

# FILM / GAM / IT 228 Ethics in Information Technology, Computer Games and Cinema

Date of Document: 1 January, 2023

- **Course Format:** ONLINE
- **Course Duration:** January 2, 2023 – March 19, 2023
- **Course Numbers**
  - FILM 228 – 520 (29103)
  - FILM 228 – 521 (29102)
  - GAM 228 – 520 (28857)
  - GAM 228 – 521 (28641)
  - IT 228 – 520 (28858)
  - IT 228 – 521 (28643)
- **Type of Instruction:** Lecture - discussion
- **Drop dates are available**  
here: <https://academics.depaul.edu/calendar/Pages/default.aspx>

## Contact Information

- **Instructor:** Dr. Siobhan O'Donoghue
- **Email:** Sodonogh@depaul.edu
- **Office Hours:** By appointment only. I have blocked off WEDNESDAY BETWEEN 12:00PM to 2:00PM to be available for scheduled meetings or calls, but students must contact me beforehand to confirm a specific time. Since this is an online course, I am happy to talk with students ideally on zoom but also on the phone.
- **Location:** Online
- **Phone:** +1 (773) 325-1194
- **Preferred Contact:** via email first

You can expect a response within 24 hours.

## COVID-19 Health and Safety Precautions

### COVID-19 Updates and Guidance:

<https://resources.depaul.edu/coronavirus/Pages/default.aspx>

### COVID-19 FAQ:

<https://resources.depaul.edu/coronavirus/faqs/Pages/default.aspx>

## Course Catalogue Description

Societies function based on normative ethics utilizing common sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment, in which ethical challenges are particularly complex. In the eyes of many, games and movies can be violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded in games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be discussed.

From <https://www.cdm.depaul.edu/academics/pages/courseinfo.aspx?Subject=GAM&CatalogNbr=228>

## Course Method and Pedagogy

*Ethics in Film, Gaming and Information Technology* is a course in **applied ethics**. The course will investigate and critically examine ethical theory from a variety of perspectives in the context of enabling students to identify, analyze, and propose resolutions to particular ethical dilemmas in the fields of Internet Technology, Gaming, and Cinema. The course will use the [Framework for Ethical Decision-Making](#) from the Markkula Center for Applied Ethics at Santa Clara University as a method for resolving ethical dilemmas. A significant portion of the course will be devoted to “moral laboratories” where groups of students will address particular ethical dilemmas using the Markkula Center framework to complete a case analysis resolution paper. In this course, students will develop the skills to make a reasoned argument, to defend a position, and to develop a heightened sense of moral responsibility.

## Course Prerequisites

This is an online course. You will need at minimum:

- Frequent access to a computer that connects to the Internet.
- A working DePaul e-mail account that you check regularly (and that is updated in Campus Connection) – Please note all communication will be sent to your DePaul e-mail.
- Access to a software suite such as Microsoft Office (Word, Excel, Power Point). If you do not have access to Office, you can download a free, open source alternative such as Open Office (<http://www.openoffice.org/>) that will give you the same basic functionality.
- Administrator access to a computer to install software. (*if required*).
- The ability to view video files, either in a streaming (Flash) or downloadable (mp4, mov) format.

## Required Materials

All required materials are available through D2L.

## Philosophical Inquiry Domain Learning Objectives

As a course that fulfills the Philosophical Inquiry learning domain of the Liberal Studies Program, this course will address conceptual issues fundamental to reflection on such philosophical topics as **metaphysics** (e.g., being and nonbeing, the one and the many, the nature of reality, same and other, self and other); **epistemology** (e.g., the nature and possibility of knowledge, different ways of knowing, knowledge vs. opinion, truth and falsity); **ethics** (e.g., right and wrong action, good and bad, objectivism and relativism in ethics, social and political philosophies, the idea of value, the problem of evil); and **aesthetics** (e.g., the nature of beauty, aesthetic value, the possibility of aesthetic valuation). It will address these philosophical topics insofar as they impinge upon, shape, and challenge the ethical dimensions of specific activity in the fields of Internet Technology, Gaming, and Film.

