# HP 101 – Introduction to Professional and Research Ethics

**Semester:** Spring 2023

### Delivery Method: Lecture, in-person

**Course Schedule:** Jan 13 – May 9

**Course Meeting Dates:** MWF 10:00-10:50 (section 1), 3:00-3:50 (section 2)

**Course Meeting Location:** Price Hall 2001

**Course Website:** <https://firstyear.netlify.app>

## Instructor Contact Information

**Dr. Richard Dub**

**Assistant Professor**

**Office:** Price 2201

**Email**: rdub@clarkson.edu

**Office Hours**: MWF 1:00-2:00, Th 1:00-4:00

**Scheduling Link**: <https://calendly.com/richarddub>

**Course Description:** Honors Program students are expected to explore cutting-edge issues in science, technology, and society, and to pursue research projects at the forefront of their fields. Doing so carries risks and responsibilities. This course aims to introduce Honors Program students to various ways of thinking about the ethical issues and moral dilemmas that they will encounter in their future careers, and to organize their thinking about what they should value and what principles they should act upon in order to act ethically. The first section of the course will focus on foundational issues in philosophical ethics, and the second section will focus on applications of these ethical theories to real-world professional and research settings.

**Course Outcomes (CO):** Students successfully completing HP 101 will be able to:

1. Effectively reason about ethics and value-based domains
2. Describe the foundations and principles of major ethical theories
3. Apply ethical theories and moral reasoning to real-world professional domains

**Prerequisites:** Placement in the Clarkson Honors Program

**Course Attributes:** This course meets the requirements for the Individual and Group Behavior (IG) and Science, Technology, and Society (STS) Knowledge Areas. It is worth one (1) Communication Point.

**Instructional Materials:**

* Lewis Vaughn, *Beginning Ethics: An Introduction to Moral Philosophy*, Norton. ISBN: 978-0-393-93790-9

The text is available at the campus bookstore. Other required readings will be distributed in class or on the website. Readings will be assigned for each day; students are expected to have done the readings before attending class. Some of the readings will be primary texts, and others will be expository texts designed to help students understand the main issues. See the schedule online for daily readings.

**Student Personal Technology Needs**

* [Computer System & Software Requirements](https://confluence.clarkson.edu/display/OITKB/Technology+recommendations+for+Distance+and+Online+Learning)

* [Software Accessibility Policies](https://confluence.clarkson.edu/display/OITKB/Accessibility+Statements) in General

* [Software Privacy Policies](https://confluence.clarkson.edu/display/OITKB/Privacy+Policies) in General
* Specific Course Software Policies in this syllabus

**Minimum Technology Skills**

* Use a learning management system
* Use e-mail with attachments
* Create and submit files in commonly used word processing formats
* Copy and paste
* Download and install software

**Student Participation**: During this course, as your instructor, I expect you to:

* Review the syllabus and the course webpages for requirements and expectations
* Keep up with your readings and graded activities by their due dates
* Attend class and participate in discussion
* Respect your classmates during any interactions by following the policies of the student code of conduct, acting professionally, and remembering the honors class discussion, see below, and student code of conduct expectations.

**Honors Program Class Discussion Expectations and Code of Conduct**

The diversity of our identities, experiences, perspectives, and disciplinary backgrounds are a strength and a value of the Clarkson Honors program. Diversity includes race and ethnicity, culture, political and social views, religious and spiritual beliefs, languages, gender identities and sexual orientations, neurodiversity, ability status, age, and social or economic classes. It is imperative that we establish and maintain an atmosphere of trust and mutual respect in the classroom. The discussions, texts, and other materials in Honors courses and activities will certainly reflect many different viewpoints and ideas, with which at some point you may disagree. Topics in class should be relevant, treated responsibly and portrayed seriously. One of the main purposes of the Honors curriculum is learning to understand a wide range of viewpoints represented through transdisciplinary approaches to systemic problems. We are developing our oral and written communication skills and our appreciation of nuance and complexity. Therefore, it is important for all members of the class to feel comfortable and free to express their ideas in a civil manner. We expect that there may be some topics or issues that are challenging or uncomfortable, but for you to be respectful and to be respected. In short, adhere to the Clarkson Honors code of conduct, which emphasizes civility, ethical behavior, respect, and a spirit of interdisciplinary collaboration.

