The University of the South Pacific

UU200 – Ethics and Governance (Online)
School of Government, Development and International Affairs
Faculty of Business and Economics

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1.0 General Information

Course Code and Title:	UU200 Ethics and Governance
Semester of offer:	Semester 1, 2015
*Campus***:**	For all remotely located students, especially those not close to a campus or centre
*Mode***:**	Online
*Prerequisites***:**	UU100 and UU114
Pre-Recorded Lectures:	You do not need to attend face-to-face lectures for this mode. Pre-recorded lectures have been uploaded onto Moodle. You need to view these on a weekly basis.
Discussion Forums:	Once you have viewed the pre-recorded lectures, you are required to contribute to the weekly discussion forums. Note that some of these contributions will be assessed.
Spot Quizzes:	Attempt the weekly spot quizzes on your Moodle page to ensure that you are up to date with the readings and pre-recorded lecture content. These are not assessed.
Course Coordinator:	Dr. Margaret Mishra, S014-221, School of Government, Development and International Affairs, FBE, Laucala Campus, Ext: 32552, mishra_m@usp.ac.fj **Please email me for all urgent queries**.
Online Facilitator:	Ms. Smita Singh, S014-034, School of Government, Development and International Affairs, FBE, Laucala Campus, Ext: 32686, singh_s@usp.ac.fj
Administrative enquires:	Prashila Narayan, S102, School of Government, Development and International Affairs, FBE, Laucala Campus, Ext: 32382, narayan_p@usp.ac.fj

2.0 COURSE DESCRIPTION AND TEACHING APPROACH

Ethical conduct is regarded as a requisite for good governance and the enhancement of trust in social relationships. In recent years, the world at large, including Oceania, has seen major scandals and corruption involving executives, senior government officials and board members of corporations. These have resulted in financial repercussions as well as loss of confidence in institutions in both the public and private sectors. Those at the heart of such scandals were often educated in the best universities in the world yet they lacked personal integrity and ethical standards. It is in this context that ethics (which is a discipline of importance in itself) was introduced at USP from 2011. Our objective is to encourage students to develop a framework for evaluating ethical issues, standards and actions in their daily lives, as well as in matters of governance.

In line with this objective, UU200 offers an exploratory and interdisciplinary insight into ethics and governance. You will be introduced to ethical theories and philosophies in terms of virtues, consequences, rights and duties. These will be linked to the structures of governance, in particular, self, community, corporate, political, national and global governance. This theoretical framework will then be used to delve into the fascinating and controversial field of 'applied ethics'. Topical issues ranging through the law, corporate governance, bioethics, environmental and animal ethics, and war, terrorism and violence will be covered. Short films, songs, poems, stories, pictures and news items will be viewed or cited in the lectures to illustrate specific concerns or controversies. The face-to-face tutorials will attempt to evoke debates and discussions on a range of moral dilemmas, including issues relevant to Pacific Island countries. The continuous assessment includes two tests, in-class quizzes, a critical essay and a short group skit.

Like most generic ethics courses, UU200 aims to generate awareness and cultivate critical thought on a broad range of ethical issues. From the start, you will learn that there aren't right or wrong answers to ethical dilemmas or questions. The challenge is for you to solve moral paradoxes using ethical reasoning or practical wisdom. It is also necessary to point out that this course does not prescribe solutions to moral dilemmas. Rather, it equips you with the tools to make better ethical decisions as you meet challenges in your personal and professional life. We hope that you will continue the ethical journey started in this course. After all, ethics is a lifelong exploration and requires much thought and reflection.

3.0 STAR UNIVERSITY GRADUATE AND LEARNING ATTRIBUTES

UU200 strives to attain the University's Graduate Attributes (STAR) which are:

1) **Ethics:** graduates will apply ethical reasoning to their actions and decision making;

2) **Critical Thinking:** graduates will evaluate opinions before formulating a conclusion;

3) **Professionalism:** graduates will analyse and apply some core principles of ethics related to professional conduct and work ethics;

4) **Communication (written):** graduates will select appropriate language and modes of communication to share ideas and create understanding; and

5) **Pacific Consciousness:** graduates will relate some ethical issues studied in the course to a Pacific Island context.

