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IDH3034: The End of Ethics or Us?

Professor Jacqueline Nusz



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- › Office: Virtual
- › Office Hours: By Appointment
- › Turn Around: Within 24 hours

General Information

Course Description and Purpose

How are characteristics of a humane society constructed and normalized? In times of extreme circumstances, the boundaries of ethics and morality are blurred and the pillars of humanity are compromised in an attempt to maintain a sense of normalcy or to ensure the preservation of life. *What circumstances and to what extent will people disregard or compromise ethics, morality, and/or integrity when placed in unexpected and dire situations?*

This course will ask students to recognize, analyze, and apply theories of ethics, morality, and civilization to apocalyptic and post-apocalyptic narratives in film and literary writings. Students will sharpen their skills of analysis in the investigation of morality and human behavior. They will explore and engage with the traditional apocalyptic/post-apocalyptic circumstances of mass unrest, societal breakdown, and widespread death to challenge conceptual notions of integrity, leadership, and community ethics.

Guiding Questions of Inquiry

- To what extent are ethics, morality, and integrity intrinsically or socially constructed and do they remain static or are they redefined in moments of extreme circumstance?
- What circumstances and to what extent will people disregard or compromise ethics, morality, and/or integrity when placed in unexpected and dire situations?
- What elements define a “humanitarian” society? What rules are established? Which remain and which crumble under the weight of fear, mass unrest, societal breakdown, and death?
- What is humanity and what are its founding characteristics? When we speak of morality and a “humane” citizen, what circumstances justify a deviation or a separation from normalcy/characteristics that are normalized by a “humane” society?

Course Objectives

Upon completing this course, students will be able to:

- CLO1: Investigate the concepts of ethics and humanity when humans are faced with extreme circumstances (such as fear, mass unrest, societal breakdown, and death)
- CLO2: Explore the ambiguity of ethical boundaries and integrity when people are placed in positions of integrity, leadership, and community in unexpected dire situations
- CLO3: Compose and defend a critical analysis of apocalyptic films and literary works
- CLO4: Synthesize and constructively evaluate the writings and opinions of peers
- CLO5: Refine and strengthen skills of interpretation and analysis through the use of philosophical texts/theory
- CLO6: Simulate apocalyptic communities and circumstances to explore morality and circumstantial integrity

Global Learning Outcomes

- Global perspective: Students will conduct a multi-perspective analysis of local, global, international, and intercultural issues. This outcome is satisfied by the Review Journals that ask them to critique films and narratives.
- Global engagement: Students will problem solve local, global, international and intercultural issues. This outcome is satisfied by the final project in which students collaborate to produce a "Crisis & Catastrophic Compliance" Training Manual to produce solutions and strategies of maintaining ethics and morality during dire circumstances.
- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Important Information

Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [N etiquette \(https://online.fiu.edu/html/canvas/policies/\)](https://online.fiu.edu/html/canvas/policies/)

[Technical Requirements and Skills](#)

- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#) A
- [Academic Misconduct Statement](#)
- [Copyright Statement](#)
- [Inclusivity Statement](#)

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Materials

All required readings and articles will be included in each module, no textbook purchase is required. (Open Education Resources will be used).

We will be reading curated sections of readings from thinkers such as Simone de Beauvoir and Michel Foucault. In addition, we will be watching several apocalyptic/post-apocalyptic films and reading thematically aligned narratives.

Expectations of this Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same as a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **review the getting started page** located in the course modules;
- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion;
- **interact** online with instructor and peers;
- **review** and follow the course calendar and weekly outlines;
- **log in** to the course **4 times** per week;
- **respond** to discussions by the due date specified. **No late work will be accepted;**
- **respond to emails** within **24 hours;**
- **submit** assignments by the corresponding deadline.

The instructor will:

- log in to the course 4 week;
- respond to discussion postings within 7-10 **days of the deadline;**
- respond to FIU **emails** within **24 hours;**
- grade assignments within 7-10 **days** of the assignment deadline.

Course Detail

Course Communication

Communication in this course will take place via my FIU email: jnusz@fiu.edu. Check out the [Canvas Conversations Tutorial](https://community.canvaslms.com/t5/Video-Guide/Conversations-Overview-All-Users/ta-p/383696#U383696) (<https://community.canvaslms.com/t5/Video-Guide/Conversations-Overview-All-Users/ta-p/383696#U383696>) or [Canvas Guide](https://community.canvaslms.com/docs/DOC-10574-4212710325) (<https://community.canvaslms.com/docs/DOC-10574-4212710325>) to learn about receiving Announcements and Discussions. I will respond to all emails to jnusz@fiu.edu within **24 hours**. **In order to ensure quick responses, please email [Jnusz@fiu.edu](mailto:jnusz@fiu.edu), (<mailto:jnusz@fiu.edu>), even if I send an announcement or a message.**

Discussion Forums

Keep in mind that your discussion forum postings will be seen by other members of the course. Care should be taken when determining what to post.

Discussion Forum Expectations:

- Are provided below under the assignment titled "**Blurred Boundaries.**"

Assignments

There will be four categories of assessments/assignments in this course. All additional assignment details and rubrics can be located in the assignment dropbox within Canvas.

1. **Review Journals** (25%): For two of the four themes you will be asked to apply ethical theory to critique the aligned apocalyptic/post-apocalyptic film or narrative. You will reflect and analyze how the source meets or complicates the concepts of ethics, morality, and humanity.
2. **Blurred Boundaries** | (discussions) (25%): There will be 7 discussions in this course. 1 Introduce Yourself, 1 final reflection, and 5 other discussions throughout the semester that asks you to expand on each theme.
3. **Simulated Scenarios** (25%): For the other two of the four themes you will be asked to apply ethical theory to the aligned apocalyptic/post-apocalyptic film or narrative. After reflecting on the source, you will create an alternate ending that you feel adheres to a stronger sense of ethics, morality, and humanity.
4. **Crisis & Catastrophic Compliance | A Training Manual** (Group Final Project) (25%): Throughout the course you will discuss the community of each apocalyptic/post-apocalyptic narrative. At the end of the course you will work together with a group to choose an apocalyptic theme and circumstance to focus on and then create a training manual for your fictional community based in ethical theory to address potential consequences of your apocalypse. In this project you will be asked to choose the top needs of the community in order to design a manual around what your community should do in order to maintain those needs. What will be prioritized? What will be sacrificed and at what cost? Then you be asked to reflect on which needs are sacrificed and explain the ethics behind the prioritization of those needs.

For more information, please review the [important information about the assignments](#) page.

Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities.

Zoom meetings can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the meeting for the respective class session. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. Before joining an actual class session:

- Reference the [Zoom Student Tutorials \(https://fiuhelp.force.com/canvas/s/article/Zoom-students\)](https://fiuhelp.force.com/canvas/s/article/Zoom-students) to learn about the tool, how to access your meeting room, and share your screen.
- Access the [Zoom Test Meeting Room \(https://zoom.us/test\)](https://zoom.us/test) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team \(https://canvas.fiu.edu/support/\)](https://canvas.fiu.edu/support/). Please ensure you contact support immediately upon the issue occurring.

Grading

Course Grades Distribution Table

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Review Journal	2	100	200	25%
Blurred Boundaries (discussions)	7	100	700	25%
Simulated Scenarios	2	100	200	25%
Crisis & Catastrophic Compliance: A Training Manual (Group/Final Project)	1	100	100	25%
Total	12	N/A	1200	100%

Letter Grade Distribution Table

Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Honors College Policies and Requirements Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> .

Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.