(from <https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/philosophical-inquiry/> )

# Philosophical Inquiry Domain Learning Outcomes

The course will fulfill the following Philosophical Inquiry Domain Learning Outcomes (PIDLO):

- PIDLO1. By the end of the quarter students will demonstrate an ability to address, critically think about, and analyze philosophical questions and problems as they relate to the fields of Internet Technology, Gaming, and Film. Students will demonstrate that they have achieved PIDLO1 through discussion board contributions, case analysis papers, and the final essay exam.
- PIDLO2. By the end of the quarter students will demonstrate the ability to evaluate philosophical questions, issues and/or problems using informed judgment. Students will demonstrate that they have achieved PIDLO2 through discussion board contributions, case analysis papers, and the final essay exam.
- PIDLO3. By the end of the quarter students will demonstrate the ability to analyze and interpret the methods used by philosophers in addressing philosophical questions, issues, and/or problems. Students will demonstrate that they have achieved PIDLO3 through discussion board contributions, case analysis papers, and the final essay exam.
- PIDLO4. By the end of the quarter students will demonstrate the ability to engage with philosophical topics and figures in their historical context. Students will demonstrate that they have achieved PIDLO4 through engagement activities, discussion board contributions, case analysis papers, and the final essay exam
- PIDLO5. By the end of the quarter students will demonstrate the ability to confront and interpret primary texts from the philosophical tradition. Students will demonstrate that they have achieved PIDLO5 through engagement activities, discussion board contributions, case analysis papers, and the final essay exam. In this course, students will read primary texts that constitute the major currents of ethical theory including selections from Jeremy Bentham, John Stuart Mill, Immanuel Kant, John Rawls, the Vatican, Aristotle, and Carol Gilligan
- PIDLO6. By the end of the quarter students will demonstrate the ability to write an analytic essay treating a philosophical question, issue and/or problem that forwards an identifiable thesis, argument, and conclusion. Students will demonstrate that they have achieved PIDLO6 through case analysis papers and the final essay exam. (from <https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/philosophical-inquiry/> ).

## Assessment

The course is divided into ten (10) modules. Each module is worth 100 points for a total of 1,000 points for the quarter. By completing different activities in each module, students earn points.

**Learning activities for the entire quarter include the following**

Activity	Total Points for the Quarter
<b>Engagement Activities</b> for 8 modules (@ 30 points per module) are a formative assessment completed individually <b>Approximate Contact Hours</b> 2 hours per quiz	240 points
<b>Discussion Board</b> check points (4 check points @ 100 points each in modules 2, 4, 6, 8) are an individual, formative assessment completed in discussion groups <b>Approximate Contact Hours</b> 3 hours per discussion	400 points
<b>Case Analysis Papers</b> (two papers in modules 3 and 7 @ 80 points per paper), are a summative assessment completed individually via D2L <b>Approximate Contact Hours</b> 2 hours per paper	160 points
<b>Key Concepts, Figures, and Texts Exam</b> is a summative assessment completed individually <b>Approximate Contact Hours</b> 2 - 3 hours	100 points
<b>Final Essay Exam</b> is a summative assessment completed individually. As with all assignments, this will be submitted via D2L. <b>Approximate Contact Hours</b> 3 - 4 hours	100 points
<b>Total Points for the Quarter</b>	<b>1000 points</b>

## Grading Scale

Letter Grade	Percent	Total Points Earned
A	94 – 100%	935 to 1000
A-	90 – 93%	895 to 934
B+	87 – 89%	865 to 894
B	84 – 86%	835 to 864
B-	80 – 83%	795 to 834
C+	77 – 79%	765 to 794
C	74 – 76%	735 to 764
C-	70 – 73%	695 to 734
D+	67 – 69%	665 to 694
D	60 – 66%	595 to 664
F	Below 60%	Below 595 points




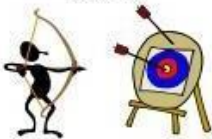








## Assignment Descriptions

**Engagement Activities** are a formative assessment completed individually for each module. Critical reading is essential for students to meet all of the learning objectives of the course. After students have read the assigned readings and reviewed the support material, they will participate in various engagement activities to demonstrate a basic comprehension of terms, concepts, people, and principles. It is highly recommended that students read carefully and take notes before attempting to participate in the engagement activities. Comprehensive notes will also help students prepare for subsequent assignments.