The table below aims to map the Graduate Attributes and Learning Outcomes alongside the assessment:

UU200 Learning Outcomes	Graduate Attributes	Activity	UU200 Assessment
Debate key questions and controversies in the field of applied ethics relevant to Pac. Island and global affairs	1, 2 & 5	Questions/controversies introduced in the lectures and debated in the tutorials	Mid Semester & Final Test, Short skit
Communicate ideas about ethical theories, philosophies, traditions and issues	1, 2 & 4	Theories/philosophies introduced in the lectures and tutorials	All assessments
Analyse contemporary governance issues using ethical reasoning	1, 2, & 5	Governance issues introduced in the lectures and tutorials	Mid Semester & Final Test, Essay & Spot quizzes
Conduct research on ethics and governance issues in national, regional and global arenas	1, 2, 4, & 5	Research conducted in own time for Essay and Short skit	Essay & Short Skit
Apply ethical reasoning to real-life scenarios.	1, 2, 3, & 5	Application of concepts learnt in lectures to real-life scenarios in tutorials	Final Test &Short skit

4.0 OVERVIEW OF COURSE CONTENT

Unit 1: Ethics and Governance
You will be introduced to ethics and governance via short films, pictures and songs. Moral dilemmas are presented to stimulate discussion about ethical reasoning, values and choice. While the magnitude of these dilemmas may differ, they often hinge on two questions posed by ethicists: "How ought I to live?" and "How do I know what is right?" Underlying this is the view that the ethical life is shaped by our interconnectedness as human beings. Thus, our actions as individuals, groups or nations often result in consequences for others.

Unit 2: Ethics as Part of Philosophy and Religion

Unit 2 sets up a theoretical framework for studying ethics. The first part of the lecture traces the roots of ethical thought to ancient societies and focuses in particular on the work of Greek philosophers like Socrates, Plato and Aristotle, in relation to virtue, happiness and knowledge. We discuss and critique other distinct ethical traditions or living systems that aim to teach right conduct in the second part, especially the relationship between religion, morality and ethics.

Unit 3: Ethical Theories
This unit examines theories that help us to understand the relationship between ethics and morality. This overview focuses on theories of character and conduct. The former will include an outline of virtue ethics and feminist virtue ethics. Ethical theories of conduct will be considered in relation to consequentialism and utilitarianism (the theory of the greatest happiness or good). We will also discuss non-consequentialism or deontology in terms of laws, rules, rights and duties.

Unit 4: Governance and Ethics

In Unit 4, we will define governance and highlight its complex interconnections with ethics. We will offer some definitions of, and approaches to, governance (for example, self, community, national, corporate and global governance). Principles of good governance, namely, accountability, transparency, responsiveness, efficiency and effectiveness, equality and inclusiveness, rule of law, participation and consensus are explained. Special emphasis will be placed on the National Integrity System (NIS) and its role in a governance system.

Unit 5: The Law and Justice

In this unit, we will examine the relationship between law, governance and the notion of the 'common good'. We will consider concepts such as justice, equality human rights and cultural relativism. You are encouraged to think through some important questions: Are all laws are ethical? Do we have an ethical duty to challenge unjust laws? Once we have established a broad understanding of morality and legality, we will concentrate specifically on examples from the Pacific to highlight clashes between customary and western laws.

Unit 6: Corporate Governance

The purpose of the lecture this week is to introduce you to concepts of corporate governance; a contemporary phenomena that is gaining precedence in corporations and businesses today. We will offer insights into the development and importance of corporate governance at national, regional and global levels. The discussion includes analysing a range of scandals to demonstrate corporate governance failures.

Unit 7: Business Ethics

Unit 7 juxtaposes early conceptions of business ethics alongside a modern view. The first view is wonderfully summarised in this quotation by comedian and film star, Groucho Marx: 'The secret of success in business is honesty and fair dealing, if you can fake that, you've got it made'. The emphasis on trade for profit is highlighted this week in Aristotle's distinction between *oikonomikos* and *chrematiske*. The more recent view is that businesses are competitive but also corporative. If there is a common good, all parties can benefit.

