New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [ ] Professional credit [ ]

1. School/Division: School of Social Work Labor Studies Program
2. Academic Subject Code: LSTU

3. Course Number: L314 (must be cleared with University Enrollment Services)
4. Instructor: Marquita Walker, PhD

5. Course Title: Ethical Dilemmas in the Workplace

Recommended Abbreviation (Optional): ____________________________ (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at _______ 3 _______ or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes [ ] No [✓]

9. Is variable title approval being requested? Yes [ ] No [✓]

10. Course description (not to exceed 50 words) for Bulletin publication: The course explores the fundamental basis for ethical decision making in a workplace, both unionized and nonunionized. We will discuss specific considerations for making moral judgments within the work environment and explore the basis upon which those decisions are made.

11. Lecture Contact Hours: Fixed at _______ 3 _______ or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

13. Estimated enrollment: _______ 10 _______ of which _______ 0-5 percent are expected to be graduate students.

14. Frequency of scheduling: every semester Will this course be required for majors? NO

15. Justification for new course: Gap was identified in program and the pilot test of the course exceeded expectations and enrollment

16. Are the necessary reading materials currently available in the appropriate library? YES

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ____________________________ Date: 3-5-09

Department Chairman/Division Director

Dean of Graduate School (when required) ____________________________ Date: ____________________________

Approved by: ____________________________ Date: 3-5-09

Dean

Chancellor/Vice-President ____________________________ Date: ____________________________

University Enrollment Services ____________________________ Date: ____________________________

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Indiana University
School of Social Work
Labor Studies Program

L390 Topics in Labor Studies
Ethical Dilemmas in the Workplace
Spring - 2009

Instructor: Marquita Walker Ph.D.
IUPUI, Labor Studies Program
ES 4159
Indianapolis, IN 46202
Telephone: (317) 278.2066
Email: marqwalk@iupui.edu

Office Hours:

I will be available by email and telephone Monday through Wednesday. I am available for face-to-face meetings by arrangement as well as via Oncourse CL mail. Please contact me to make arrangements.

Day, Time and Place:

This is a web-based course administered and delivered within the Oncourse CL system. Please consult the Oncourse CL website about accessing the class. Weekly course postings are made each Wednesday beginning August 20, 2008. Log onto http://oncourse.iu.edu/ to access the course.

Course Description:

This course explores the fundamental basis for ethical decision making in a workplace, both unionized and nonunionized. We will discuss specific considerations for making moral judgments within the work environment and explore the basis upon which those decisions are made. We seek to improve our thinking about specific moral issues such as human dignity and respect. This helps us determine what actions we should or should not take in our daily lives which, in turn, fashions our answers to questions affecting how society should or should not be structured. Each field of work or social activity has a code of ethical conduct which is either understood or formally written. Each individual within the profession should understand the value of this code and understand how decisions made in the workplace have an effect on the work environment and, by extension, other workers.
Course Overview:

Ethics is a branch of philosophy, more specifically moral philosophy, which considers what is right and wrong or good and bad in human activities. The word philosophy, derived from the Greek words meaning “love of wisdom,” attempts to determine the deepest truths about our existence and reality. Philosophy helps us answer those questions about existence and reality through reason, logical argumentation expressing the strongest reasons we favor a position or oppose a position.

Ethics is about taking action for good reasons. Moral philosophers have, from the earliest time, attempted to construct theories that will enable people to know and justify right action. So philosophers like John Stuart Mill have told us that:

the foundation of morals, [is] Utility, or the Greatest Happiness Principle, [which] holds that actions are right in proportion as they tend to promote happiness, wrong as they tend to produce the reverse of happiness. By happiness is intended pleasure, and the absence of pain; by unhappiness, pain, and the privation of pleasure [Utilitarianism].

In contrast, Immanuel Kant has said that:

Nothing can possibly be conceived in the world, or even out of it, which can be called good, without qualification, except a good will. A good will is good not because of what it performs or effects, . . . ; it is good in itself, and considered by itself is to be esteemed much higher than all that can be brought about by it in favour of any inclination, nay even of the sum total of all inclination. [Groundwork of the Metaphysic of Morals].

Our primary concern in this class will be to discuss, define, and broaden our understanding of ethical behavior and decision making in the workplace. We will endeavor to answer questions such as:

1. Of what value is an ethical code in the workplace?
2. How is a code of ethics developed?
3. How might individual ethical decisions affect the broader population, i.e., other workers, the community, the field or discipline?
4. What does it mean for an individual to have integrity?
5. How can the broader public know that workplace decisions are ethical?

Course Objectives:

Students should be able to:

1. Appreciate the complexity of decision making in their personal lives and in their union work, by enabling themselves to identify, evaluate and balance the various
considerations that enter into a well-reasoned determination of what they “ought to do.”

