foundations of normative ethics and how one may apply them to practical cases.

Theme 2: Ethics in the Workplace

Weeks 4–5 examine the importance of establishing ethical conduct in one's career and daily work.

Theme 3: Freedom and Authority

Weeks 6–7 explore the potential for conflict between personal behavior and governmental regulation.

Theme 4: Dealing With Complexity

Weeks 8–9 shift to take on a major social issue from distinct points of view and multiple disciplines.

Assignments

Week 3: Applying Ethical Theory.

Week 5: Ethics in the Workplace.

Week 7: Freedom and Authority.

Week 9: Dealing With Complexity. – of final grade. **Scoring Guide**

Discussions

Week 1: Discuss which of the eight traits of mind are most fully and least fully developed in yourself.

Week 2: Apply utilitarianism to recommend an ethical response to a critical health care situation.

Week 3: Explore the application of deontology and virtue ethics to the critical health care situation.

Week 4: Examine your profession's code of ethics along with those of your classmates.

Week 5: Consider your profession's code of ethics and to what degree it fits with ethical theories.

Week 6: Choose a contemporary social issue and discuss your position on it.

Week 7: Continue to discuss the contemporary social issue, this time through the lens of a social contract theory.

Week 8: Choose a different contemporary social issue and discuss your position and opposing views on it.

Week 9: Select two academic disciplines or professions to use and continue to examine the contemporary social issue.

Week 10: Revisit your Week 1 discussion post and reflect on what has changed.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Explain the nature of ethical issues.
- 2 Critically examine the contributions of key thinkers from the history of ethics.
- 3 Engage in ethical debate.
- 4 Develop a position on a contemporary ethical issue.
- 5 Communicate effectively in the context of personal and professional moral discourse.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Rachels, J., & Rachels, S. (2019). *The elements of moral philosophy* (9th ed.). New York, NY: McGraw-Hill. ISBN: 9781259914256.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Cania, F. A. (n.d.). [Workplace management: Corporate social responsibility](#) [Tutorial]. Skillsoft.
- Foulkes, L. (n.d.). [Working with graphic, audio, and video content in PowerPoint 2016](#) [Tutorial]. Skillsoft.
- Nappi, J. S. (2017). [The importance of questioning in developing critical thinking skills](#). *Delta Kappa Gamma Bulletin*, 84(1), 30–41.
- Schoeman, C. (2014). [Ethics can: Managing ethics in the workplace](#). Johannesburg, South Africa: Knowres.
- Skillsoft. (n.d.). [Critical thinking essentials: What is critical thinking?](#) [Tutorial].
- Skillsoft. (n.d.). [Establishing self-confidence for life](#) [Tutorial].
- Skillsoft. (n.d.). [Leveraging emotional intelligence](#) [Tutorial].
- Skillsoft. (n.d.). [Navigating challenging situations with diplomacy and tact](#) [Tutorial].
- Skillsoft. (n.d.). [Overcoming your own unconscious biases](#) [Tutorial].
- Skillsoft. (n.d.). [The building blocks of building trust](#) [Tutorial].

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Bertram, C. (2017). [Jean Jacques Rousseau](#). *Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/entries/rousseau/>
- Delaney, J. J. (n.d.). [Jean-Jacques Rousseau: 4. The social contract](#). Retrieved from <http://www.iep.utm.edu/rousseau/#H4>
- Illinois Institute of Technology's Center for the Study of Ethics in the Professions. (2008). [Professional ethics](#). Retrieved from <http://ethics.iit.edu/teaching/professional-ethics>
- Jankowiak, T. (n.d.). [Immanuel Kant: 5. Moral theory](#). Retrieved from <http://www.iep.utm.edu/kantview/#H5>
- Johnson, R., & Cureton, A. (2016). [Kant's moral philosophy](#). *Stanford Encyclopedia of Philosophy Archive*. Retrieved from <https://plato.stanford.edu/archives/spr2018/entries/kant-moral/>
- Kemerling, G. (2011). [Hobbes's Leviathan](#). Retrieved from <http://www.philosophypages.com/hy/3x.htm#mech>
- Kemerling, G. (2011). [Locke: Social order](#). Retrieved from <http://www.philosophypages.com/hy/4n.htm>
- Kemerling, G. (2011). [Rousseau](#). Retrieved from <http://www.philosophypages.com/hy/5d.htm>
- Kraut, R. (2014). [Aristotle's ethics](#). *Stanford Encyclopedia of Philosophy*. Retrieved from <http://plato.stanford.edu/entries/aristotle-ethics/>
- Lloyd, S. A., & Sreedhar, S. (2018). [Hobbes's moral and political philosophy](#). *Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/entries/hobbes-moral/>
- Mindvalley. (2019, January 10). [Critical thinking examples that will influence the world around you](#) [Blog post]. Retrieved from <https://blog.mindvalley.com/critical-thinking-examples/>
- Moseley, A. (n.d.). [John Locke: Political philosophy](#). Retrieved from <https://www.iep.utm.edu/locke-po/>
- Sachs, J. (n.d.). [Aristotle: Ethics](#). Retrieved from <http://www.iep.utm.edu/aris-eth/>
- Schefczyk, M. (n.d.). [John Stuart Mill: Ethics](#). Retrieved from <http://www.iep.utm.edu/mill-eth/>
- [The Foundation for Critical Thinking](#). (n.d.). Retrieved from <http://www.criticalthinking.org/>
- Tuckness, A. (2016). [Locke's political philosophy](#). *Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/entries/locke-political/>
- Williams, G. (n.d.). [Thomas Hobbes: Moral and political philosophy](#). Retrieved from <https://www.iep.utm.edu/hobmoral/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Critical Thinking and Ethics

Introduction

Have you ever had a disagreement on an issue with someone, and they were only able to substantiate their argument based on emotions? They were not able to support their argument with any empirical facts or scholarly theories; in fact, they may have said everything except, "Because I said so!"

If you have had this experience, you know how important it is to be able to analyze issues and to think critically. This requires the development of higher-level thinking skills of analysis and evaluation. This week, you will learn about critical thinking skills and consider how you can apply those to ethical dilemmas.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about critical thinking skills and their application to ethics.
- **Prepare:** Learn about Kaltura and set up technology for your Week 9 assignment.
- **Prepare:** Review how to participate in Yellowdig discussions and earn points toward your grade.

Learning Activities

u01s1 - Activity Overviews

Discussions in this course use a tool called Yellowdig, which is an interactive discussion tool that may differ from those used in many of your other Capella courses. Rather than responding in a different discussion thread each week, there is only one discussion thread, which will run for the entire class with different topics each week. **You are still expected to post and respond to your classmates each week**, and you will have the opportunity to reflect on, discuss, and apply the concepts and theories in this course to your personal and professional life. Get more information on this in this week's discussion.

One's ability to analyze, synthesize, evaluate, and apply information demonstrates critical thinking skills. You will learn a good deal about critical thinking this week, including the eight qualities of the mind: intellectual humility, confidence in reason, intellectual autonomy, intellectual courage, intellectual perseverance, intellectual empathy, intellectual integrity, and significance.