**Discussion Board Contributions** are an individual, formative assessment. Working in groups of approximately 10-15, students will participate in four “moral laboratories” to identify, address, critically think about, analyze, and apply philosophical concepts to questions and problems, specifically as they relate to a **developing sense of moral responsibility** in the fields of Internet Technology, Gaming, and Film. Students will engage, evaluate, and apply ethical theory by critically examining historical context and primary sources as demonstrated through substantive contributions. Each module will include a discussion board that functions as a space for dialogue and engagement about a particular case. Students are required to make substantive contributions to other posts to advance an argument.

Ethical discourse requires the active participation of each group member, especially when group members express viewpoints and construct arguments that reach divergent conclusions. The goal of the moral laboratory is NOT to arrive at a group consensus about a particular issue, although that may happen, but to engage in informed discourse in pursuit of the learning objectives of the course. The following grid provides a helpful guideline to inform *how* students participate in the moral laboratories.

## Class Discussion Guidelines

Accountable to the Learning Community	<b>Listen</b>  Pay attention to the statements of others.	<b>Summarize</b>  Restate the ideas of a previous speaker in new language.	<b>Build</b>  Add to the statement of a previous speaker.	<b>Mark</b>  Direct attention to the importance of another's statement.
	<b>Verify</b>  Check your understanding of previous statements & knowledge.	<b>Unpack</b>  Explain how you arrived at your answer.	<b>Support</b>  Give examples & evidence to support your answer.	<b>Link</b>  Point out the relationships among previous statements & knowledge.
	<b>Defend</b>  Defend your reasoning against a different point of view.	<b>Challenge</b>  Ask a previous speaker to explain & provide evidence for a statement.	<b>Combine</b>  Incorporate knowledge from multiple resources to form your ideas.	<b>Predict</b>  Draw conclusions about what might happen next, or as a result of ideas.

Created by Angela Cunningham, Bullitt Central High School, Shepherdsville, KY 40165

**NOTE:** Students who do not contribute to the discussion board by the due date may make up the assignment **by Mar 3, 2023**. A 30% point penalty will be imposed at the discretion of the instructor.

**Case Analysis Papers** are a formative assessment. Working individually, students will write TWO case analysis papers that identify, address, critically analyze, and apply philosophical concepts to questions and problems, specifically as they relate to a **developing sense of moral responsibility** in the fields of Internet Technology, Gaming, and Film. Students will engage, evaluate, and apply ethical theory by critically examining historical context and primary sources as demonstrated through the successful analysis of a particular case.

**NOTE:** late submissions will be accepted up until **Mar 3, 2023** with a 15% point penalty at the discretion of the instructor.

**Key Concepts, Figures, and Texts Exam** is a summative assessment completed individually. Building from the engagement activities, students will demonstrate a mastery of the terms, concepts, and figures used by ethicists to make ethical arguments.

**Final Essay Exam** is a summative assessment completed individually. To fully demonstrate that each of the learning goals has been met, students will complete an essay comprised of three elements:

- Part I. Case Analysis of a Dilemma Chosen by the Student
- Part III. Final reflection of learning
- Part III. A personal mission statement

## **Class participation**

Students who are unable to participate in class due to an emergency or personal circumstance **should immediately contact the Dean of Students Office**, which offers a variety of student support services. The Dean of Students can review any supporting documentation and will contact the instructor. Students requesting any adjustment or accommodation from the course schedule must consult with the Dean of Students: <https://studentaffairs.depaul.edu/dos/>

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

## **Course Policies**

### **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

### **Respect for Diversity, Equity and Inclusion at DePaul University as aligned with our Vincentian Values**

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is



part of our history, our traditions, our present and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

## **Online Course Evaluations**

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see <https://offices.depaul.edu/academic-affairs/faculty-resources/teaching/Pages/Online-Teaching-Evaluations.aspx> for additional information.