2. Distinguish the reasons of self-interest from moral and ethical reasons and resolve conflicts among them.

3. Understand the source of duties in their diverse social and institutional roles and undertakings, especially in their union work.

4. Discuss, in detail and with some sophistication, the ethical principles applicable to their work as unionists.

Required Texts:


Additionally, various articles, book chapters, and occasional texts will be assigned. These will be available in electronic form through Oncourse CL.

Evaluating Your Work: Assignments and Grading

Grading Criteria for Papers

Written communication requires good writing skills to communicate information accurately and concisely to others. For this reason, formal writing assignments in Labor Studies courses will be evaluated for content, ideas presented, and clarity of the presentation. The grade for a paper will be based on the following criteria:

I. Presentation and Appearance
   A. Neatness
   B. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
   C. Use of non-sexist language
   D. Spelling
   E. Punctuation

II. Organization
    A. Structure and format of the paper
    B. Logical sequencing and continuity of ideas
    C. Clarity of expression
    D. Conciseness
III. Content as indicated by specific paper assignment
In each course, a specific content outline may be included here so that each student will know specific topics to be addressed in the assignment. All formal papers will be typed, double-spaced, and paginated.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 317.274.2049 to schedule an appointment or drop by the Writing Center to pick up some handouts. If you really get in a pinch call the Grammar Hotline at 317.274.3000 or by email: writectr@iupui.edu.

Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers even though they differ from their own.

Half your grade will be based on class participation. Class participation takes place in the Discussion Forums, which are located in the Forum section of OnCourse CL. During each week, I will pose questions or introduce issues. Each class member is obligated to respond to the questions I pose and engage the issues via the Discussion Forum. You also should respond to each other’s contributions. Contributions should answer a question, expand on another’s post, posit an alternative way at looking at an issue, or reformulate a question so that it improves our understanding of an issue. Keep in mind that it is the quality of your participation not solely the number or length of posts that is important.

Also keep in mind that Discussion Forums work best and reflect best on you when you engage not just me but other students.

There will be thirteen weeks of Discussion Forums. You must participate in and reply to 13 Discussion Forums. You will receive points for each week’s participation. They will range from zero to four points: zero for no participation, four points for participation that demonstrates a sound knowledge of the assigned readings and lecture and a willingness to engage the issues I raise or questions I pose. To earn the full four points per week, your initial post must be sent no later than 11:55 pm on Sunday of each week. This will allow your colleagues the opportunity to respond thoughtfully. I will assign points of between zero and four for participation that fails to be timely, demonstrates a lack of knowledge of assigned readings, or is less than thoughtful. Those posts should engage your colleagues in substantive debates or exchanges. Participation that is not collegial will be severely sanctioned.

In addition, you will have one midterm and one final exam. These exams will consist of multiply choice and short and long essay questions in which you are to utilize the knowledge you’ve acquired. They will primarily be graded on substance, but I am interested in the format and form of the paper as well. The papers will be emailed to marqwalk@iupui.edu and will be sent as Microsoft Word attachments. They will be double-spaced in 12 point Times New Roman and with margins no greater than one inch. The midterm is worth 20% of your grade, and the final is worth 30% of your grade.
**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Forum</td>
<td>50%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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This is a very writing intensive course. Your participation will consist entirely of writing; there is no other way to communicate. It is important to be clear and concise. Before you hit the send button read what you have written. Strive for unambiguous and grammatically correct writing. Put yourself in the reader’s place. When reading and responding to colleagues be respectful and generous. You need not suspend your critical faculties, in fact, I want you to sharpen them, but the visual and aural clues that we normally encounter in a classroom will be absent so we have to be even more aware of how our writing might be received.

A final note on grades: you will be able to track your progress throughout the course via the Tools Online Gradebook feature of Oncourse CL. You need to participate in the Discussion Forums each week. I will not accept postings after the Discussion Forum closes. You must submit both the midterm and the final exam. If you miss a Discussion Forum you will lose four points. Four points may not sound like many points, but the points accumulate over the course of the semester. There are 2 extra points built into the schedule which could mean the difference in a letter grade. If you want to do well in the course, you must complete all the assignments and participate in all the Discussion Forums. You will enjoy the course more when you are engaged.

**A Note on the Schedule and Reading Assignments:**

To get the most from the course and do well in it you will have to keep up with reading and writing assignments. Readings for any Part should be completed in the first half of the week in which they are assigned so that you can participate in the Discussion Forums. Most weeks’ readings will be approximately one 50-60 pages.

**Schedule and Readings:**

January 12 – January 18, 2009

Introduction and Overview

Lecture 1

Discussion Forum closes January 18, 2009 @ 11:55 pm


Other articles as assigned.

January 19 – January 25, 2009

Lecture 2

Discussion Forum closes January 25, 2009 @ 11:55 pm


Other articles as assigned.

January 26 – February 1, 2009

Lecture 3

Discussion Forum closes February 1, 2009 @ 11:55 pm


Other articles as assigned.

