

COM 640: Communication Ethics
Spring 2013
M, Th – 4:00 – 5:50
CCB 251

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Course Overview:

An examination of current issues in communication ethics and values. Philosophical and theoretical approaches to understanding and analyzing such issues are examined. This course is part of Pepperdine's graduate core requirements.

This course is not just about the relationship between communication and ethics, but also about how to discover ethics within the structures of human communication itself. It is about working to develop ourselves as ethical communicators alongside Pepperdine's commitments to knowledge and scholarship, faith and heritage, and community and global understanding. The course is committed to a mixture of theory and practice. Half of our sessions will be devoted to dialogue and conversation about ethics in life, both experienced and observed. There we will try to work as closely as we can with ethics in our own lived experience. In the other half, we will explore theory, philosophy, and communicative grounds of ethics. As this is a graduate course, high levels of academic rigor, contribution, and learning are expected.

Pepperdine Mission Statement and Affirmations:

Mission Statement: Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service and leadership.

Core commitments: Knowledge and scholarship, Faith and heritage, Community and global understanding

Institutional values: Purpose, Service, and Leadership

(For more on Pepperdine's Institutional Learning Outcomes, visit <http://services.pepperdine.edu/oie/learning-outcomes/ieos.aspx>)

Pepperdine University Affirms:

- that God is
- that God is revealed uniquely in Christ
- that the educational process may not, with impunity, be divorced from the divine process
- that the student, as a person of infinite dignity, is the heart of the educational enterprise
- that the quality of student life is a valid concern of the University
- that truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline
- that spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence
- that freedom, whether spiritual, intellectual, or economic, is indivisible
- that knowledge calls, ultimately, for a life of service

Link to Seaver and Pepperdine Mission:

At the core of both Seaver College's and Pepperdine's missions are concerns for values, ethics, morality and behavior. This course fits into those missions by examining closely the relationship between communication in its many forms and ethics. More importantly, it offers the opportunity to consider our own communication ethics behaviors in our everyday lives, both now and in the future.

Program Learning Outcomes:

Upon successful completion of the **Master of Arts** in Communication, students will be able to:

1. Articulate mastery of knowledge in foundational communication theories.
2. Synthesize strengths and applications of various general and specialized communication theories.
3. Critically analyze ethical diversity issues, and integration of faith related to application of communication theories.

4. Demonstrate the mastery of research sufficient to carry out original, scholarly research in the discipline, and write and orally defend a master's thesis.

Upon successful completion of the **Master of Science** in Communication, students will be able to:

1. Demonstrate mastery of the Communication discipline in the areas of quantitative and qualitative research methods.
2. Articulate mastery of knowledge in foundational communication theories.
3. Synthesize strengths and applications of various general and specialized communication theories
4. Critically analyze ethical and diversity issues, and integration of faith related to application of communication theories.
5. Articulate mastery of two additional areas of disciplinary concentration.

Upon successful completion of the **Master of Arts in Media Production**, students will be able to:

1. Demonstrate knowledge of how media are used to tell compelling stories that inspire, inform, and persuade audiences in a manner consistent with Christian values.
2. Gain technical competence in the use of selected media technologies.
3. Work individually and in teams, to create professional quality media communication that exhibits an in-depth understanding of the tools and technologies of emerging media.
4. Assess his or her own and others' work to ensure that their mediated creations reflect an appreciation of complex ethical considerations present whenever media are used to inform, persuade or inspire.
5. Demonstrate an understanding that today's audiences are diverse and global, and that matching messages with audiences in a constructive manner requires an appreciation of the changing demographics and political realities of our world.

Student Learning Outcomes:

A student who successfully completes COM 640 should be able to:

1. Articulate a philosophical understanding of ethics and communication ethics, especially regarding the ability to recognize, deliberate on, and reflect on ethical dilemmas across a variety of communication situations and contexts.
 - *This relates to MA PLO's #1 and #2, MS PLO's #3 and #4, and MPRD PLO #4 above as you will gain an understanding of the philosophical and theoretical links between communication and ethics and understand how these foundations play out in a variety of communication contexts and settings, including in the production of mediated messages.*
2. Explain the intricate link between communication and ethics and how it relates to current communication issues, events, and research.
 - *This relates to MA PLO's #1, #2, and #4, MS PLO's #1, #2, #3, and possibly #5, above as you will be exposed to and be required to research on communication ethics as it relates to your graduate school research and goals. For those of you where ethics is a focal point of your research/goals, MS PLO #5 will lead to a mastery of the current research.*
 - *For MPRD PLO's #1, #2, #3, #4, and possibly #5, students in that program will create an original media project that considers personal value and ethics, current technologies, diverse audiences, and touches upon an issue of ethics in today's world.*
3. Use a variety of ethical frameworks to critically evaluate, examine, and express their own and others' communication behavior and decision-making across a variety of communication contexts (such as interpersonal, intercultural, group, organizational, mass media, etc.).
 - *This relates to MA PLO's #2 and #3, MS PLO's #3 and #4, and MPRD PLO #4 above as students will be exposed to and will critique a variety of different ethical perspectives and will have to share their own ethical dilemmas, deliberations, choices, and reasoning while engaging in ethical listening behaviors of others' perspectives and experiences.*
4. Develop and express a personal philosophy of communication ethics that encourages responsibility, a dialogical attitude to ethical differences, and incorporates a variety of ethical perspectives.
 - *This relates to MA PLO's #2 and #3, MS PLO's #3 and #4, and MPRD PLO's #1 and #4 as students will develop and express their own personal philosophy of communication ethics as drawn from current and extant research as well as personal experiences.*

Required Texts:

Levinas, E. (1985). *Ethics and infinity* (R. A. Cohen, Trans.). Pittsburgh, PA: Duquesne University Press.

Other required readings are available through the public domain or on Sakai. Please note on the course schedule where readings are located.

Communication Ethics in this Course (Policies)

Since this is a class about communication ethics, we need to achieve a high standard of ethical communication in our classroom behavior and conversation. This goes for all of us, including the instructor. This should include, at minimum:

- Treating each other with care and respect
- Listening carefully to each other
- Respecting confidentiality and anonymity

For those that need more specifics:

Professionalism and Communication Ethics – This course has a participation grade based on your professionalism and communication ethics. It is important that you take your learning and this class seriously, treating the class, instructor, and peers with respect. This grade is based on your punctuality, in-class behavior, attendance, attentiveness, responsibility for your learning, respect for others, attitude toward this class and others, and overall demeanor.

What hurts this grade are behaviors like texting in class, using your laptop or other electronics for something other than taking notes (like Facebooking, messaging, emailing, surfing the web, or watching movies), listening to music during class, showing up late, leaving early, returning from breaks late, more than 2 absences, interrupting others, insulting material or others' opinions, or other behaviors that demonstrate poor character, lack of professionalism, and not taking responsibility for your learning. This does not preclude disagreement with me or others, but it does encourage you to engage in disagreement in a civil, respectful, responsible, and professional way.

If any of these are going to be an issue for you or if something comes up during the semester that makes meeting these standards challenging, I encourage you to discuss it with me as soon as possible so that I have an understanding of your behavior and can consider your individual situation when awarding this grade. I will not accept explanations after the fact or at the end of the term. At any point in the term if you would like to discuss my perception of your performance in this area, I encourage you to come to me. In addition, if either professionalism or poor ethics become a significant problem in your course performance, I reserve the right to excuse you from the course at any time. As the instructor, I have final say and discretion over the quality of your professionalism, behavior, and participation grade.

Attendance and Punctuality: Your PUNCTUAL attendance is REQUIRED for all class meetings, including any work days we might have. I maintain a record of class attendance. In general, I allow you two excused absences to use as you choose. However, if issues arise, you must speak with me as soon as possible so we can make appropriate arrangements and so I am aware of your circumstances.

I also maintain a record of when you show up late, leave early, or take extended breaks. It is disruptive and disrespectful to me and to your classmates when you show up late, leave early, or take extended breaks. Frequent absences (more than 2), showing up late, or other disruptive behaviors is taken directly out of your participation grade, ranging from, at minimum, one letter grade deduction on participation up to one letter grade deduction in your overall course grade per infraction (i.e., absence, tardy, leaving early, etc.). In short, show up to all classes, on time, and be respectful and engage in class.

Overall, treat the learning process, course, peers and instructor with respect by attending class and doing so on time. It is in your best interests to be in constant communication with me regarding issues with absences, tardies, and/or early departures.