For this week's discussion, you will reflect on the eight qualities of the mind, which of those traits you believe is strongest in your own mind, and which you believe you would like to work on.

Following resources will help you prepare for the discussion:

- [Critical Thinking](#).
- [Critical Thinking: Qualities of the Thinker](#).
- [Traits of the Mind](#).
- [Critical Thinking: Analyzing Arguments](#).

u01s2 - What You Need to Know

Critical thinking skills allow you to analyze an issue or argument, evaluate the evidence that supports those (or does not support them), and justify your own position on issues. Critical thinking involves a range of scholarly abilities; luckily, humans are able to develop the dispositions of open-mindedness and reflection, and the abilities to scrutinize arguments and be introspective. Intellectual honesty demands that we think critically about ethical issues, as well as multiple ways to address ethical challenges. When you consider ethical issues and arguments:

- Be sure to describe and examine each alternative position fairly. Taking each individual's view helps us to clarify our own beliefs and convictions.
- Apply critical thinking skills to your own position as well. Think about what objections someone else might make to your view. Try to show clearly and honestly why you take the position that you do, and offer evidence to support your argument.

The development of critical thinking has been a focus for educators at all levels for some time. While the article below is intended for K–12 teachers, the author explains higher-level thinking and its relationship to asking effective questions. Asking probing questions in regard to ethical arguments is one way to interact with your peers in this course and in the real world.

- Nappi, J. S. (2017). [The importance of questioning in developing critical thinking skills](#). *Delta Kappa Gamma Bulletin*, 84(1), 30–41.

While you are considering the significance of critical thinking in your learning about ethics, begin to apply those as you read the following in your course text, *The Elements of Moral Philosophy*.

- Chapter 1, "What Is Morality," pages 1–13.

Visit the Capella resource on [Critical Thinking](#). For the discussion in this week, focus specifically on the [Critical Thinking: Qualities of the Thinker](#) section and read about the [Traits of the Mind](#).

After you review those, move to the [Critical Thinking: Analyzing Arguments](#) page and work through the *Critical Thinking Web* tutorial there.

The Capella library offers resources from Skillsoft related to skills that you will need in the workplace. Review this tutorial on critical thinking:

- Skillsoft. (n.d.). [Critical thinking essentials: What is critical thinking?](#) [Tutorial].

u01d1 - Write Your Discussion Post

Eight Traits of the Mind

For your discussion post, consider the eight traits of the mind and respond to the following:

- Which of these qualities do you think is most fully developed in your mind?
- How do you believe that trait has become your most fully developed quality?
- Which of these qualities do you think is least fully developed in your mind?
- What knowledge, skills, or experiences do you need to have to more fully develop that quality?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, compare and contrast your most and least developed qualities with the ones they identified. Recommend one way that your peers could enhance the least-developed quality they listed.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01s3 - Prepare: Set Up Kaltura

In the Week 9 assignment, you will be creating an audio or a video presentation. One option for recording your audio or video is to use Kaltura, an application available in the courseroom. Learn more about using Kaltura on the Tools and Resources page.

u01s4 - Prepare: Introducing Yellowdig

This course uses a tool called Yellowdig to facilitate course discussions. Yellowdig provides an interface that resembles familiar social media platforms and makes it easier to post and respond to discussions. It also makes posting media within your discussions simpler.

A Yellowdig account has been automatically created for you. The first time you access a Yellowdig discussion, you will be asked to acknowledge and confirm your account. **Note:** You will have the best experience using Yellowdig with the Google Chrome browser.

To learn more about how this course uses Yellowdig, visit the [Yellowdig Forums](#) page on Campus.

If you have trouble getting connected to the Yellowdig discussion boards, contact [Capella Technical Support](#).

Grading in Yellowdig

Yellowdig uses a unique discussion points grading system. In this course, points will be given as follows:

- **Initial post of 100 or more words:** *30 points.*
- **Comment (response) of 50 or more words on another learner's post:** *30 points.*

You can earn a maximum of 120 points each week. Once you reach that maximum, you can still continue your conversations on Yellowdig, but you will stop earning points for the week.

Your final grade will be based on the total number of points you have earned throughout the course. You can earn up to a maximum of 1,000 points, which equals a final discussion participation grade of 100 percent.

Checking Your Progress

To help you stay on track, Yellowdig calculates how many points you should try to earn per week to ensure you end the course with a top grade. You can find this information by clicking on the points dashboard area of Yellowdig (on the left-hand menu within the tool).

Your participation grade in your classroom My Grades area will be updated by Yellowdig throughout the day. Each week, it will account for the points you could accumulate that week, as well as the points you already have. So do not be surprised if your grade changes; you will get used to the pattern in a few weeks.

Instead, focus on the points displayed in Yellowdig. If you are hitting your maximum points each week, you are good. In fact, you are more than good! Aim for at least 100 points each week to stay on track.

Using Yellowdig

Yellowdig is designed to take a less formal approach to discussing course content. Think of it as a playground for ideas. We still expect you to use APA-style citations and references. However, we want you to focus on shorter, more succinct posts on the content rather than writing short essays. Try to start a conversation on the new topics you learn each week. Also share additional resources with one another to help better understand and explore the new ideas you will learn.

This is an environment designed to give you flexibility and control. Take advantage of that to learn in the manner best suited to you.

Yellowdig Features

- You can like or love each other's posts, also called upvoting.
- You can use hashtags.
- You can filter what you see (icon on the top of the screen).
- You can use the sort function (icon on the top of the screen) to control the order of the posts.

- Weekly points (on the left) will tell you how many points you have earned that week. Aim for at least 100 points each week to stay on track.
- You can embed outside resources such as video, pictures, and links.
- You can create polls or videos from within your post while you are writing it.

Unit 2 >> Applying Ethical Theory 1

Introduction

The first theme that we will explore in this course is **Applying Ethical Theory**. When faced with a dilemma, one way to make an informed ethical decision is to base that decision on ethical theory. This week, you will learn about two ethical theories: consequential ethics and virtue ethics. As you might guess, consequential ethics suggests that you make a decision based on what the consequences will be. Consider this example: Is it ever acceptable to tell a lie? Proponents of consequential ethics would say that it is acceptable to tell a lie if the consequences of it are significant, such as if the lie helped to save someone's life.

You will also learn about virtue ethics. Virtues are positive character traits such as honesty, bravery, humility, fairness, open-mindedness, and the like. Virtue ethics, developed by Aristotle, suggest that people demonstrate virtue by practicing virtuous traits. While virtue ethics do not have specific rules for making decisions, proponents of this type of ethics believe that if a person has virtuous character, he or she will make the correct ethical decision when faced with a dilemma.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Learn about two ethical theories: consequential ethics and virtue ethics.
- **Prepare:** Begin working on your Applying Ethical Theory assignment due next week.