## **Academic Integrity and Plagiarism**

This course will be subject to the university's academic integrity policy. More information can be found at <https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/default.aspx>

### *Posting work on online sites, such as Course Hero*

All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity. Not knowing that a site will share your work is not an excuse for them doing so. Please be sure your work will not be posted publicly. It is your responsibility.

## **Academic Policies**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at:

<http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

## **Incomplete Grades**

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

## **Frequently Asked Questions**

### **Accommodation**

#### **Students with Disabilities**

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at [csd@depaul.edu](mailto:csd@depaul.edu).

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

## **Additional Accommodations**

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

## **Assistance with Writing – The Writing Center**

Consider contacting or visiting the [Writing Center](#) to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Send your assignments and other relevant materials to your tutor before your on-line appointments.

## **Course Schedule at a Glance**

Below is an overview of the course schedule, so that students can see the learning activities module by module for the entire quarter. It is for reference only. Students should proceed through each module under the Content section. In the unlikely event that there is a discrepancy between learning activities listed here and those under the Content section, students should let me know and follow the Content section.

Module	Activity
<b>Module 1</b> <b>(Due Fri, Jan 6)</b>	<p>1.1 Introduction to the course</p> <ul style="list-style-type: none"> <li>• Watch the introductory course video (the triangle of ethical theory)</li> <li>• Read the syllabus</li> <li>• Review the schedule</li> <li>• Review the modules</li> </ul> <p>1.2 Introduction to Ethics</p> <ul style="list-style-type: none"> <li>• Watch Ethics Defined <a href="https://ethicsunwrapped.utexas.edu/glossary/ethics">https://ethicsunwrapped.utexas.edu/glossary/ethics</a></li> <li>• Read and Watch Moral Myopia <a href="https://ethicsunwrapped.utexas.edu/video/moral-myopia">https://ethicsunwrapped.utexas.edu/video/moral-myopia</a></li> <li>• Read and Watch Moral Relativism <a href="https://ethicsunwrapped.utexas.edu/glossary/moral-relativism">https://ethicsunwrapped.utexas.edu/glossary/moral-relativism</a></li> <li>• Read and Watch Relativism: Is it wrong to judge other cultures? <a href="https://www.youtube.com/watch?v=518FR6SbY_k">https://www.youtube.com/watch?v=518FR6SbY_k</a></li> <li>• Read What is Ethics? <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/</a></li> <li>• Read Ethical Relativism <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/ethical-relativism/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/ethical-relativism/</a></li> <li>• Read Thinking Ethically <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/thinking-ethically/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/thinking-ethically/</a></li> <li>• Read Introduction, Part I, Part II, Part III, Part IV, Part V and Glossary of Commonly Used Terms from Ethics 101 <a href="https://business.depaul.edu/about/centers-institutes/institute-business-professional-ethics/Documents/EthicsManual.pdf">https://business.depaul.edu/about/centers-institutes/institute-business-professional-ethics/Documents/EthicsManual.pdf</a></li> </ul> <p>1.3 A Framework for Ethical Decision Making</p> <ul style="list-style-type: none"> <li>• Read A Framework for Ethical Decision Making <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/</a></li> <li>• Complete the Engagement Activity for Module 1</li> <li>• Answer Baseline Questions in the Module 1 Discussion Board: <ul style="list-style-type: none"> <li>○ What moral issue related to gaming, internet technology, or film are you currently facing or would you like to think about more critically?</li> <li>○ What do you see as the best outcome to this moral dilemma?</li> <li>○ What moral principles are related to the challenge? Please incorporate terms from the readings.</li> <li>○ What actions need to be taken to address it?</li> </ul> </li> </ul>
<b>Module 2</b> <b>(Due Fri, Jan 13)</b>	<p>2.1 Foundations: Utilitarianism</p> <ul style="list-style-type: none"> <li>• Watch Consequentialism <a href="https://ethicsunwrapped.utexas.edu/glossary/consequentialism">https://ethicsunwrapped.utexas.edu/glossary/consequentialism</a></li> <li>• Watch Utilitarianism <a href="https://ethicsunwrapped.utexas.edu/glossary/utilitarianism">https://ethicsunwrapped.utexas.edu/glossary/utilitarianism</a></li> <li>• Read Calculating Consequences: The Utilitarian Approach to Ethics <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/calculating-consequences-the-utilitarian-approach/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/calculating-consequences-the-utilitarian-approach/</a></li> </ul>