Late Enrollment: Students who fail to attend a course within the first 100 minutes of scheduled class meeting time may be dropped from the course by the instructor. For those of you who are not enrolled and want to enroll, you will not be considered for enrollment in the course unless you attend the first 100 minutes. If you wish to enroll in the course after the first day, you must meet with me first. As a note, the add/drop 100% refund period ends on Friday, January 10, 2014.

Submission of Assignments: All assignments must be submitted AT THE BEGINNING OF CLASS on the due date as indicated in this syllabus. Late submissions (which means after class begins) will be a 10% deduction for each day late. In the event of medical emergencies or other special circumstances, students should contact the instructor AS SOON AS POSSIBLE to make special arrangements and/or provide documentation. Documentation does not guarantee a release from the late penalty. All assignments should be typewritten and, unless otherwise specified, free from spelling, punctuation, and grammatical errors. This is a graduate level course; I expect assignments to be to those standards. You may email assignments to me.

Grade disputes: Any grade disputes or disagreements must wait 24 hours until they are discussed with me. At that time, you may set up a time to meet with me face-to-face to discuss your concerns. I strongly encourage you to write out your concerns in order to be organized and thoughtful about your dispute. You may ask clarifying questions about my feedback (or handwriting) at any time, but you may not express your position, dispute, or disagree until after the 24-hour period.

Assignment format: In general, assignments should be typewritten and, unless otherwise specified, double-spaced and free from spelling, punctuation, and grammatical errors. Double-sided printing (both sides of the page) saves paper. However, take note of specific assignment formats indicated below. This is an academic course and a graduate course; I expect assignments to be at those standards. You may hand in papers either hard copy or email.

Saving Assignments: Save your assignments in your computer or through other secure means and keep all written assignments that are graded and handed back to you until your final course grade is posted. As a note, any grade disputes after the semester ends must be taken care of by the end of Fall 2014.

Technology Policy: Although technology has many upsides, in this course I seek to limit its use in favor of face-to-face communication and more focused concentration. (Indeed, studies have shown that texting in class and other kinds of multitasking lowers grades, class performance, learning, and focus.) However, I also recognize that technology aids in learning. So, these are the following guidelines for technology use in this class:

- Laptops and or iPads/smart tablets may be used to take notes during class, but let me know if you are doing so. You may not use them to be on Facebook, Tweet, Instagram, message, email, surf the web, watch Netflix, work on any other homework, or do anything else other than take notes, even during times when small group discussion is over. If a laptop or iPad/tablet is used for any reason beyond course related activities (i.e., FB, Twitter, chatting, email, surfing the web, etc.), laptop/tablet privileges will be revoked.
- In general, cell phones should be turned off and there should be no texting or use of smart phones (iPhones, Androids, etc.) at any time during any class. I find texting during class to be highly disrespectful to peers, instructors, and the learning process. If I observe you texting or even checking your phone, I will deduct it from your participation grade. This should not be an issue in a graduate level course. Your cell phones should not be visible during class. You may use them during class breaks.
- Ear phones/buds should not be visible and should be removed before entering the classroom.
- Failure to abide by the above expectations will result in severe deductions from your participation grade in this course and consideration of withdrawal from the course.

Food and Drink: Please use discretion with food and drink. Do not disturb others, use non-spillable containers, or use lids on drinks. To be on the safe side, consume your food and drink before or after class or during breaks.

Respect and diversity: Communication in the classroom naturally requires another human being and this class will encourage us to communicate with care, respect, and concern for others. Because Pepperdine University is a Christian institution, it is expected that all course participants act in accordance with Christian principles and ethics in their treatment of one another and the ideas presented in this course.

In other words, you are expected to treat fellow students and your instructor with respect and conduct yourself ethically in class and during dyadic work. Please do not interrupt others. Please be inclusive and keep discussions and assignments free from sexism, racism, discrimination, insults, and personal attacks. However, disagreement, debate, civil dialogue, controversial topics, ethical differences, and other open communication are encouraged as long as they are conducted respectfully and ethically.

A dialogical approach: My teaching philosophy is a dialogical one where we view our shared classroom experience as a collaboration and a community. Because of the interdependent nature of the course, I encourage you to become involved and take risks. You are an integral part of this course; you will help shape its culture and the learning environment we inhabit. In short, your learning is your responsibility, not mine. I want to help you learn, but we cannot do that unless you advocate for your own education in this class and at Pepperdine. I encourage you to ask questions and seek out help from me on assignments, preparation, and in-class activities. I encourage you to take ownership of this class and help construct its experiences to help others and yourself learn about communication ethics.