## If, at any time, you have objections to the content of the course or the conversation and do not feel comfortable sharing that in class, please discuss the situation privately with the instructor, or with the Director or Associate Director of Honors. We are open to listening and finding ways to process or address these issues. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Accessibility Services ([oas@clarkson.edu](mailto:oas@clarkson.edu)).

**Grading Rubric: This course is graded.** There are 5 categories of graded activities for this course for a total of 100 points. Each category is listed below along with the number of graded activates per category, the points associated with each activity, the total points for each category, and the percentage each category represents:

|  |  |  |  |
| --- | --- | --- | --- |
| Graded Activity | Number and Points Each | Total Points | % of Overall Grade |
| Short Writing Responses | **13, 2 pts each** | **26** | **26%** |
| Take-Home Midterm Exam | **1, 20 pts** | **20** | **20%** |
| Class Presentation | **1, 25 pts** | **25** | **25%** |
| Writing Project | **1, 25 pts** | **25** | **25%** |
| Participation | **1, 4 pts** | **4** | **4%** |
| Total |  | **100** | **100%** |

**Grading Scale:** The Clarkson University grading scale is a standard plus/minus scale based on a student’s final percentage (# points earned/total points possible) and tentative associated points range (may change if total points were to change):

|  |  |
| --- | --- |
| **Grade** | **Total Percentage Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 0-59 |

**Course Requirements:**

*More precise details/rubrics for the following assessment methods will be distributed in class.*

1. **Writing Responses**
2. **Midterm Exam**
3. **Class Presentation**
4. **Writing Project**
5. **Participation**
6. **Student Assessment of Learning Gains (SALG):** At the end of the semester, students will complete an online SALG evaluation that evaluates the course content more than the instructor. Instructions for accessing the evaluation will be sent to students’ Clarkson University email address. The evaluations are anonymous; all the instructor(s) will see is if the evaluation was completed. The SALG is separate and different from the department level teaching evaluations administered through Moodle as the goal of this assessment is to help me improve future versions of this class.

**Late Work/Missed Work Statement:** All work must be submitted by the published deadline for full credit. Late submissions will receive a 5% penalty for each 24-hour period after the published submission deadline. ***There are no exceptions to this policy except for excused absences.*** Due dates for course assignments are available on the course website.

**Attendance in this course**

1. The university expects students to attend all regularly schedule class meetings and attendance in this course is important to doing well in the course.
2. Students are responsible for adhering to course attendance policies, just as they are responsible for completing course assignments.
3. Students should avoid missing class time, please notify me either prior to or immediately after class so that you can be caught up on the material.
4. Attendance and participation in class (including online components) are fundamental parts of the learning process and key factors in academic success.

**University Policies and Resources**

* **COVID-19**
  1. All students are expected to carry a mask that covers both nose and mouth on them at all times and to wear it if requested.
* **Incomplete Grades**:
  1. A student who is unable to complete the requirements of a course because of extenuating circumstances may seek an incomplete grade (I) for the course. In general, a student must have been passing at the ¾ mark of the semester in order to request an incomplete. Whether or not an "I" grade is given is entirely at the discretion of the faculty member for the course, although the faculty member may ask the Dean of Students Office if it has relevant information regarding students' requests. The conferring of an "I" grade carries the presumption that it is possible for the course to be completed with a passing grade; in cases where the missing work is such that it cannot be completed after the end of the semester, or where completion of the missing work could not possibly result in a passing grade for the course, an "I" grade should not be given.
  2. Requests for an "I" grade shall be made on a form available from Student Administrative Services. Faculty members indicate on the form whether they approve or disapprove the "I" grade request for their course(s) and return the completed form to Student Administrative Services. If the faculty member approves the request, they list on the form the work that must be completed to remove the "I" grade and the due date for this work and submits an "I" for the student on the course grade roster. If the faculty member disapproves the request, they submit a letter grade for the student on the course grade sheet. Unless otherwise stated on the form, or if no form is received, the work required to remove an "I" grade must be completed no later than the end of the 7th week of classes of the next semester in which the student registers at the University, otherwise a grade of "F" is recorded. All requests for "I" grades by a student in the same semester shall be made on a single form, and students seeking more than two "I" grades in the same semester must consult with the Dean of Students prior to seeking faculty approval for their requests.
  3. To remove an "I" grade, the instructor shall submit a completed Change of Grade form to the instructor's department chair (or comparable administrative officer), and upon approval, it is sent to Student Administrative Services. Then the specified grade shall replace the "I" grade in the semester(s) in which the student registered for the course.