Learning Activities

u02s1 - Activity Overviews

Discussion Overview

Utilitarianism is an ethical approach that emphasizes usefulness (or utility). Utilitarian ethicists make ethical choice through the lens of what provides the greatest good to the greatest number of people. In this week's discussion, you will apply utilitarianism to an ethical dilemma in the field of medicine.

u02s2 - What You Need to Know

Ethics is about doing what is right, and we can be guided in our decision making by ethical theories. There are several ethical theories and approaches, and you will study those over the next two weeks.

You will employ your critical thinking skills to consider how the different theories cohere or diverge. This week, you will learn about consequentialist and virtue ethics, and in Week 3, you will learn about deontology. The assigned readings on each ethical approach will help you complete the week's discussion and your first assignment.

Consequentialist Ethics

Proponents of consequential ethics try to make the world a better place by producing good outcomes. John Stuart Mill taught us to generate more pleasure and less pain for everyone.

One form of consequentialist ethics—utilitarianism—suggests that we determine if a decision is ethically correct by its outcome, and whether it will produce good things for the most people.

- **Strengths:** Flexibility in circumstances, with publicly discernible outcomes.
- **Problems:** Hard to predict results accurately, especially over the long run.

Read the following Internet article:

- Schefczyk, M. (n.d.). [John Stuart Mill: Ethics](http://www.iep.utm.edu/mill-eth/). Retrieved from <http://www.iep.utm.edu/mill-eth/>
 - Pages 1–23.

Read the following selection in your course text, *The Elements of Moral Philosophy*:

- Chapter 7, "The Utilitarian Approach," pages 100–115.
- Chapter 8, "The Debate Over Utilitarianism," pages 117–125.

Virtue Ethics

Virtue ethics promotes seeking personal excellence by cultivating virtuous habits. Aristotle taught us to achieve self-sufficiency through moderation.

- **Strengths:** Respect for people, moral education, continuing progress.
- **Problems:** No direct advice for specific situations, excuse for self-serving.

Read the following selection in your course text, *The Elements of Moral Philosophy*:

- Chapter 12, "Virtue Ethics," pages 168–184.

Read the following Internet selections on virtue ethics:

- Sachs, J. (n.d.). [Aristotle: Ethics](http://www.iep.utm.edu/aris-eth/). Retrieved from <http://www.iep.utm.edu/aris-eth/>
- Kraut, R. (2014). [Aristotle's ethics](http://plato.stanford.edu/entries/aristotle-ethics/). *Stanford Encyclopedia of Philosophy*. Retrieved from <http://plato.stanford.edu/entries/aristotle-ethics/>
 - Pages 1–27.

u02d1 - Write Your Discussion Post

Applying Utilitarianism

Imagine the following scenario for this week's discussion:

The critical care unit of your local hospital calls you for ethical consultation. They have admitted 53-year-old JoEllen after she overdosed on prescription medications taken with alcohol. On admission, she tries to speak but soon becomes uncommunicative. As her condition deteriorates rapidly, her son arrives with a notarized advance directive in which JoEllen has specifically asked not to be placed on life support. People are looking to you for guidance. What ethical recommendation will you make to the attending health professionals?

Apply what you have learned about utilitarianism to the scenario above.

- Using utilitarianism, what ethical recommendation would you give to the health care team?
 - Explain your recommendation.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts about their recommendations. Would you recommend a different action, or the same action but for different reasons?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02s3 - Prepare: Begin Working on Your Week 3 Assignment

Take some time this week to begin preparing your first assignment, due in Week 3.

- Review the assignment instructions and the scoring guide.
- Ask your instructor any questions you have.
- Begin collecting your thoughts about the content of your assignment as well as gathering any resources you need.
- Visit [Capella Writing Center](#). Many resources there can support your writing development.
- Visit [Academic Writer](#) offered through the Capella library. This resource will help you with APA style.

Unit 3 >> Applying Ethical Theory 2

Introduction

This week, we are continuing our theme of **Applying Ethical Theory**. Last week, you learned about two theories of normative ethics—consequentialist ethics and virtue ethics. Now, you will learn about the third theoretical tradition, deontological ethics, which is usually associated with Immanuel Kant. Deontology seems to be simpler than other ethical theories because, to be an ethical person, one simply has to do his or her duty and follow the rules. Deontology is governed by rules that people consider universal moral laws—do not lie, do not cheat, do not steal, et cetera.

To-Do List:

- **Assignment:** Write a 2–3 paper applying ethical theories to an ethical challenge.
- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about the theory of deontological ethics and its rules.
- **Interactive Learning Module:** View the Three Kinds of Normative Theory interactive media piece.
- **Interactive Learning Module:** View the Applying Ethical Theory interactive media piece.

Learning Activities

u03s1 - Activity Overviews

Discussion Overview

In this week's discussion, we will return to the case of JoEllen you considered last week and apply two new moral theories—deontology and virtue ethics—to its resolution.

Assignment Overview

You and your classmates have been learning about and discussing three approaches to ethical theory (deontological, consequentialist, and virtue theory), as exemplified in the work of Immanuel Kant, John Stuart Mill, and Aristotle. Your assignment this week is to write an essay applying these three approaches to the practical case presented last week.

u03s2 - What You Need to Know

This week, you will learn about the third normative theory of ethics—deontology. Deontology takes the view that duty is the most important thing and that people should make decisions based on a particular set of rules. In contrast to consequentialism and virtue ethics, deontology is concerned with the action itself rather than the consequences.

Deontological Ethics

Do your duty by following the rules. Immanuel Kant taught us to act as any rational agent, bound by universal law.

- **Strengths:** Simple application of rules, avoid personal responsibility.
- **Problems:** Rigidly strict, conflicting rules, sometimes bad consequences.

Read the following selection in your course text, *The Elements of Moral Philosophy*:

- Chapter 9, "Are There Absolute Moral Rules?" pages 132–143.
- Chapter 10, "Kant and Respect for Persons," pages 145–148.

Use the Internet to read the following:

- Jankowiak, T. (n.d.). [Immanuel Kant: 5. Moral theory](http://www.iep.utm.edu/kantview/#H5). Retrieved from <http://www.iep.utm.edu/kantview/#H5>
 - Pages 22–28.
- Johnson, R., & Cureton, A. (2016). [Kant's moral philosophy](https://plato.stanford.edu/archives/spr2018/entries/kant-moral/). *Stanford Encyclopedia of Philosophy Archive*. Retrieved from <https://plato.stanford.edu/archives/spr2018/entries/kant-moral/>
 - Pages 1–35.

u03v1 - Interactive Learning Module: Three Kinds of Normative Theory

Participation in this interactive module will give you a better understanding of three kinds of normative theory, helping you to complete your discussion.

Course Resources

[Three Kinds of Normative Theory](#) | Transcript

u03v2 - Interactive Learning Module: Applying Ethical Theory

Participation in this interactive module will give you a chance to practice applying ethical theories to scenarios. This exercise will be helpful in completing your assignment.