	<ul style="list-style-type: none"> <li>Review the meanings of Consequentialism <a href="https://www.iep.utm.edu/conseque/">https://www.iep.utm.edu/conseque/</a></li> <li>Read about <a href="#">Jeremy Bentham</a> (1748-1832), Read Preface, Ch I – V of An Introduction to the Principles of Morals and Legislation <a href="https://www.utilitarianism.com/jeremy-bentham/index.html#four">https://www.utilitarianism.com/jeremy-bentham/index.html#four</a></li> <li>Read How to Use the Utility Principle <a href="https://www.ethicsops.com/best-outcomes-test">https://www.ethicsops.com/best-outcomes-test</a></li> <li>Complete the Engagement Activity for Module 2</li> </ul> <p>2.2 Case Analysis</p> <ul style="list-style-type: none"> <li>Read: “Call of Duty Devs Tell Us What It's Like to Make a Game in the Wake of a Mass Shooting”</li> <li><a href="https://www.vice.com/en/article/akez7b/call-of-duty-devs-tell-us-what-its-like-to-make-a-game-in-the-wake-of-a-mass-shooting">https://www.vice.com/en/article/akez7b/call-of-duty-devs-tell-us-what-its-like-to-make-a-game-in-the-wake-of-a-mass-shooting</a></li> <li>Contribute to the Group Discussion Board for Discussion Board Checkpoint 1</li> </ul>
<b>Module 3</b> <b>(Due Fri, Jan 20)</b>	<p>3.1 Foundations: Rights</p> <ul style="list-style-type: none"> <li>Watch Ethics Defined: Deontology <a href="https://ethicsunwrapped.utexas.edu/glossary/deontology">https://ethicsunwrapped.utexas.edu/glossary/deontology</a></li> <li>Read Rights <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/rights/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/rights/</a></li> <li>Read the Introduction, Preamble and Articles 1 to 30 of the Universal Declaration on Human Rights and the Preamble <a href="https://www.humanrights.com/what-are-human-rights/universal-declaration-of-human-rights/">https://www.humanrights.com/what-are-human-rights/universal-declaration-of-human-rights/</a></li> <li>Read about Immanuel Kant (1724-1804), specifically 5. Moral Theory <a href="https://www.iep.utm.edu/kantview/">https://www.iep.utm.edu/kantview/</a></li> <li>Read Immanuel Kant, Groundwork for the Metaphysics of Morals, Preface, First section, and Second section from <a href="http://www.inp.uw.edu.pl/mdsie/Political%20Thought/Kant%20-%20groundwork%20for%20the%20metaphysics%20of%20morals%20with%20essays.pdf">http://www.inp.uw.edu.pl/mdsie/Political Thought/Kant%20-%20groundwork%20for%20the%20metaphysics%20of%20morals%20with%20essays.pdf</a></li> <li>Read How to Use the Rights Test <a href="http://www.ethicsops.com/rights-test">http://www.ethicsops.com/rights-test</a></li> <li>Read How to Use the Choices Test <a href="http://www.ethicsops.com/choices-test">http://www.ethicsops.com/choices-test</a></li> <li>Complete Engagement Activity for Module 3</li> </ul> <p>3.2 Case Analysis</p> <ul style="list-style-type: none"> <li>Read “Promoting Safety or Infringing on Privacy” <a href="https://mediaengagement.org/research/promoting-safety-or-infringing-on-privacy/">https://mediaengagement.org/research/promoting-safety-or-infringing-on-privacy/</a></li> <li>Submit Case Analysis Paper 1 to the Submission Folder</li> </ul>
<b>Module 4</b> <b>(Due Fri, Jan 27)</b>	<p>4.1 Foundations: Justice and Fairness</p> <ul style="list-style-type: none"> <li>Watch Ethics Defined: Justice <a href="https://ethicsunwrapped.utexas.edu/glossary/justice">https://ethicsunwrapped.utexas.edu/glossary/justice</a></li> <li>Read Justice and Fairness <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/justice-and-fairness/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/justice-and-fairness/</a></li> <li>Read the Internet Encyclopedia of Philosophy on Thomas Aquinas, section d. Justice <a href="https://www.iep.utm.edu/aq-moral/#H4">https://www.iep.utm.edu/aq-moral/#H4</a></li> </ul>