**University and Course Attendance/Participation Policy:**

* *University Attendance Statement*
  1. Instructors will include in their written course syllabi [see section II-C], at the beginning of the semester, their individual attendance requirements, including their policies for making up missed course work, laboratory and project work, tests, and examinations.
  2. Absences never exempt a student from the work required for satisfactory completion of the course(s). Students have the responsibility for discussing absences with their instructors and making arrangements for completing work as necessary and possible. Instructors are encouraged to be reasonable in making accommodations.
  3. In cases where a student is seriously ill for several days, has been hospitalized, is called home suddenly because of family emergency, or when the student considers the circumstances of an absence to be too personal or confidential to be discussed with the instructors, the student may contact the Dean of Students' office. The Dean of Students will assess the circumstances, and if warranted will notify the instructors of the absence for the student. This does not alter the student's responsibility to work with the instructor eventually to make up missed work. In cases of prolonged absence, in which completion of a course on schedule has been jeopardized, refer to Regulation III-I-3 on Incomplete grades.
  4. An instructor may request from the Dean of Students' office verification of a student's cause for an absence from examinations or tests. Such requests will be fulfilled as deemed reasonable and practicable. In those special cases where the Dean has been asked to notify instructors of absences (see section 3 above) the Dean may also request appropriate documentation or verification concerning the reason for the absence.
  5. Instructors are requested to report three consecutive absences to the Dean of Students' office in order to provide a minimal check on the physical and academic well-being of the student.
  6. Religious Observance. New York State Law mandates that Clarkson accommodate students who, for religious reasons, are unable to register for classes, take an exam, or attend a class. No student shall be expelled from Clarkson or refused admission because they are unable to register for classes, attend a class, or participate in any examination because of religious beliefs. Students are required to notify instructors of their impending absence in advance so that arrangements can be made for making up missed assignments, quizzes or tests. The provisions of this policy are:
     1. That faculty and administrative officials make available an equivalent opportunity to register for classes, make up an exam or study or work requirements.
     2. If registration, classes, or exams are held on Friday after four o'clock or on Saturday, alternatives shall be made, where it is possible and practical to do so.
     3. That a student may take action with the State Supreme Court if the institution does not make a good faith effort to comply. The only remedy is that Clarkson must comply with the legislation.
     4. That the provisions of this legislation be made known to the students.

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**Student Success Center:**

* The Student Success Center facilitates and supports student educational, personal and professional growth with provision of academic support, access and opportunity.
* The menu to the right of this page highlights areas across campus that you can connect with in order to find the assistance you may need.
* <https://intranet.clarkson.edu/student-life/student-success/>
  + [Arthur O. Eve Higher Education Opportunity Program (HEOP)](https://www.clarkson.edu/heop) provides a broad range of services to students who, because of academic and economic circumstances, would otherwise be unable to attend a post secondary institution.
  + [Community of Underrepresented Professional Opportunities (CUPO)](https://www.clarkson.edu/cupo) provides to eligible students academic enrichment, graduate school preparation, career and professional development, research opportunities, and social and cultural experiences.
  + [Student Support Services (SSS)](https://www.clarkson.edu/student-success/student-support-services) provides to qualified students academic development, assist students with basic college requirements, and to motivate students toward the successful completion of postsecondary education.

**Student’s Rights and Responsibilities:** <https://www.clarkson.edu/sites/default/files/2018-09/ugrad-regulations.pdf>

* Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society.
* Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.
* Freedom to teach and freedom to learn are inseparable facets of academic freedom.
* The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community.
* Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community.
* To foster such conditions, Clarkson may regulate the conduct of its students when such conduct constitutes a hazard or an infringement on the rights of others, violation of the law, or a disruption of the academic and administrative processes of the University.
* Student organizations recognized by the University are subject to the same regulations as individual students.
* Full Document of “Rights and Responsibilities of Students: <https://www.clarkson.edu/sites/default/files/2018-09/ugrad-regulations.pdf>

### Academic Integrity

Students are expected to abide by the standards of academic honesty as described in the [Clarkson Regulations](https://www.clarkson.edu/student-administrative-services-sas/clarkson-regulations).  The work or words of others must be properly cited.  Please refer to Clarkson Library’s [Guide to Plagiarism](http://libguides.library.clarkson.edu/plagiarism) and [Citing Sources](http://libguides.library.clarkson.edu/citations/home). If you are justifiably suspected of cheating or plagiarizing, you will automatically receive an F on the assignment and your case will be submitted to the University Academic Integrity Council, who might deliver harsher sanctions.