Note for students with disabilities: Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Main Campus, Tyler Campus Center 264, x6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information.

Code of Academic Integrity: Academic Integrity is the expression of intellectual virtue in human beings as a result of their creation in God's image. It represents the convergence of the best of the human spirit and God's spirit, which requires personal, private and community virtue. As a Christian institution, Pepperdine University affirms that integrity begins in our very created being and is lived out in our academic work.

In order for the code to be effective, the community must maintain its health and vitality. This requires a genuine sense of maturity, responsibility, and sensitivity on the part of every member. In particular, each member of the Seaver College community is expected to pursue his or her academic work with honesty and integrity.

Unfortunately, students do, on occasion, violate Academic Integrity, and this provides a need for discipline and an opportunity for restoration. The following pages (<http://seaver.pepperdine.edu/academicintegrity/policies/code.htm>) describe the various forms of violation recognized by Pepperdine University and the resulting steps that both the student and the institution must take.

Contractual Note on Syllabus: This syllabus represents a contract between me, the instructor, and you, the student. Violations of class policies are perceived as a breach of contract and provide me the right to discipline any student for any reason, including but not limited to repeated violations of course policies, character and professionalism, poor attendance/lateness, disrespectful or rude behavior, and poor grades and/or work ethic on assignments and in class.

Further, I reserve the right to change the syllabus, assignments, or schedule after in class consultation with all of you and with appropriate notice in class, via email, and on Sakai to better accommodate fulfillment of class learning outcomes. You should be using your Pepperdine assigned email as this is the primary means whereby changes and/or announcements will be made. That you did not receive an email is not a valid excuse for not receiving notice of a change and/or announcement.

Copyright Notice: This syllabus, all lectures, and all course materials prepared by the instructor are the property of the instructor, copyright 2014. They are my own original expression. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions, either digital or in writing (i.e. your handwritten notes) may not be modified and must not be transferred or transmitted to any other person, including others in class. Whereas you are authorized to take notes in class thereby creating a derivative work from my lectures and/or discussions, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes (including any presentations, handouts, guides, outlines made available to you in this class) to anyone else or to make any commercial use of them without express prior written permission from me. Students shall not sell notes (or receive remuneration for taking notes) during this course to or by any person or commercial entity without the express written permission of the professor teaching this course.

Course Evaluations: Online course evaluations are conducted for all Seaver courses. The course evaluation period lasts from Friday, April 11th at 5 pm to Monday, April 21st at 3 am. I highly encourage you to complete course evaluations. In fact, you must provide proof of course evaluation completion in order for your final paper to be graded.

Course Assignments:

- **Response Papers (20%)** – For each set of readings, you will turn in a one half page summary response paper. The paper will include the following:
 - One paragraph summary of the reading(s) in your own words (no quotations). This summary paragraph will ideally include: 1 sentence of what you believe is the major claim of the assigned readings for the day and 3-4 sentences of arguments **paraphrased** from the article(s) that support your claim. The key here is to balance being succinct and concise with depth and clarity. This is a more difficult exercise than it appears to be and should require both multiple times reading assigned texts and multiple drafts of your summary before handing in.
 - One question: This question is to be written as if you were the instructor and trying to help the class get to the “heart” of the readings. Seek understanding for the class. You do not have to answer the question in your response paper.
 - Good question: “What are the ethical implications of the transactional model of communication? How does personality play a role in the communication model and how does that connect with personal values and virtues?”

This is a good question because it promotes an understanding of the course reading and facilitates discussion about the content material. It provides enough questions for prolonged discussion.
 - Not so good question: “Do infants use the transactional model?” or “Do you like the transactional model?”

This is a not so good question because it is simple and lacks substance and complexity. It is an opinion-based question and does not facilitate an understanding of the material. It does not provide for prolonged discussion of the material.

Your response papers may be used to help structure the class for the day. In fact, your question may be used to lead the discussion (which is not to say you need to know the answer to your question, but that you are willing to volunteer and articulate your question to jump start discussion for the day).

 - Response papers should be single-spaced and free from grammatical and spelling errors. They are due on the day the reading is due. Late work is a 10% deduction for each late day (including non-class days and weekends).
 - You must complete over 85% of these assignments in order to pass the class.
 - A detailed rubric will be provided.