	<ul style="list-style-type: none"> <li>Read "Two Principles of Justice" and "The Veil of Ignorance" from John Rawls, A Theory of Justice pp 213-221 <a href="https://www.csus.edu/indiv/c/chalmersk/econ184sp09/johnrawls.pdf">https://www.csus.edu/indiv/c/chalmersk/econ184sp09/johnrawls.pdf</a></li> <li>Read How to Use the Justice or Fairness Test <a href="https://www.ethicsops.com/justice-test">https://www.ethicsops.com/justice-test</a></li> <li>Complete the Engagement Activity for Module 4</li> </ul> <p>4.2 Case Analysis</p> <ul style="list-style-type: none"> <li>Read "A Breakdown of the Oscars Diversity Problem, by the Numbers" <a href="https://www.insider.com/oscars-diversity-problem-race-gender-numbers-academy-awards-2021-2">https://www.insider.com/oscars-diversity-problem-race-gender-numbers-academy-awards-2021-2</a></li> <li>Contribute to the Discussion Board for Discussion Board Checkpoint 2</li> </ul>
<b>Module 5</b> <b>(Due Fri, Feb 10)</b>	<p>5.1 Foundations: Common Good</p> <ul style="list-style-type: none"> <li>Read The Common Good <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/the-common-good/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/the-common-good/</a></li> <li>Read The Principle of the Common Good (paragraphs 164-170), The Principle of Subsidiarity (paragraphs 185-188), Participation (paragraphs 189-191), and The Principle of Solidarity (paragraphs 192-195) from the Compendium of the Social Doctrine of the Church <a href="http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#Origin%20and%20meanin">http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#Origin%20and%20meanin</a></li> <li>Complete the Engagement Activity for Module 5</li> <li>Complete the self-assessment</li> </ul> <p>5.2 Case Analysis</p> <ul style="list-style-type: none"> <li>Read "Picturing Justice for Kalief Browder: Documentary Film and the Ethics of Media Advocacy" <a href="https://mediaethicsinitiative.org/2020/08/17/picturing-justice-for-kalief-browder/">https://mediaethicsinitiative.org/2020/08/17/picturing-justice-for-kalief-browder/</a></li> <li>Read "Gaming Platforms and Shocking Speech" <a href="https://mediaethicsinitiative.org/2020/09/14/gaming-platforms-and-shocking-speech">https://mediaethicsinitiative.org/2020/09/14/gaming-platforms-and-shocking-speech</a></li> <li>Contribute to the Discussion Board for Discussion Board Checkpoint 3</li> </ul>
<b>Module 6</b> <b>(Due Fri, Feb 10)</b>	<p>6.1 Foundations: Virtue</p> <ul style="list-style-type: none"> <li>Watch Ethics Defined: Virtue Ethics <a href="https://ethicsunwrapped.utexas.edu/glossary/virtue-ethics">https://ethicsunwrapped.utexas.edu/glossary/virtue-ethics</a></li> <li>Read Ethics and Virtue <a href="https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/ethics-and-virtue/">https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/ethics-and-virtue/</a></li> <li>Read Aristotle's Nicomachean Ethics, <ul style="list-style-type: none"> <li>Book I <a href="http://classics.mit.edu/Aristotle/nicomachaen.1.i.html">http://classics.mit.edu/Aristotle/nicomachaen.1.i.html</a></li> <li>Book II <a href="http://classics.mit.edu/Aristotle/nicomachaen.2.ii.html">http://classics.mit.edu/Aristotle/nicomachaen.2.ii.html</a></li> <li>Book III <a href="http://classics.mit.edu/Aristotle/nicomachaen.3.iii.html">http://classics.mit.edu/Aristotle/nicomachaen.3.iii.html</a></li> </ul> </li> <li>Read How to use the Virtue and Character Test <a href="https://www.ethicsops.com/character-test">https://www.ethicsops.com/character-test</a></li> <li>Complete the Engagement Activity for Module 6</li> </ul>