Course Resources

[Applying Ethical Theory](#) | Transcript

u03a1 - Applying Ethical Theory

Scenario: Ethical Challenge

The critical care unit of your local hospital calls you for ethical consultation. They have admitted 53-year-old JoEllen after she overdosed on prescription medications taken with alcohol. On admission, she tries to speak but soon becomes uncommunicative. As her condition deteriorates rapidly, her son arrives with a notarized advance directive in which JoEllen has specifically asked not to be placed on life support. People are looking to you for guidance. What ethical recommendation will you make to the attending health professionals?

Instructions

For this assignment:

- Explain the ethical issues in the scenario involving JoEllen.
- Apply the three traditional theories of normative ethics to this situation.
- Describe the advantages and disadvantages of the three theories as they relate to this situation.
- Apply ethical theory to justify your stance on the right thing to do in this situation.
- Communicate in manner that is scholarly, professional, and consistent with expectations for professional communities.

Assignment Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message. You may use [Capella Writing Center](#) for helpful writing resources.
- **APA formatting:** Format resources and citations using current APA style and formatting guidelines. You may find the resources [Academic Honesty & APA Style and Formatting](#) and [Plagiarism \[PDF\]](#) helpful.
- **Number of resources:** Use your judgment to ensure your topic is thoroughly researched; there is no minimum number of resources required.
- **Length of paper:** Submit 2–3 typed, double-spaced pages.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Explain the nature of ethical issues.
 - Explain the ethical issue in the scenario.
- Competency 2: Critically examine the contributions of key thinkers from the history of ethics.
 - Apply the three traditional theories of normative ethics to the situation.
- Competency 3: Engage in ethical debate.
 - Describe the advantages and disadvantages of the three theories as they relate to this situation.
- Competency 4: Develop a position on a contemporary ethical issue.
 - Apply ethical theory to justify your ethical position on this issue.
- Competency 5: Communicate effectively in the context of personal and professional moral discourse.
 - Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional communities.

u03d1 - Write Your Discussion Post

Deontology and Virtue Ethics

This week, we return to the case of JoEllen. But this time, we will discuss it using two new moral theories we have been learning about: deontology and virtue ethics. One way to approach the case using deontology is to consider Kant's notion of "respect for persons," as discussed in Chapter 10 of your course text. With virtue theory, a good way to start is to think about virtues that are relevant to a decision like this (see the list in Section 12.2 of your course text). Which of the virtues do you think the ethics consultant and health care team should possess to make a sound moral judgment about what to do?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their answer and their use of deontology and virtue ethics to approach the case.

Unit 4 >> Ethics in the Workplace 1

Introduction

Suppose that management at your workplace has asked you to make a formal presentation to your team in which you discuss a potential ethical dilemma in your workplace. You might consider an appropriate professional code of conduct to guide your work, but only to the extent that it might offer useful guidance. Your key task is to help everyone work together productively to resolve the tricky issues that may arise when people disagree about ethics.

The second theme that we will explore in this course is **Ethics in the Workplace**. Through this theme, you will focus on what to do when ethical issues arise in your workplace.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Develop a foundational understanding of ethics in the workplace.
- **Interactive Learning Module:** View the Ethics in the Workplace interactive media piece.
- **Interactive Learning Module:** View the Social Responsibility Disagreement interactive media piece.
- **Prepare:** Begin working on your Ethics in the Workplace assignment due next week.

Learning Activities

u04s1 - Activity Overviews

Discussion Overview

In the next two weeks, you will be learning about professional codes of ethics. You have already learned about virtue ethics, which sees ethics primarily as a matter of developing good moral character. Possession of virtuous traits such as integrity, honesty, and compassion will help a person know what the right thing to do is, and motivate them to do it.

In your discussion this week, you will identify the code of ethics belonging to your profession (or the profession you are preparing to enter) and discuss which two of its items you consider most important, and why.

u04s2 - What You Need to Know

How to deal with ethical dilemmas in the workplace is never a black-and-white proposition. Different considerations to keep in mind include:

- **Employers** who must consider contractual obligations, employee handbooks, and corporate culture.
- **Colleagues** and fellow workers who deserve respect and productive relationships.
- **Clients** who deserve honest treatment and service with dignity, and may have different contractual obligations.
- **Fellow practitioners** in your profession who may counter-balance your employer's priorities, code of conduct, or ideals.
- **Your own** personal commitments, responsibility, and integrity that might be different than the commitments of others.

These overlapping concerns may create conflicted situations. In the career for which *you* are preparing, where will you look for ethical guidance?

Foundational Learning on Ethics in the Workplace

Ethical behavior in the workplace is critical for success—both for individuals and the business, school, or organization in which they work. This week, you will develop a foundational understanding of ethics in the workplace.

Use the Capella library to read the following:

- Schoeman, C. (2014). *Ethics can: Managing ethics in the workplace*. Johannesburg, South Africa: Knowres.

- Chapter 1, "Understanding Workplace Ethics," pages 1–28.
- Chapter 2, "Does Ethics Make Good Business Sense," pages 29–46.

Use the Internet to review the following to learn about professional ethics:

- Illinois Institute of Technology's Center for the Study of Ethics in the Professions. (2008). [Professional ethics](http://ethics.iit.edu/teaching/professional-ethics). Retrieved from <http://ethics.iit.edu/teaching/professional-ethics>
 - Investigate the content presented on professional ethics.

u04v1 - Interactive Learning Module: Ethics in the Workplace

Participation in this interactive module will give you a better understanding of workplace ethics, helping you to complete your assignment.

Course Resources

[Ethics in the Workplace](#) | Transcript

u04v2 - Interactive Learning Module: Social Responsibility Disagreement

Participation in this interactive module will give you a better understanding of workplace ethical dilemmas, helping you complete your discussion post this week.

Course Resources

[Social Responsibility Disagreement](#) | Transcript

u04d1 - Write Your Discussion Post

Professional Code of Ethics

In your discussion post, talk about the code of ethics belonging to your profession (or the profession you are preparing to enter).

Bear in mind that a professional code of ethics is different from a company policy, since the former applies to everyone who is a member of the profession, regardless of the company or institution they work for. See the list of examples of professional code of ethics in the Week 5 What You Need to Know activity.

- What is the name of your professional code of ethics, and why is a code of ethics important for this profession?
- Which are the two items from your code of ethics that you see as most fundamental? In your view, what makes them so important?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their answers. What similarities do you see between the items they selected as the most fundamental and your choices?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u04s3 - Prepare: Begin Working on Your Week 5 Assignment

Take some time this week to begin preparing your next assignment, due in Week 5.

- Review the assignment instructions and the scoring guide.
- Ask your instructor any questions you have.
- Begin collecting your thoughts about the content of your assignment as well as gathering any resources you need.
- Visit the [Capella Writing Center](#). There are many resources there to help support your writing development.
- Visit [Academic Writer](#) available through Capella library. This resource will help you with APA style.

Unit 5 >> Ethics in the Workplace 2

Introduction

This week, we are continuing our theme of **Ethics in the Workplace**. In the workplace, ethics are not simply about a list of rules for conduct that an employer provides you in a new-hire handbook. Ethics in business, schools, and organizations are governed by professional codes of ethics.