- **Personal case studies (10%)** – On days when we focus on application and lived experience (marked as “Case Studies” in the schedule), you will need to bring two ethical case studies to share. These can be typed (preferred) or handwritten. A good ethical case study or personal ethical dilemma has the following elements:
 - Involves concerns over what one “ought” to do, where the answers are not easy or clear. Communication ethics will involve questions such as “How do I respond?,” “What is the ethical thing to say?,” “What is the right thing to do?,” “How do I choose between two ‘right’ options?,” “How can communication help me understand and make sense of what is happening?,” or “How can communication behavior impact the kind of person/relationship/community I want to be/be a part of?”
 - These dilemmas occur in a variety of contexts – personal, family, work, romance, friendships, mediated, social, organizational, cultural, political, societal, global. Use of popular culture (music, books, films) or current events (politics, news) is welcomed, but a good case should be relevant to you and the class. Be specific about your case.
 - Some possible ideas:
 - Ethical dilemmas I have faced/am facing and good/ethical decisions I have made or poor/unethical decisions I have made.
 - Ethical issues in relationships, such as lying, disclosure, or conflicts of interest.
 - Ethical concerns over the kind of person you want to be, the kind of relationship you want to be a part of/construct, or the kind of life you want to lead.
 - Ethical or unethical communication in the public sphere, marketing, promotion, media, or news.
 - You will bring two ethical case studies:

- One that is personal and experienced by you directly, either in the past or currently
 - One that is occurring currently in the public, such as in the world/media/news/at Pepperdine. Reminder that public cases need to be relevant to you personally or to the class in some way. You are encouraged to look at websites for case studies or principles to discuss (such as public relations, marketing, business ethics, etc.) to assist you.
 - You are welcome to attach outside sources (news or scholarly article), but it is not necessary.
 - Case studies should be 1-2 paragraphs in length. Provide enough information to understand dilemma for reader, but does not have to be overly detailed.
 - I do not share your case studies publicly, but you will be asked to use them and share them in class at your discretion.
 - You must complete over 85% of these assignments in order to pass the class.
- **Program Based Assignment (20%)** – During the term you will hand in two program-based assignments. These assignments are customized based on the masters program you are enrolled in. Please see separate sheets for assignment description. If you wish to do one of the assignments for one of the other program areas or if there are other ways this assignment can be useful for your graduate program and/or career, please come and see me and we can discuss options.
- **Ethical Development Paper (20%)** – By Thursday, April 24th at 1 pm (not the same day as your final exam period), you will write an ethical development term paper, which traces your personal development in communication ethics. The paper will be at least 19-22 pages long, but can go longer if necessary. It will be comprised of five parts:
 - Introduction (approx. 1 page) – introduces the reader to your paper giving a preview of what the paper covers. I suggest you write this last.
 - Watershed event (approximately 4-6 pages) – provides a detailed, ethnographic, narrative style description of one watershed ethical moment in your life. Here you provide enough detail for the reader to “feel” and “experience” the ethical dilemma with you. Include the dilemma, the context, the people involved, the possible options, your feelings, and why this was so important in your ethical development. Do not analyze here – just tell and describe. The event should end raising the ethical questions you are/were facing.
 - Relevant perspectives (approximately 6 pages) – based on the watershed event you have chosen, you need to choose two philosophical perspectives from the course that you will use to analyze your ethical event. Describe and summarize the perspective and provide a justification for why these perspectives are relevant to your event. Include the main idea, important supporting characteristics, and the key question of the perspective. Your response papers and class notes provide good place to begin writing this section. If you would like to use more than two perspectives, you are welcome to, but you will also need to do additional analyses for the additional perspectives with an associated increase in page requirements.
 - Analysis (approximately 6 pages) – using the two philosophical perspectives, you will analyze your watershed event. Using what you outlined in the relevant perspectives, you should apply the main idea and the supporting characteristics to your dilemma. You should strive to answer the key question by illuminating the different ethical options, perspectives, and outcomes of each dilemma. Here, I will be looking for how your analysis reveals something about the ethics of your communication behavior. Our case study discussions should provide some guidance in how to do this.
 - Conclusion and Personal Philosophy (approximately 2-3 pages) – synthesize what you learned from the analyses of your watershed event and the impact of the dilemma on your ethical development. Do this by summarizing the paper, mentioning the outcome of the dilemma (or if not yet resolved, where the dilemma currently is at), and making an ethical judgment about your decision based on the relevant perspectives. Close by reflecting on how influential the watershed event dilemma has been on your personal ethical development.
 - Watershed event check-in – On Thursday, March 13th you will hand in a rough draft of your watershed events. You will also select two of the relevant perspectives. You do not have to summarize or explain the perspectives at this point, but you are welcome to if you would like additional feedback. I will provide feedback on your watershed event and whether or not the relevant perspectives you have selected are appropriate. This draft will not be graded, but is a check in for you to ensure you are on the right track. If you do not hand this in, it will result in an automatic 10% deduction on the overall paper.
 - Format: Double-spaced, 12 pt. font, 1 inch margins. Print out and hand in by Thursday, April 24th at 1:00 pm. You may submit the papers via email if you wish. Sorry, I will not grant extensions on this paper.