	<p>6.2 Case Analysis</p> <ul style="list-style-type: none"> <li>Read “Picturing Justice for Kalief Browder: Documentary Film and the Ethics of Media Advocacy” <a href="https://mediaethicsinitiative.org/2020/08/17/picturing-justice-for-kalief-browder/">https://mediaethicsinitiative.org/2020/08/17/picturing-justice-for-kalief-browder/</a></li> <li>Read Gaming Platforms and Shocking Speech <a href="https://mediaethicsinitiative.org/2020/09/14/gaming-platforms-and-shocking-speech">https://mediaethicsinitiative.org/2020/09/14/gaming-platforms-and-shocking-speech</a></li> <li>Contribute to the Discussion Board for Discussion Board Checkpoint 3</li> </ul>
<b>Module 7</b> <b>(Due Fri, Feb 17)</b>	<p>7.1 Foundations: Human Dignity</p> <ul style="list-style-type: none"> <li>Read “Respect for Human Dignity” from the Compendium of the Social Doctrine of the Church: <a href="http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#Respect%20for%20human%20dignity">http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html#Respect%20for%20human%20dignity</a></li> <li>Read the Notion of Human Dignity in the Jewish Tradition by Rabbi Fred Morgan <a href="https://leocontent.acu.edu.au/file/44acd9ef-4eb7-44cb-b081-98da4d4dc095/6/docs/m2-Fred-Morgan.pdf">https://leocontent.acu.edu.au/file/44acd9ef-4eb7-44cb-b081-98da4d4dc095/6/docs/m2-Fred-Morgan.pdf</a></li> <li>Read Susan Shell’s “Chapter 13: Kant’s Concept of Human Dignity as a Resource for Bioethics” <a href="https://bioethicsarchive.georgetown.edu/pcbe/reports/human_dignity/chapter13.html">https://bioethicsarchive.georgetown.edu/pcbe/reports/human_dignity/chapter13.html</a></li> <li>Complete the Reading Engagement Activity for Module 7</li> </ul> <p>7.2 Case Analysis</p> <ul style="list-style-type: none"> <li>Read “Crisis Data: An AI Ethics Study” <a href="https://www.scu.edu/ethics/focus-areas/internet-ethics/resources/crisis-data-an-ethics-case-study/">https://www.scu.edu/ethics/focus-areas/internet-ethics/resources/crisis-data-an-ethics-case-study/</a></li> <li>Read “Women in Gaming: A difficult Intersection” <a href="https://www.psychologytoday.com/us/blog/video-game-health/202201/women-in-gaming-difficult-intersection">https://www.psychologytoday.com/us/blog/video-game-health/202201/women-in-gaming-difficult-intersection</a></li> <li>Submit Case Analysis Paper 2 to the Submission Folder</li> </ul>
<b>Module 8</b> <b>(Due Fri, Feb 24)</b>	<p>8.1 Foundations: Feminist Ethics</p> <ul style="list-style-type: none"> <li>Read Feminist Ethics <a href="https://plato.stanford.edu/entries/feminism-ethics/">https://plato.stanford.edu/entries/feminism-ethics/</a></li> <li>Watch Ethics of Care <a href="https://ethics.org.au/ethics-explainer-ethics-of-care/#:~:text=Ethics%20of%20care%20is%20a,often%20cast%20as%20'feminine'">https://ethics.org.au/ethics-explainer-ethics-of-care/#:~:text=Ethics%20of%20care%20is%20a,often%20cast%20as%20'feminine'</a></li> <li>Watch Carol Gilligan on Women and Moral Development <a href="https://www.youtube.com/watch?time_continue=30&amp;v=2W_9MozRoKE">https://www.youtube.com/watch?time_continue=30&amp;v=2W_9MozRoKE</a></li> <li>Read and Watch Intersectional Feminism/Interlocking Oppressions <a href="https://ethics.org.au/big-thinker-bell-hooks/">https://ethics.org.au/big-thinker-bell-hooks/</a></li> </ul> <p>8.2 Case Analysis</p> <p>Read Facial Recognition Technology, an Ethics Case Study <a href="https://www.scu.edu/ethics-in-technology-practice/case-studies/facial-recognition-technology/">https://www.scu.edu/ethics-in-technology-practice/case-studies/facial-recognition-technology/</a></p> <ul style="list-style-type: none"> <li>Read “Dramatization or Falsification” <a href="https://mediaengagement.org/research/dramatization-or-falsification/">https://mediaengagement.org/research/dramatization-or-falsification/</a></li> <li>Contribute to the Discussion Board for Discussion Board Checkpoint 4</li> </ul>