Last week, you developed a strong foundational understanding of ethical challenges that can occur in in workplace settings. This week, you will focus more closely on professional codes of ethics.

To-Do List:

- **Assignment:** Develop a chart showing how the code of ethics for professionals in your desired field aligns with theories you have studied.
- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about professional codes of ethics.
- **Interactive Learning Module:** Participate in the Workplace Ethics interactive media piece. This is a formative activity that looks like a quiz but is ungraded. It is a way to check your understanding of the content on workplace ethics.

Learning Activities

u05s1 - Activity Overviews

Discussion Overview

This week, you will consider your profession's code of ethics and to what degree it fits with each of the three ethical theories: consequential ethics, virtue ethics, and deontological ethics.

Assignment Overview

Most of today's workplaces have guidelines for moral behavior or a code of ethics. In this week's assignment, you will complete a chart in which you analyze the code of ethics for professionals in your desired field and determine how the code of ethics aligns with theories you have studied.

u05s2 - What You Need to Know

Professional Codes of Ethics

In the previous week, you developed a firm foundation about professional ethics and what that looks like in the workplace setting. Now, you will focus on the professional code of ethics that is specific to your chosen field. A good place to start is professional associations' codes of ethics, which commonly aim to deal with a number of concerns such as:

- **Expertise:** Qualifications for practitioners, continuing education.
- **Research:** Informed consent, plagiarism, shared publication credit.
- **Privacy:** Record keeping, protecting confidentiality, public statements.
- **Relationships:** Harassment, conflicts of interest, workplace behavior.

The following are professional associations from which you may choose a code of ethics for the upcoming discussion and assignment. Conduct research on the Internet for codes of ethics for one of these associations or another of your choice:

- Academy of Criminal Justice Sciences.
- American College of Healthcare Executives.
- American Counseling Association.
- American Nurses Association.
- American Psychological Association.
- Association of Information Technology Professionals.
- Chartered Institute of Management Accountants.
- Institute of Certified Professional Managers.
- Society for Human Resource Management.

You are welcome to use another organization's code of ethics if it would be more fitting for your career.

Professional codes of ethics often over-emphasize enforcement, in addition to focusing on what is considered unethical behavior. You are encouraged to reframe this thinking and take a positive and aspirational approach in thinking about how to best handle challenging situations.

Applications of Workplace Ethics

Think about how the professional ethics in your chosen profession are applied. To prompt your thinking, read the following.

Use the Capella library to read the following:

- Schoeman, C. (2014). *Ethics can: Managing ethics in the workplace*. Johannesburg, South Africa: Knowres.
 - Chapter 6, "Ethical Decision-Making and Dilemmas," pages 183–202.

Use the Internet to read the resource guide most closely related to your own profession:

- Illinois Institute of Technology's Center for the Study of Ethics in the Professions. (2008). [Professional ethics](http://ethics.iit.edu/teaching/professional-ethics). Retrieved from <http://ethics.iit.edu/teaching/professional-ethics>

Since resolving workplace disagreements is one of the issues you will be considering in this theme's assignment, consider the situations and suggestions in the following tutorial:

- Skillsoft. (n.d.). [Navigating challenging situations with diplomacy and tact \[Tutorial\]](#).
 - Running time: 30:00.

u05v1 - Interactive Learning Module: Workplace Ethics

This interactive module will allow you to check your understanding related to workplace ethics. Although it looks like a quiz, it is not a graded activity in this course. It simply provides you with some feedback about your level of understanding on this topic, so you know what you may need to revisit prior to completing your assignment this week.

u05a1 - Ethics in the Workplace

Assignment Instructions

1. Review the code of ethics that most closely aligns with your desired professional field.
2. Use the [Workplace Ethics Assignment Template \[DOCX\]](#) to complete the following:
 - In the first column of the chart, provide a description of the code of ethics.
 - In the second column, identify the advantages or strengths that you see in this code of ethics.
 - In the third column, identify the disadvantages or weaknesses that you see in this code of ethics.
 - In the fourth column, explain how the code of ethics helps professionals in your chosen field to resolve ethical disagreements productively by applying it to a particular type of ethical situation that could arise in your profession.
3. Write below the chart a short narrative (maximum of one page) in which you discuss how elements of the workplace code of ethics align with theories about which you learned in previous weeks.

Assignment Requirements

Your assignment should also meet the following requirements:

- **Communication:** Write clearly and concisely. Complete the chart and a short narrative.
- **APA guidelines:** Format resources and citations according to current [APA Style and Format](#).
- **Font and font size:** Use Arial, 10-point font.

Note: Include in your document a full APA-style citation of any quotations or paraphrases from the professional code or other sources you choose to employ.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Explain the nature of ethical issues.
 - Describe a professional code of ethics.
 - Align a workplace code of ethics with ethical theories.
- Competency 3: Engage in ethical debate.
 - Assess the advantages and disadvantages of a professional code of ethics.
 - Explain methods for resolving ethical disagreements productively.
- Competency 5: Communicate effectively in the context of personal and professional moral discourse.
 - Write clearly with few spelling, grammatical, or mechanical errors.

u05d1 - Write Your Discussion Post

Code of Ethics and Ethical Theories

For this discussion, consider your profession's code of ethics and to what degree it fits with each of the three ethical theories: consequential ethics, virtue ethics, and deontological ethics.

- **Utilitarianism (consequential ethics):** Which item in your code comes the closest to requiring a professional to consider the consequences of possible actions and then choose to act in a way that creates the most overall good (or the least overall harm)?
- **Deontology:** Which item in your code requires professionals to "act on principle," or to stick to the rule regardless of the consequences?
- **Virtue ethics:** Do you think that possession of positive character virtues would enable a person to productively resolve ethical disagreements in the workplace? Why or why not?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their reasoning for their answers.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 6 >> Freedom and Authority 1

Introduction

How do the ethical needs of individual people relate to the needs of the government and society? What are the limits to a government imposing power over citizens? What about noncitizens? How can we use ethical theory to sort out these challenges?

We will address questions like these in our third ethical theme in this course, **Freedom and Authority**.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about social contract theory and how it relates to governmental authority.
- **Prepare:** Begin to work on your Freedom and Authority assignment due next week.

Learning Activities

u06s1 - Activity Overviews

Discussion Overview

For this week's discussion, your instructor will provide a list of issues related to the theme of **Freedom and Authority** for you to choose from and discuss.

u06s2 - What You Need to Know

Under any form of government, the fundamental question is how much freedom individual citizens retain in the face of legitimate authority. If we accept the need for some protection of the public good, we must submit in some circumstances, but each of us wishes to pursue our own choices within that broad framework. **With respect for justice, we allow the law to prevent us from harming each other, but otherwise we like to be left alone.** This is our understood social contract.

View a presentation on social contract theory to get a solid understanding of this concept:

- [Social Contract Theory](#).