February 2- February 8, 2009 @ 11:55 pm

Lecture 4

Discussion Forum closes February 8, 2009 @ 11:55 pm


Other articles as assigned.

February 9 – February 15, 2009

Lecture 5

Discussion Forum closes February 15, 2009 @ 11:55 pm


Other articles as assigned.

February 16 – February 22, 2009

Lecture 6

Discussion Forum closes February 22, 2009 @ 11:55 pm


Other articles as assigned.

February 23 - March 1, 2009

Lecture 7

Discussion forum closes March 1, 2009 @ 11:55 pm
March 2 – March 8, 2009

Lecture 8

Discussion forum closes March 8, 2009 11:55 pm

March 9 – March 15, 2009

Midterms due by March 15, 2009 @ 11:55 pm

March 16 – March 22, 2009

Spring Break

March 23 – March 29, 2009

Lecture 9

Discussion Forum closes March 29, 2009 @ 11:55 pm.

March 2 – March 8, 2009

Lecture 8

Discussion forum closes March 8, 2009 11:55 pm

March 9 – March 15, 2009

Midterms due by March 15, 2009 @ 11:55 pm

March 16 – March 22, 2009

Spring Break

March 23 – March 29, 2009

Lecture 9

Discussion Forum closes March 29, 2009 @ 11:55 pm.


Other articles as assigned.
March 30 – April 5, 2009

Lecture 10

Discussion Forum closes April 5, 2009 @ 11:55 pm


Other articles as assigned.

April 6 – April 12, 2009

Lecture 11

Discussion Forum closes April 12, 2009 @ 11:55 pm


Other articles as assigned.

April 13 – April 19, 2009

Lecture 12

Discussion Forum closes April 19, 2009 @ 11:55 pm


Other articles as assigned.
April 20 – April 26, 2009

Lecture 13

Discussion Forum closes April 26, 2009 @11:55 pm


Other articles as assigned.

April 27 – May 3, 2009

**Finals due by May 4, 2009 11:55 pm**

I reserve the right to alter this schedule as may be appropriate.

**Course Prerequisites:**

There are no formal course prerequisites for LS309: Topics in Labor Studies: Ethical Dilemmas in the Workplace (L390), but you are expected to have a working knowledge of computer technology, able to navigate the internet, send and receive emails, and access a variety of Indiana University’s electronic services. You are required to have access to a working computer. I cannot accept equipment malfunctions as a reason for missing assignments. Let me reiterate: this course goes by very quickly and requires weekly participation. You must be able to access Oncourse. If your computer fails, use another. If you must be out of town, make sure you have access to the internet.

I reserve the right to alter this schedule as may be appropriate.

**Course Policies**

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university and School guidelines will be followed.

**Indiana University School of Social Work Policy on Plagiarism**

The School of Social Work follows the Indiana University policy on plagiarism which states:
Plagiarism is defined as presenting someone else's work, including the work of other
students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.


**IU School of Social Work Addendum to Indiana University Policy on Plagiarism**

In addition to the university statement on plagiarism which is published in the IU Student Code of Student Rights, Responsibilities, and Conduct, the IU School of Social Work defines plagiarism as including:

- The intentional or *unintentional* use of information from another person without full acknowledgment. Such use, even when unintended, causes the work to appear to be the student's own work and thus the student, not the original author, benefits from the omission of proper acknowledgment.
- Copying or using information from web sites without appropriately documenting the internet source.
- Buying or using a document written by another person.
- Submitting any part of the student's own work which has been previously submitted, unless one's own prior work is fully acknowledged and appropriately cited.

**Academic Misconduct***

Academic misconduct includes, but is not limited to, the following:

1. Cheating
Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

c. A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

d. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

e. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

f. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

g. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication
A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Interference
A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

4. Violation of Course Rules
A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

5. Facilitating Academic Dishonesty
A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.
Penalties for Academic Misconduct

The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. This may include up to receiving a final grade of Failure (F) for Course.

*For a full description of The Code of Student Rights, Responsibilities, and Conduct see http://www.iupui.edu/code/

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university and School guidelines will be followed.

Policy on Incomplete: The grade of Incomplete used on the final grade report indicates that a substantial portion of the course work has been satisfactorily but not entirely completed as of the end of the semester. The grade of Incomplete may be given only when the completed portion of the student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously established for the completion of his or her work. Should the faculty member agree to assign a grade of Incomplete, he or she also has the right to set a specific date (up to one year) by which all unfinished work must be completed. For the complete policy please go to registrar.iupui.edu/incomp.html.

Course Evaluation: Consistent with the program's academic policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Americans with Disabilities Act Policies

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. This should be discussed with the instructor within the first three (3) weeks of class. Adaptations of teaching methods and class materials, including text and reading materials or testing, will be made as needed to provide equitable participation.