### [Students with Disabilities Policy](https://www.clarkson.edu/policies-and-laws)

* **Clarkson University welcomes inquiries and applications** from individuals who have disabilities. Information relating to disabling conditions is not a determining factor in admission decisions. The University strives to make all facilities and programs accessible to students with disabilities by providing appropriate academic adjustments and other appropriate modifications (accommodations), as necessary. Timely notification of any need for accommodations due to a disability is encouraged so that the Office of Accommodative Services (OAS) may provide for students in an efficient manner.  
  For more information or other appropriate campus referrals, contact:  
  Director of Accommodative Services  
  Clarkson University  
  PO Box 5645  
  Potsdam, NY 13699-5635  
  Phone: 315-268-7643 **Fax**: 315-268-2400 **Email**: [oas@clarkson.edu](mailto:oas@clarkson.edu)  
  [Office of AccessABILITY Services Website](https://www.clarkson.edu/accessability-services)

**Campus Safety & Security**:

* <https://intranet.clarkson.edu/student-life/campus-safety/>
* The Office of Campus Safety & Security consists of a team of people working with the campus community to promote a safe environment in which to live, learn, and work. Primarily service-oriented, the department exists to meet the specialized safety needs of the University. These needs include the maintenance of public order, incident response and documentation, emergency first-aid treatment, responding to other emergencies, traffic, parking supervision, and other related activities.
* Campus Safety & Security Officers patrol the campus 24 hours a day. They are responsible for the enforcement of University rules and regulations. While each Officer is certified by the State of New York as a Security Guard, they are not empowered to enforce the law. Violations of law are referred to the Village of Potsdam police for action. Campus Safety & Security works closely with local law enforcement agencies in aiding investigations of crimes committed on the campus and in off-campus areas as required by the Jeanne Clery Act, specifically off-campus fraternities and sororities. The campus communications system has direct access to village police, allowing Campus Safety & Security Officers ready access to law enforcement officials when needed.
* The department’s ability to function as an independent agency enables it to preserve the Clarkson tradition, in which security and safety are both an individual responsibility and a collective behavior. In the event of serious crime or large-scale emergency, village police are either called as a first-line response or as backup support.
* The primary mission of the Office of Campus Safety & Security is to promote a reasonably safe campus environment. It is recognized that the accomplishment of this mission can only be realized with the support and cooperation of the campus community. It is incumbent upon every member of the University to be alert to situations that require the attention of Campus Safety & Security.

**Safety Net:**

* If you wish to report issues related to sexual harassment, sexual violence, dating abuse, domestic violence, or stalking, you should call the Dean of Students or Title IX Coordinator, 315-212-8940, directly to discuss any concerns. You can find additional contact details, information on a person’s rights, and available resources at: https://www.clarkson.edu/nondiscrimination Please remember all Clarkson employees are non-confidential resources with the exceptional of the Student Health and Counseling staff and HAART (Harassment Assault Abuse Response Team) advocates. Please practice need-to-know privacy when dealing with these issues.
* Please complete the following form, which will submit to the Safety Net Team as completely as possible so that we can appropriately respond and best serve the campus community. If you have any questions or concerns, please contact Jim Pittman, Dean of Students, at 315-268-6620 or Cathy McNamara, Associate Vice President of Student Success, at 315-268-4394.
  + <https://cm.maxient.com/reportingform.php?ClarksonUniv&layout_id=1>

**Metapolicy**

I reserve the right to change elements of this syllabus as the course progresses. I will do so fairly and only with appropriate warning.

## Course Schedule & Graded Activities

The course is divided into two halves: a theoretical half and an applied half. In the first chunk, which will take up the first six weeks, we will learn *how to do ethics*. What does it mean to be ethical? How should we reason about what we should do? In this half, we'll be looking at the very nature of ethics and morality.

After Clarkson's first break period in February, we will *apply* these ethical theories to specific areas and professions. We will cover four general areas: biomedical ethics, engineering ethics, research ethics, and business ethics. Each will consist of a week of lecture and discussion-based classes followed by a week of student presentations.

The full schedule, including assignment due dates, is available on the course website at <https://firstyear.netlify.app>