Unit 8: Prejudice, Discrimination and Human Rights

A relationship to self, community, national and global governance is discussed in relation to discriminatory practices on the basis of social markers. Some forms of discrimination considered this week include: racism, sexism and homophobia. Examples will be cited from the Pacific and around the globe. You will be asked to reflect on these unjust practices and identify ways of combating discrimination in your society. The importance of ratifying human rights treaties (for example, CEDAW, CRC and CERD) is highlighted.

Unit 9: Global Governance, Environmental Ethics and Social Justice

Unit 9 considers approaches to environmental ethics, namely anthropocentrism, extensionism and biocentrism. Some key concepts we will discuss are 'eco-justice', 'global citizenship', and 'The Earth Charter'. A pressing question that we will pose here is: 'How ought we to live with the earth?' Anthropocentric and extensionist theories will then be related to animal ethics. In particular, we are urged to ask ourselves whether we have an ethical duty towards other species on this planet (aside from the human species) and the environment.

Unit 10: Bioethics

Controversial ethical issues are public debates that arise from heated contestations around a range of issues. We will journey through the fascinating world of medicine and science. Bioethics and national governance (especially discussions on legislation and morality) will be examined in relation to human cloning and stem cell research. The field of medical ethics, surrounded by numerous ethical controversies, will also be analysed in

light of two highly contested issues: abortion and euthanasia. You will be asked to establish and defend your personal stance on these issues.

Unit 11: War, Terrorism and Capital Punishment

The duty of the state in relation to highly controversial issues such as war, terrorism and capital punishment will be analysed. We will reflect critically on these questions: Are wars ever ethically justified? Is it ethical to torture a terrorist to extract vital information that could save the lives of many other people? Is death the proper punishment for murder or should criminals be given a second chance? What is the deontological view on capital punishment?

Unit 12: Self-Governance and Responsibility

In the lecture this week, you are reminded that ethics training is life-long and requires the cultivation of moral values and habits. The Ethic of Response approach which covers three principles (namely, respect for life, justice and covenantal integrity) will be examined in relation to personal ethics and self governance. You will be asked to map a personal decision-making model. It should include a consideration of rights, responsibilities, duties and consequences.

3.0 Learning Schedule

You are required to download and view the pre-recorded lectures in your own time. This should be done before you contribute to the online discussions/activities. You are also expected to complete all the prescribed readings each week. **Students who don't complete the readings or view the pre-recorded lectures often struggle to keep up with the course content and activities.** It is assumed that students enrolled in the online mode will spend more time on self-directed learning activities.

The online mode is offered to all remotely located students – that is, students who cannot travel to the nearest Campus for fortnightly face-to-face tutorials. If you can travel to a Campus near you to attend 2 hourly tutorials in weeks 2, 4, 6, 8, 10 and 12 (6 tutorial sessions), then you should enrol in the Blended mode.

Unit/Date	Topic	Lectures, Readings, Assignments, Tutorials
1 16-20 Feb	**Ethics and Values**	□ View Pre-Recorded Lecture on Moodle □ Do Readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
2 23-27 Feb	**The Roots of Ethics**	□ View Pre-Recorded Lecture on Moodle □ Do Readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
3 2-6 Mar	**Ethical Theories**	□ View Pre-Recorded Lecture on Moodle □ Do readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
4 9-13 Mar	**Ethics of Governance**	□ View Pre-Recorded Lecture on Moodle □ Do Readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
5	**Ethics, Law, Governance**	□ View Pre-Recorded Lecture on Moodle

16-20 Mar		□ Do readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
6 23-27 Mar	**Corporate Governance**	□ View Pre-Recorded Lecture on Moodle □ Do Readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
7 30 Mar-3 Apr	**Business Ethics**	□ View Pre-Recorded Lecture on Moodle □ Do readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle □ **TEST 1** (date, time and venue TBA)
7-11 Apr	**9-13 September**	**MID-SEMESTER BREAK**
8 13-17 Apr	**Prejudice, Discrimination & Human Rights**	□ View Pre-Recorded Lecture on Moodle □ Do Readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
9 20-24 Apr	**Global Governance & Social Justice**	□ View Pre-Recorded Lecture on Moodle □ Do readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
10 27 Apr-1 May	**Bioethics**	□ View Pre-Recorded Lecture on Moodle □ Do Readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle □ **1500 Word Essay** (Due Friday this week)
11 4-8 May	**War, Terrorism, Capital Punishment**	□ View Pre-Recorded Lecture on Moodle □ Do readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
12 11-15 May	**Ethical Decision-Making**	□ View Pre-Recorded Lecture on Moodle □ Do Readings from Coursebook and Textbook □ Attempt Weekly Quiz □ Post a comment or enter a discussion on Moodle
13 18-22 May	**Revision**	□ Study for final test □ Please fill out a course evaluation form!
14 25-29 May	**Test**	□**Test 2** (date, time and venue TBA)