Read the following selection in your course text, *The Elements of Moral Philosophy*:

- Chapter 6, "The Social Contract Theory," pages 83–99.

Several political philosophers have explained the foundation of governmental authority in terms of a social contract, including the following.

Thomas Hobbes

- Individuals are purely selfish, so they naturally exist in a state of war with all.
- In self-defense, we join together under the authority of a sovereign who rules.

Resources

- Kemerling, G. (2011). Hobbes's *Leviathan*. Retrieved from <http://www.philosophypages.com/hy/3x.htm#mech>
 - Pages 1–3.
- Williams, G. (n.d.). Thomas Hobbes: Moral and political philosophy. Retrieved from <https://www.iep.utm.edu/hobmoral/>
 - Pages 1–18.
- Lloyd, S. A., & Sreedhar, S. (2018). Hobbes's moral and political philosophy. *Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/entries/hobbes-moral/>
 - Pages 1–8.

John Locke

- In nature, rational agents have equal right to enforce the natural law.
- For protection of "life, liberty, and property," we consent to be governed.
- Notice the influence of this approach on founders of the United States.

Resources

- Kemerling, G. (2011). Locke: Social order. Retrieved from <http://www.philosophypages.com/hy/4n.htm>
 - Pages 1–4.
- Moseley, A. (n.d.). John Locke: Political philosophy. Retrieved from <https://www.iep.utm.edu/locke-po/>
 - Pages 1–37.
- Tuckness, A. (2016). Locke's political philosophy. *Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/entries/locke-political/>
 - Pages 1–19.

Jean-Jacques Rousseau

- We are born free, so any agreement to join together is purely voluntary.
- Each individual freely chooses to serve the "general will," the welfare of all.

Resources

- Kemerling, G. (2011). Rousseau. Retrieved from <http://www.philosophypages.com/hy/5d.htm>
 - Pages 1–3.
- Delaney, J. J. (n.d.). Jean-Jacques Rousseau: 4. The social contract. Retrieved from <http://www.iep.utm.edu/rousseau/#H4>
 - Pages 11–12.
- Bertram, C. (2017). Jean Jacques Rousseau. *Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/entries/rousseau/>
 - Pages 1–20.

u06d1 - Write Your Discussion Post

Contemporary Social Issue

Your instructor will announce several contemporary social issues in the theme **Freedom and Authority** for you to consider. Select *one*. In your post, describe your selected issue and explain your view on it. Then explain whether Thomas Hobbes's view of the social contract would support your view.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your view of their selected issue.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u06s3 - Prepare: Begin Working on Your Week 7 Assignment

Take some time this week to begin preparing your Week 7 assignment.

- Review the assignment instructions and the scoring guide.
- Ask your instructor any questions you have.
- Begin collecting your thoughts about the content of your assignment as well as gathering any resources you need.
- Visit the [Capella Writing Center](#). There are many resources there to help support your writing development.
- Visit [Academic Writer](#) in the Capella library. This resource will help you with APA style.

Unit 7 >> Freedom and Authority 2

Introduction

This is the second and final week for the theme **Freedom and Authority**. This is your chance to apply the knowledge you have learned and discussed about individuals, the government, and social contract theory.

To-Do List:

- **Assignment:** Write a 2–3-page essay assessing an issue of freedom and authority from the perspective of two social contract theorists.
- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about how the social contract is applied within modern social organizations.
- **Research:** Locate an article in the Capella library for use in this week's assignment.
- **Interactive Learning Module:** Test your understanding of freedom and authority by taking a quiz about Political Ethics: Freedom and Authority

Learning Activities

u07s1 - Activity Overviews

Discussion Overview

In this week's discussion, you will continue to discuss the contemporary social issue you selected last week, but this time through the lens of a social contract theory (Rousseau or Locke).

Assignment Overview

How do the ethical needs of individual people relate to the needs of the government? What are the limits to a government imposing power over its citizens? What about noncitizens? How can we use ethical theory to sort this out?

For your assignment this week, you will write an essay in which you use the lens of the social contract theory to address your choice of an issue that your instructor provides.

u07s2 - What You Need to Know

Applying the Social Contract to Modern Life

Present-day nations exhibit a variety of social organizations:

- **Authoritarian:** Absolute power belongs to a single dictator who imposes power over everyone.
- **Elitist:** A small group rules for all, based on birth family, wealth, or merit.
- **Democratic:** Everyone participates in governance, usually by electing representatives.

u07s3 - Research: Capella Library

For your assignment this week, you will be writing an essay based on the social contract theory views of Hobbes, Locke, and Rousseau. Spend some time searching for at least one article in the Capella library.

Capella Library

Begin your library research by going to the Capella library and searching using the Summon search tool. Locate one article in the library that contains information about social contract theory.

1. Go to the Library on Campus and locate the Summon search box.
2. Enter your search terms to get your results list. Check the boxes "Items with full text online" and "Limit to articles from scholarly publications, including peer-review." This way, you will know that your results are both in full text (so you will be able to read the entire article online), and that they meet the important requirement of being scholarly and peer reviewed by other experts in the field.

Remember that research is a skillset that, like writing, takes ongoing practice. For search word guidance, see the video [Choosing and Using Keywords](#) from the [General Education Information Research Skills Library Guide](#). Also, use [Library Help](#) Campus page for help.

u07v1 - Interactive Learning Module: Political Ethics: Freedom and Authority

In this interactive learning module, you will check your understanding on the moral and ethical balance between freedom and authority. Although it may look like a quiz, it is not a graded activity. It is intended for you to check to see if there are concepts you need to revisit prior to completing your assignment this week.

Course Resources

[Political Ethics: Freedom and Authority](#) | Transcript

u07a1 - Freedom and Authority

Assignment Instructions

For this assignment, you will write an essay assessing the issue you selected for your discussion in Week 6. You must consider:

- The versions of social contract theory proposed by Thomas Hobbes and either John Locke or Jean-Jacques Rousseau.
- Your own view of the proper relation between society and the individual.

The readings in Week 6 gave you an overview of social contract theory and the account of Hobbes, Locke, and Rousseau. You may use the sources provided to help craft your paper, but feel free to supplement with sources of your own.

Address the following in your paper:

- Explain briefly how, in general, social contract theory attempts to justify government authority.
 - Why do individuals choose to live together and give up some of their freedom to live under common rules and laws?
- Apply the social contract theories of Hobbes and either Locke or Rousseau to a selected contemporary issue.
 - Briefly explain Hobbes's version of social contract theory and then either Locke's or Rousseau's. Then, apply each to the issue you have selected. How would each settle the debate over the issue?
- Assess the advantages and disadvantages of these theories as they relate to a selected issue.
 - From what you have learned in reading about and discussing these theories, what are the main pros and cons of each as it applies to the scenario.
- Communicate in a manner that is scholarly, professional, and consistent with expectations.