- You are welcomed and encouraged to hand in drafts to me throughout the term. Obviously, the closer to the deadline you provide me drafts, the less time I will have to give you solid feedback. In the course schedule, I have added suggested check-in dates so you can hand in sections of the term paper into me for feedback. You do not have to complete these, but I strongly encourage you to do so.
- **Final - Philosophy of Communication Ethics Presentation (10%)** – For the in-class final, to be held on Tuesday, April 22nd from 4:30-7:00 pm, you will present your personal philosophy statement. The in-class presentation will help you articulate the importance of communication ethics to your research (MA students), professional goals (MS students) or media projects (MPRD students) as well as your personal life. The presentation will be about 10 minutes. A handout or power point presentation is encouraged. You do not have to mention your watershed event unless you want to. Some specifics include:
 - How you approach/respond to ethical dilemmas
 - Any perspectives of faith or spirituality that might be important to you.
 - 3-5 ethical perspectives you draw on in your personal philosophy. Name them in your presentation.
 - Usefulness and application of your philosophy to your personal and professional life.
 - How your philosophy is revealed in your program assignments.
 - You DO NOT need to disclose or discuss your watershed event or other personal dilemmas if you do not want to.

You will also hand in 1-2 pages that briefly articulate your personal philosophy in writing.

- **Participation (20%)** – Given that this is a communication course, much of the focus is on *actual* communication with others face-to-face in class. You cannot do this unless you are present *and* participating in discussions. Additionally, you need to *substantively* and *ethically* participate in discussions.

You will provide a participation assessment to me twice during the term, at the midterm and the final, to assist me in evaluating your participation. Assessments are 1-page in length, double-spaced. Your assessment should address the following:

- How have you demonstrated professionalism, good character, and contributed substantively in this course so far? Use ethical perspectives to justify and support your claims.
- How could you improve your professionalism, character, and contributions going forward? Use ethical perspectives to articulate goals and areas to improve.
- Give yourself a grade for participation.

Your assessment is not an argument for a good grade. This is an honest assessment of your participation in-class. Please see grading guidelines for the standards I use to evaluate your participation. Consult the professionalism and attendance policies above for further details.

Grading Breakdown:

- Response Papers – 20%
- Case Studies – 10%
- Program Based Assignments – 20%
- Ethical Development Term Paper – 20%
- Final Communication Ethics Presentation – 10%
- Participation – 20%
- **Readings** – Note on the course schedule what page/paragraphs/sections we are reading; for some we will read sections and others we read the whole article or study. You should bring your readings with you to class.

Course schedule:

Key to Readings: Use website URL if give to access those in public domain; if it indicates Sakai, it means it is posted on Sakai Courses website in Resources

Week 1: Introduction & Virtue Ethics

January 6 Introduction

January 9 Reading: *Nicomachean Ethics, Book II* (pp. 22-38) (access at <http://www.bocc.ubi.pt/pag/Aristoteles-nicomachaen.pdf>)

Response paper due

Case studies

Week 2: Duty Ethics

January 13 Readings: 1. *Fundamental Principles, Second Section*, (§s 47-71) (access at http://files.libertyfund.org/files/360/Kant_0212.pdf)

2. *On a Supposed Right to Lie ...* (access at <http://philosophyfaculty.ucsd.edu/faculty/rarneson/Courses/KANTsupposedRightToLie.pdf>)