6.0 COURSE MATERIALS AND MOODLE

Textbook
Preston, Noel. (2014) *Understanding Ethics, Fourth Edition,* Sydney: The Federation Press.
Note: this is the 4th edition of the textbook but you may use the 3rd edition (if you have access to a second hand copy).

Library Resources

A comprehensive range of **reference texts** are available at the Laucala Campus library for you to consult. This list of texts, articles and online journals (titled 'UU200 Library Resources') is available on Moodle with all the relevant shelf details and appropriate links beside each entry.

Pre-Recorded Lectures

We have uploaded **12 pre-recorded lectures on the Blended Mode Moodle page**. You will need to view these lectures in your own time. Ensure that you view these before you attend the face-to-face tutorials.

You are also required to log into Moodle weekly and post comments in the discussion forum. **While you are not assessed for this**, it is quite exciting to debate ethical issues with other students. We also place important announcements and reminders on Moodle.

IF YOU CANNOT ACCESS THE UU200 BLENDED MODE MOODLE PAGE OR IF YOU HAVE CHANGED MODES OF STUDY AND THE WRONG MOODLE PAGE IS APPEARING, YOU NEED TO EMAIL THE COURSE COORDINATOR AS SOON AS POSSIBLE. Your email should clearly state: your name (as per your id card); your id number; the mode of study (Blended); and the campus of study (Laucala, Lautoka, Labasa, Alafua, Kiribati, Tonga, Solomon Is, Emalus). Your email will be forwarded to a CFDL staff member.

How to login to Moodle

To access Moodle, you need a computer connected to the Internet. The computer must have a Web browser such as Internet Explorer or Firefox. Such a computer should be available at your USP Campus (if you do not already have one at home or work). You will also be given a username and password by your local USP Campus.

Step 1: Accessing Moodle

- Open your browser: Internet Explorer, Netscape, Firefox, or other.
  Type in the following at the address bar: http://elearn.usp.ac.fj/

- Press Enter.
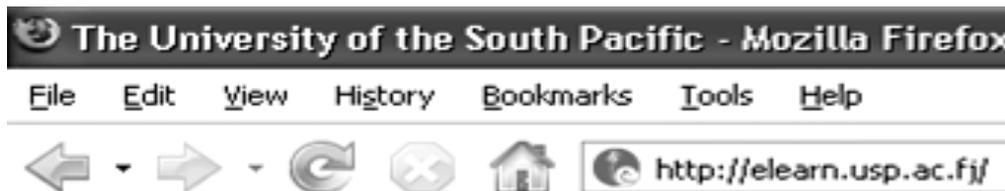
- Alternatively, you can go to the USP website: http://www.usp.ac.fj/ and use the Quick Links drop down menu to the left of the page and select: Online Learning (Moodle).

Step 2: Username and password

- You will come to a Login screen. Type your student number in the Username box.

- Type your student email (webmail) password in the Password box.

- Click Login.
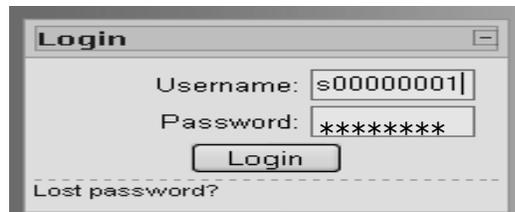
Step 3: Accessing your course

- You should now see a list of your courses. Click the Course Code and Title of the course that you are enrolled in to enter. For example:

Faculty of Science and Technology

Semester 1, 2008

CS428_200801: CS428: Data And Information Security

IS421_200801: IS421: Knowledge Discovery In Databases

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7.0 LEARNING SUPPORT

Study groups

Most people find it easier to study in a group or with a friend, at least for part of the time. Working with others helps to motivate us. It provides a shared goal and reduces feelings of isolation or boredom. Your tutor may be able to help you get organised in study groups.