Assignment Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Ensure written communication is free of errors that detract from the overall message. You may use [Capella Writing Center](#) for helpful writing resources.
- **APA formatting:** Format resources and citations using current APA style and formatting guidelines. You may find the resources [Academic Honesty & APA Style and Formatting](#) and [Plagiarism \[PDF\]](#) helpful.
- **Number of resources:** Use your judgment to ensure your topic is thoroughly researched; there is no minimum number of resources required.
- **Length of paper:** Submit 2–3 typed, double-spaced pages.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Explain the nature of ethical issues.
 - Explain how social contract theory attempts to justify government authority.
- Competency 2: Critically examine the contributions of key thinkers from the history of ethics.
 - Apply the social contract theories of Hobbes and then either Locke or Rousseau to a contemporary issue.
- Competency 3: Engage in ethical debate.
 - Assess the advantages and disadvantages of these theories as they relate to a selected issue.
- Competency 5: Communicate effectively in the context of personal and professional moral discourse.
 - Communicate in a manner that is scholarly, professional, and consistent with expectations for professional communities.

u07d1 - Write Your Discussion Post

Contemporary Social Issue

This week, continue to discuss the contemporary social issue you selected last week. But this time, use one of the other two historical versions of social contract theory (Rousseau or Locke) to support your stance, or if it seems more fitting, to support the opposing view.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, consider applying the version of social contract theory (Rousseau or Locke) they did not use. Alternatively, you could use the theory they chose, but this time use it to support the opposite position on their selected social issue.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 8 >> Dealing With Complexity 1

Introduction

Our fourth and final theme in this course is **Dealing With Complexity**. As you have learned, behaving in an ethical way is not always simple; there are many things to consider when taking a view on an issue. This week, you will think about factors that make ethics such a complex field.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Read about ways to recognize and work through complex ethical issues.
- **Prepare:** Begin working on your Dealing With Complexity assignment due next week.
- **Interactive Learning Module:** Complete the Riverbend City: Conflict Management interactive media piece to help you check your understanding of complex ethical issues.
- **Interactive Learning Module:** View the Moral Arguments interactive media piece, which will also help you check your understanding of complex ethical issues.

Learning Activities

u08s1 - Activity Overviews

Discussion Overview

In this week's discussion, you will select a new contemporary social issue to explore, explain your position on it, and discuss opposing views.

u08s2 - What You Need to Know

By integrating interdisciplinary insights, debating alternatives, and defending your own position, you have seen how difficult it is to work through a complex public issue. Your choice among issues have been limited so far, but you can use the skills you have developed with any issue about which you care deeply. The question always remains: What will you do?

Develop Empathy and Emotional Intelligence

Broad social issues often depend upon the extent of our empathy for those who are disadvantaged by a policy or practice. The following tutorial can help sharpen your own sense of how to deploy this fellow feeling:

- Skillsoft. (n.d.). [Leveraging emotional intelligence \[Tutorial\]](#).

Take Action

Taking action in support of our ethical convictions is not easy, but the following tutorial has some valuable guidance for approaching the task confidently:

- Skillsoft. (n.d.). [Establishing self-confidence for life \[Tutorial\]](#).

Be Responsible

Social responsibility can be observed at an organizational level as well as a personal one. The following tutorial draws attention to this possibility:

- Cania, F. A. (n.d.). [Workplace management: Corporate social responsibility \[Tutorial\]](#). Skillsoft.

u08s3 - Prepare: Begin Working on your Week 9 Assignment

In preparation for your final assignment in Week 9, you will need to do two things:

Capella Library

Visit the Capella library and conduct research on the topic for your Week 9 assignment. You will need at least two articles on your topic to support your work. Begin your library research by going to the Capella library and searching using the Summon search tool. Locate one article in the library that contains information about social contract theory.

1. Go to the Capella library on Campus and locate the Summon search box.
2. Enter your search terms to get your results list. Check the boxes "Items with full text online" and "Limit to articles from scholarly publications, including peer-review." This way, you will know that your results are both in full text (so you will be able to read the entire article online), and that they meet the important requirement of being scholarly and peer reviewed by other experts in the field.

Remember that research is a skillset that, like writing, takes ongoing practice. For search word guidance, see the tutorial, [Choosing and Using Keywords](#), from the [General Education Information Research Skills Library Guide](#). Also, use the [Library Help](#) Campus page for help.

Presentation Tools

Determine which audiovisual format you will use to create your presentation.

- Review how to use Kaltura in the Tools and Resources page.
- Review the following tutorial:
 - Foulkes, L. (n.d.). [Working with graphic, audio, and video content in PowerPoint 2016 \[Tutorial\]](#). Skillsoft.

u08v1 - Interactive Learning Activity: Riverbend City: Conflict Management

Participate in an activity that will give you a better understanding of the complexity of a significant local social issue and will help you to think constructively about the issue you have chosen to address in your discussion this week.

Course Resources

u08v2 - Interactive Learning Module: Moral Arguments

In this interactive learning module, check your understanding of the complexity of ethical issues. Although this looks like a quiz, it is an ungraded activity; it is an opportunity for you to determine whether you need to revisit any content prior to working on your assignment.

Course Resources

[Moral Arguments](#) | Transcript

u08d1 - Write Your Discussion Post

Contemporary Social Issue

This week and the next, you will be writing about a different contemporary social issue from the one you selected two weeks ago. Your instructor will repost the list of issues in the theme of **Freedom and Authority**. Select the one you want to focus on this time. In your post, explain the controversy surrounding the issue, describe your own position on it, and discuss what you consider to be the strongest argument for the opposing view.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, consider explaining your own stance on their issues and how you would support your stance with argument.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

Unit 9 >> Dealing With Complexity 2

Introduction

We are continuing with the theme **Dealing With Complexity**. During this week of the course, take a moment to reflect upon what we have learned during our time together. What matters is not some set of facts you have memorized—you can always find information whenever you want. What does matter is what you *do* know how to identify reliable sources, think critically about issues, engage in productive discourse, defend your positions well, and communicate effectively and creatively.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **Assignment:** Create an audio or a video presentation that examines a complex ethical issue from various points of view.
- **What You Need to Know:** Explore ways to effectively interact personally with others while moving through ethical dilemmas together.

Learning Activities

u09s1 - Activity Overviews

Discussion Overview

In this week's discussion, you will continue to discuss the issue you focused on last week, but this time through the lens of two different academic disciplines.

Assignment Overview

For this week's assignment, you will create an audio or a video presentation that examines from various points of view the complex ethical issue you selected last week as your focus for discussion.

As the producer and correspondent of a television or radio news magazine (like *60 Minutes*, *VICE News*, or *All Things Considered*), you have been assigned to deliver an informative, 12-minute segment on the contemporary issue that was the focus of your discussions last week and this week. Corporate policy requires that you consider insights from two or more academic disciplines or professions, for example Nursing and Social Work, or Philosophical Ethics, Psychology, and Biology. (**Note:** These are only examples; you are free to choose your own disciplines.) It also requires that you interview credible representatives of at least two distinct positions on the issue. You do not need to remain neutral on the issue; in fact, you are expected to state and defend your own position with clear reasoning in your own words.