<b>Module 9</b> <b>(Due Fri, Mar 3)</b>	<p>9.1 Key concepts and figures study guide (with ungraded group discussion)</p> <ul style="list-style-type: none"> <li>Read Part V and Glossary of Commonly Used Terms from Ethics 101 <a href="https://business.depaul.edu/about/centers-institutes/institute-business-professional-ethics/Documents/EthicsManual.pdf">https://business.depaul.edu/about/centers-institutes/institute-business-professional-ethics/Documents/EthicsManual.pdf</a></li> </ul> <p>9.2 Key concepts and figures exam</p>
<b>Module 10</b> <b>(Due Mon, Mar 13)</b>	<p>Final Essay Exam</p> <p>Part I. Case Analysis</p> <ul style="list-style-type: none"> <li>Choose a case study we have not covered in class and use the Final Essay Template to complete a case analysis</li> <li>You may use cases from the Markkula Center <a href="https://www.scu.edu/ethics/ethics-resources/ethics-cases/">https://www.scu.edu/ethics/ethics-resources/ethics-cases/</a> or find your own</li> </ul> <p>Part II. Reflection on Learning</p> <ul style="list-style-type: none"> <li>Re-read your initial baseline contribution in Module 1. Using specific references to ethical content and case studies, describe how your sense of moral responsibility has developed since then.</li> <li>Describe which ethical theories shape your own sense of ethics the most and explain why.</li> <li>Describe which ethical theories do not connect with your own sense of ethics and explain why.</li> </ul> <p>Part III. Personal Mission Statement. Write a Professional Mission Statement that describes your sense of social responsibility in your chosen field.</p> <ul style="list-style-type: none"> <li>Overview of Ethics in Tech Practice: <a href="https://www.scu.edu/ethics-in-technology-practice/overview-of-ethics-in-tech-practice/">https://www.scu.edu/ethics-in-technology-practice/overview-of-ethics-in-tech-practice/</a></li> <li>An Ethical Toolkit for Engineers / Design Practice: <a href="https://www.scu.edu/ethics-in-technology-practice/ethical-toolkit/">https://www.scu.edu/ethics-in-technology-practice/ethical-toolkit/</a></li> <li>Best Ethical Practices in Technology: <a href="https://www.scu.edu/ethics-in-technology-practice/best-ethical-practices-in-technology/">https://www.scu.edu/ethics-in-technology-practice/best-ethical-practices-in-technology/</a></li> </ul>