Library services

Making good use of the library and its resources is vital for you to be a successful student. Learn about library support and services and the importance of information literacy at your Campus or Centre library.

Student Learning Support (SLS)

SLS supports you through e-mentoring which is giving you learning tips and advice through email.

You can email SLS at one of the following addresses:

- Faculty of Arts and Law: falesls@usp.ac.fj

- Faculty of Science, Technology and Environment: fstetutorsupport@usp.ac.fj

- Faculty of Business and Economics: fbe_sls@usp.ac.fj

We encourage you to contact SLS if you require tips with essay writing or study skills. Allow for adequate time for feedback if you are seeking assistance with your essay.

8.0 WEEKLY READING LIST

The weekly compulsory and additional readings are listed in the table below. The sources include: 1) the textbook; 2) PDF copies on Moodle and 3) Online sources (with direct online links).

Week	Readings	Source
1	Preston, N. (2014) 'Chapter One: The Ethical Challenge' in *Understanding Ethics* (4th edition), Sydney: Federation Press, p. 6-15. BBC Ethics Guide, 'Introduction to Ethics,' online at: http://www.bbc.co.uk/ethics/introduction/	(Textbook) **Compulsory** (Online) **Additional**
2	Preston, N. (2014) 'Chapter Two: Encountering Ethics,' in *Understanding Ethics* (4th	(Textbook)

	edition), Sydney: Federation Press, p.16-33.	(Textbook) **Compulsory**
	Guide to Ethics and Moral Philosophy, 'Socrates (469-399 BCE), online at: http://caae.phil.cmu.edu/cavalier/80130/part1/Preface/R_Socrates.html	(Online) **Additional**
	BBC Website, 'Religion and Ethics,' online at: http://www.bbc.co.uk/religion/0/	(Online) **Compulsory**
3	Preston, N. (2014). 'Chapter 3: Ethical Theory: An Overview' in *Understanding Ethics* (4th edition), Sydney: Federation Press, p. 35-56.	(Textbook) **Compulsory**
	Internet Encyclopaedia of Philosophy, online at: http://www.iep.utm.edu/ethics/	(Online) **Additional**
4	*Tracking Development and Governance in the Pacific* (2009). AusAID, Canberra, online at: http://www.ausaid.gov.au/Publications/Documents/track_devgov09.pdf	(Moodle) **Compulsory**
	'National Integrity System Country Studies: Pacific Island Countries,' online at: http://transparency.org.au/index.php/our-work/resources/national-integrity-systems-assessment/pacific-island-countries/	(Moodle) **Additional**
5	Herrera, C. 'How are Law and Ethics Related,' Philosophy and Religion Department, Montclair State University, online at: http://www-hsc.usc.edu/~mbernste/tae.ethics&law.herrera.html	(Moodle) **Compulsory**
	Edwords, F. 'The Human Basis of Laws and Ethics,' American Humanist Organisation, online at: http://www.americanhumanist.org/humanism/The_Human_Basis_of_Laws_and_Ethics	(Moodle) **Additional**
6	Kolk, A. 'Sustainability, Accountability and Corporate Governance: Exploring Multinationals' Reporting Practices, online at: http://dare.uva.nl/document/176314	Moodle **Compulsory**
	Pavel, T. and Encontro, M. 'The Enron Scandal,' Chalmers University of Technology, online at: http://www.math.chalmers.se/~rootzen/finrisk/GR7_TobiasPavel_MyleneEncontroENRON.pdf	Moodle **Additional**
7	Preston, N. (2014) 'Chapter 10: Ethics in Business and the Professions,' in *Understanding Ethics*, (4th edition) Sydney: Federation Press, p. 158-173.	Textbook **Compulsory**
	Joyner, B. and Payne, D. 'A Study of Values, Business Ethics and Corporate Social Responsibility,' *Journal of Business Ethics,* Vol. 41, No. 4, (Dec 2002), online at: http://www.jstor.org/stable/25074929	Online **Additional**
8	Donnelly, J. 'Cultural Relativism and Universal Human Rights' in *Human Rights Quarterly*, Vol. 6, No. 4, (Nov. 1984), 400-419).	Moodle **Compulsory**
	United Nations, United Nations Declaration of Human Rights.	Moodle **Compulsory**
	United Nations Development Programme, NICE Project, 'Know your rights'.	Moodle **Additional**
9	Preston, N. (2014) 'Chapter 11: Environmental Ethics,' in *Understanding Ethics,* (4th edition) Sydney: Federation Press, p.174-189.	Textbook **Compulsory**
	UNESCO, 'The Earth Charter,' online at: http://www.unesco.org/education/tlsf/mods/theme_a/img/02_earthcharter.pdf	Moodle **Compulsory**
	Descartes, Rene, 'Animals are Machines,' in Environmental Ethics: Divergence and	Moodle