The intended audience for your segment is an intelligent but perhaps uninformed public, so this is your opportunity to engage them in an issue that matters to you.

u09s2 - What You Need to Know

Adding to the complexity of ethical issues is your personal views, which have been shaped by your own learning and experiences, and the views of others. Others have also been shaped by *their* own learning and experiences, which may have been quite different from yours. Using the following tutorials, explore ways to interact personally with others as you (and they) move through ethical dilemmas in a variety of settings and situations.

- Skillsoft. (n.d.). [*Navigating challenging situations with diplomacy and tact*](#) [Tutorial].
- Skillsoft. (n.d.). [*Overcoming your own unconscious biases*](#) [Tutorial].
- Skillsoft. (n.d.). [*The building blocks of building trust*](#) [Tutorial].

u09d1 - Write Your Discussion Post

Contemporary Social Issue

During this week's discussion, we will continue to prepare for the Week 9 assignment. As part of that assignment you are asked to select two academic disciplines or professions (psychology, nursing science, counseling, sociology, criminal justice, et cetera) to use in examining your selected issue.

Answer the following questions in your post:

- What insights have you found based on the academic disciplines or professions you chose?
- Which of the alternative positions do you find more compelling, and why?
- What concrete actions will you now take to implement your own solution for the problem?

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their answers and how they might differ if examined from other academic disciplines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u09a1 - Dealing With Complexity

Instructions

The final script for your production should, of course, include APA-style citations and references.

You may submit the assignment itself in either of following two formats:

- **Option 1:** Produce the video segment. You should appear as the correspondent, but you may enlist family and friends to play other parts. You might even take on distinct roles yourself in a video selfie where you consider the alternatives accurately. Kaltura is available in the courseroom and is strongly recommended. Kaltura is the most compatible tool to upload for grading.
- **Option 2:** Produce the audio segment, as you would for broadcast as a radio program or as a podcast. Once again, you will be the correspondent, but are welcome to invite others to participate or record yourself in different roles. As with the video option, Kaltura is an excellent format for audio. However, you may also record audio over a PowerPoint presentation (with simply text and/or images on individual slides).

Include the following concepts in this assignment:

- Explain the issue you selected and have been discussing since last week, with reference to practical instances.
- Describe relevant contributions to the issue from at least two different academic disciplines.
- Explain at least two distinct positions on the issue, considering each fairly. If the two different academic or professional perspectives you have included agree on the issue, be sure to explain the *other side* of the debate and main arguments for that side.
- Defend your own position on the issue clearly.

Your instructor may provide video feedback on your work, as well as completing the official scoring guide for the assignment.

Assignment Requirements

Your assignment should also meet the following requirements:

- **Communication:** Create a video or an audio presentation that reports on a contemporary social issue from multiple perspectives.
- **Media presentation:** A video or audio recording of minimum 12 minutes in length, with notes or a transcript to ensure accessibility to everyone. Upload the presentation.
- **Resources:** There is no minimum number of resources required; however, use your judgment to ensure your topic is thoroughly researched.
- **APA guidelines:** Resources and citations are formatted according to current [APA Style and Format](#). When appropriate, use APA-formatted headings.
- **Font and font size:** Font should be appropriate size and weight for presentation, generally 24–28 points for headings and no smaller than 18 points for bullet-point text.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Explain the nature of ethical issues.
 - Explain the selected contemporary issue, with reference to practical instances.
- Competency 2: Critically examine the contributions of key thinkers from the history of ethics.
 - Describe the relevant contributions to the issue from at least two different academic disciplines.
- Competency 3: Engage in ethical debate.
 - Explain at least two distinct positions on the issue.

- Competency 4: Develop a position on a contemporary ethical issue.
 - Defend one's personal ethical position on the issue.
- Competency 5: Communicate effectively in the context of personal and professional moral discourse.
 - Create a video or an audio presentation that reports on a contemporary social issue from multiple perspectives.

Unit 10 >> Reflection and Next Steps

Introduction

Congratulations on reaching the final week of class! In this final week, you are going to be asked to reflect on your learning over the past nine weeks.

To-Do List:

- **Discussion:** Participate in the course discussion board.
- **What You Need to Know:** Explore resources to expand your understanding of critical thinking and ways to extend your skills in that area.

Learning Activities

u10s1 - Activity Overviews

Discussion Overview

In your discussion for this final week, you are asked to reflect back to your first week of the course and your studies on critical thinking. In the first week, you identified what you believe your strongest trait of mind was and which trait you hoped to develop more during this course. This week's discussion will allow you to circle back, reflect on that content and your learning, and discuss that with your peers.

u10s2 - What You Need to Know

In the first week of this course, we discussed the significance of critical thinking skills. This week, consider how your critical thinking skills have evolved during your work in this course.

To prompt your reflection, visit the following website:

- [The Foundation for Critical Thinking](http://www.criticalthinking.org/). (n.d.). Retrieved from <http://www.criticalthinking.org/>
 - In the drop-down menu titled "Begin Here," click **College and University Students**. There, you can learn about further dimensions of critical thinking, along with ways to extend your skills in that area.

By now, it is probably pretty clear how important critical thinking skills are to you as a university student. Developing these thinking skills will allow you to move from simply being able to recall facts and to understand what you have read to being able to analyze situations, apply your knowledge to a given issue, and evaluate potential solutions and justify one as more appropriate than the others. Being able to do these things are also important in the real world; truly, global challenges are fraught with ethical issues.

To consider ethical questions that contribute to the world at large, visit the following Internet resource:

- Mindvalley. (2019, January 10). [Critical thinking examples that will influence the world around you \[Blog post\]](https://blog.mindvalley.com/critical-thinking-examples/). Retrieved from <https://blog.mindvalley.com/critical-thinking-examples/>

u10d1 - Write Your Discussion Post

Eight Traits of the Mind

For this discussion, we circle back to the critical thinking discussion in Week 1. At that time, you were asked to identify your most-developed and least-developed quality of the mind. Reflect on your discussion post there and respond to the following:

- Do you think that the most well-developed quality you identified is still your most well developed, after your learning in this course?
- Which quality of the mind do you believe has developed in you a good deal during this course? To what do you attribute that growth?
- Which quality did you identify as the least developed at the beginning of the course? Review that quality and explain how it has improved since the first week of class.

Do the following when writing your post:

- Do not create your post as a reply to this pinned post. Instead, use Yellowdig's **Create** option to create a new post.
- Label your post with the hashtag for the week (**#Week 1**) so that others can sort posts by the week's topic.
- If you wish, include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples.
- You may also choose to create a slideshow or use audio or video as your discussion post.

For help using Yellowdig, please see [Using Yellowdig \[PDF\]](#) or [Grading in Yellowdig \[PDF\]](#). Or visit [Yellowdig Forums](#), Capella's Campus support page for Yellowdig, with links for technical support.

Response Guidelines

As you respond to your classmates, share your thoughts on their posts.

Course Resources

Undergraduate Discussion Participation Scoring Guide