Response paper due

January 16 Case studies

Week 3: Utilitarian Ethics

January 20 Martin Luther King, Jr. Day – No Class

January 23 Reading: *Utilitarianism, Ch. 2* (access at <http://socserv.mcmaster.ca/econ/ugcm/3ll3/mill/utilitarianism.pdf>)

Response paper due

Case studies

Week 4: Reciprocity

January 27 Readings: 1. Gouldner, 1960 (Sakai)
2. McKenna, 2005 (Sakai)
3. Vogel, 2004 (Sakai)

Response paper due

January 30 Case studies

Week 5: Habermas' Discourse Ethics

February 3 Reading: 1. Finlayson – Chapter 6: Discourse Ethics I (Sakai)
2. Habermas Introduction (access at <http://caae.phil.cmu.edu/cavalier/Forum/meta/background/HaberIntro.html>)

Response paper due

February 6 Case Studies

Week 6: Bakhtinian Ethics

February 10 1. Bakhtinian Answerability (Sakai)
2. Bakhtin, *Philosophy of the Act*, pp. 31-34, 40-48 (Sakai)

February 13 Case studies

Week 7: Levinasian Ethics

February 17 Readings: 1. Emmanuel Levinas biography (access at <http://www.egs.edu/library/emmanuel-levinas/biography/>)

2. Jovanovic & Wood, 2004 (Sakai)

February 20 Response paper due

Midterm Participation Assessment due

Week 8: Spring Break

February 24 & February 27 – No classes

Week 9: Levinasian Ethics

March 3 Reading: *Ethics and Infinity*, chs. 3-8 (pp. 45-102) (book)

Response paper due

March 6 Case studies

Program Assignment #1 due

Week 10: Acknowledgement and Dialogue

March 10 Reading: 1. Hyde, *Life-Giving Gift of Acknowledgment* – Preface &
Ch. One: Introduction (Sakai)
2. Stewart & Zediker, 2000 (Sakai)

Response paper due

March 13 Case studies

Watershed event check-in draft due

Week 11: Intercultural Ethics

March 17 Readings: 1. Ting-Toomey, 2011 (Sakai)
2. Hopson, Hart, & Bell (2012) (Sakai)

Response paper due

March 20 Case Studies

Week 12: Public Relations, Marketing, Advertising, and Journalism Ethics

March 24 Readings: 1. Day, Ch. 2, 2006 (Sakai)
2. Codes of ethics, 2006 (Sakai)
3. Ethics in Advertising, 2004 (access at
http://www.aef.com/on_campus/classroom/speaker_pres/data/3001)

Response paper due

March 27 Case studies

(Optional and Recommended) Term Paper Relevant Perspectives check-in due

Week 13: Political Communication and Governance Ethics

March 31 Readings: 1. Splichal, 2011 (Sakai)
2. Rawls' Excerpts, 1990 (access at
<http://caae.phil.cmu.edu/cavalier/80130/part1/sect5/texts/Sterba.html>)
3. Benhabib, 2009 (access at
<http://www.yale.edu/polisci/sbenhabib/papers/Cosmopolitanism%20and%20Democracy.%20Affinities%20and%20Tensions.pdf>)

Response paper due

April 3 Case studies

Week 14: Digital Ethics

April 7 Readings: 1. Sanders, 2010 (Sakai)
2. TBD

Response paper due

April 10 Case Studies

Program Assignment #2 Due

(Optional and Recommended) Term Paper Analysis check-in due

Week 15: Religious Ethics

April 14	Readings:	1. Harkness, “The Ethics of Jesus,” 1957 (access at http://www.religion-online.org/showchapter.asp?title=802&C=1078) 2. Mowlana, 1989 (Sakai) 3. Suen, Cheung, & Mondejar, 2007 (Sakai)
	Response paper due	
April 17	Case studies	
	Final Participation Assessment Due	
	(Optional and Recommended) Term Paper Conclusion check-in due	
Course Evaluations:	Available Friday, April 11 th , 5 pm to 6 am to Monday, April 21, 3 am	
Final exam period:	Tuesday, April 22 nd – 4:30 – 7:00 pm	In-class personal philosophy presentations and short write up due

Final Ethical Development Papers are DUE on Thursday, April 24th at 1:00 pm.

Bibliography available upon request.