	Convergence, eds. S. J. Armstrong and R. G. Botzler, New York: Mc-Graw-Hill (1993).	**Compulsory**
	'Jeremy Bentham on the Suffering of Non-Human Animals,' online at: http://www.utilitarianism.com/jeremybentham.html	Online **Additional**
10	Preston, N. (2014) 'Chapter 7: Life and Death - Bioethical Issues,' in *Understanding Ethics*, (4th edition) Sydney: Federation Press, p. 106-126.	Textbook **Compulsory**
	Kuhse, H and Singer, P. A Companion to Bioethics (Second Edition), Wiley Blackwell, e-book online at: http://www.kilibro.com/book/preview/244595_a-companion-to-bioethics	Online **Additional**
11	Preston, N. (2014) 'Chapter 8: War, Terrorism and Violence,' in *Understanding Ethics,* (4th edition) Sydney: Federation Press, p.127-142.	Textbook **Compulsory**
	BBC Ethics Guide, 'The Ethics of War,' online at: http://www.bbc.co.uk/ethics/war/	Online **Additional**
12	Preston, N. (2014) 'Chapter Four: Responsible Ethical Decisions,' in *Understanding Ethics* (4th edition) Sydney: Federation Press, p. 57-72.	Textbook **Compulsory**
	Stanford Encyclopedia of Philosophy, 'Decision-Making Capacity,' online at: http://plato.stanford.edu/entries/decision-capacity/	Online **Additional**

9.0 Assessments

Continuous assessment makes up 100% of the final mark and includes **FIVE** pieces of assessment. It is weighted in the following way:

ASSESSMENT	%	Learning Outcomes
• Online Activities	20%	1, 2 & 5
• Mid-Semester Test	25%	1. 2, 3
• Research Essay	25%	2,3 & 4
• Final Test	30%	1, 2, 3 & 5
Total Weighting	**100%**	

IMPORTANT – 3 REQUIREMENTS TO PASS UU200:

As UU200 comprises 100% internal assessment, to pass the course you need to:

1) **Complete ALL the assessment (students who do not submit one piece of assessment will fail the course);**
2) **Obtain a minimum of 50% out of 100% in the course total; AND**
3) **Ensure that you DO NOT submit a plagiarised essay or cheat in either of the tests. Any student who scores 0 in the research essay as a result of plagiarism or collusion, or cheats in one of the tests will automatically fail UU200. As this is an ethics course, plagiarism, collusion and cheating**

WILL NOT BE TOLERATED! Students who engage in such acts may also be sent to the disciplinary committee.

UU200 students **DO NOT SIT A FINAL EXAMINATION**. All your assessments are completed by week 14. After Test 2, you can focus on studying your other core subjects.

The marking rubric adopted for UU200 assessment draws on the '**Research Skill Development Framework**' conceptualised by John Wilson and Kerry O'Regan (see table below). Your tutor will discuss the RSD framework in more detail during the tutorials. For more information see:
http://www.adelaide.edu.au/rsd/framework/Dec09_RSDFramework.pdf.

Research Skill Development Framework

RSD

FACET OF INQUIRY (vertical axis)

LEVEL OF STUDENT AUTONOMY (horizontal axis)

Facet of Inquiry	Level I	Level II	Level III	Level IV	Level V
	Students research at the level of a closed inquiry* and require a high degree of structure/guidance	*Students research at the level of a closed inquiry* and require some structure/guidance*	*Students research at the level of a closed inquiry* independently*	*Students research at the level of an open inquiry* within structured guidelines*	*Students research at the level of an open inquiry* within self-determined guidelines in accordance with the discipline*
A. Students embark on inquiry and so **determine a need** for knowledge/understanding	Respond to questions/tasks arising explicitly from a closed inquiry.	Respond to questions/tasks required by and implicit in a closed inquiry.	Respond to questions/tasks generated from a closed inquiry.	Generate questions/aims/hypotheses framed within structured guidelines.	Generate questions/aims/hypotheses based on experience, expertise and literature.
B. Students find/generate needed information/data using appropriate methodology	Collect and record required information/data using a prescribed methodology from a prescribed source in which the information/data is clearly evident.	Collect and record required information/data using a prescribed methodology from prescribed source/s in which the information/data is not clearly evident.	Collect and record required information/data from self-selected sources using one of several prescribed methodologies.	Collect and record self-determined information/data from self-selected sources, choosing an appropriate methodology based on structured guidelines.	Collect and record self-determined information/data from self-selected sources, choosing or devising an appropriate methodology with self-structured guidelines.
C. Students critically evaluate information/data and the process to find/generate this information/data	Evaluate information/data and the inquiry process using simple prescribed criteria.	Evaluate information/data and the inquiry process using prescribed criteria.	Evaluate information/data and the inquiry process using criteria related to the aims of the inquiry.	Evaluate information/data and the inquiry process comprehensively using self-determined criteria developed within structured guidelines.	Evaluate information/data and the inquiry process rigorously using self-generated criteria based on experience, expertise and the literature.
D. Students organise information collected/generated	Organise information/data using a simple prescribed structure and process.	Organise information/data using a recommended structure and process.	Organise information/data using recommended structures and self-determined processes.	Organise information/data using structures and processes suggested by provided guidelines.	Organise information/data using self-determined structures and processes.
E. Students synthesise and **analyse and apply** new knowledge	Synthesise and analyse information/data to reproduce existing knowledge in prescribed formats. Ask questions of clarification/curiosity.	Synthesise and analyse information/data to reorganise existing knowledge in standard formats. Ask relevant, researchable questions.	Synthesise and analyse information/data to construct emergent knowledge. Ask rigorous, researchable questions based on new understandings.	Synthesise, analyse and apply information/data to fill recognised knowledge gaps.	Synthesise, analyse and apply information/data to fill self-identified gaps or extend knowledge.
F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues	Use mainly lay language and prescribed genre to demonstrate required knowledge and understanding for lecturer/teacher as the audience.	Use some discipline-specific language and prescribed genre to demonstrate knowledge and understanding from a stated perspective and for a specified audience.	Use mostly discipline-specific language and appropriate genre to demonstrate knowledge and understanding within a field from a scholarly perspective and for a specified audience.	Use the language of the discipline and appropriate genre to address knowledge and understanding gaps from several perspectives for a self-selected audience.	Use the language of the discipline, choosing appropriate genre to extend knowledge and understanding, from diverse perspectives for a range of audiences.

* Inquiry may range from closed (lecturer specified) to open (student specified) In terms of: I) question, hypothesis or aim of research; II) procedure or equipment; III) answer, resolution or further inquiry (Jones, et al, 1992).

The RSD is a conceptual framework for the coherent, incremental, explicit and cyclic development of student research skills. Concept by John Willison and Kerry O'Regan, design by Peter Murdoch and Nik Cornish, Centre for Learning and Professional Development. Facets derived from ANZIIL(2004) standards, reworked using the Bloom, et al (1956) Taxonomy and Implementation trials by Eleanor Peirce and Mario Ricci. - www.adelaide.edu.au/clpd/rsd - john.willison@adelaide.edu.au - © The University of Adelaide, October 2006.

ASSESSMENT 1: ONLINE ACTIVITIES (20%)

Due Date: From weeks 3 -12: **ONE ACTIVITY PER WEEK over 10 weeks**

Weighting: 20%

Objectives: **To communicate ideas** about ethical theories, philosophies, traditions and issues; and **apply** ethical reasoning to a variety of real-life scenarios (Learning Objectives 1, 2 & 5)

Guidelines: From weeks 3-12, we will post 10 activities up online in the discussion forum. **Each activity is worth 2% each**.

You are expected to critically engage with the question or dilemma posed. This does not mean that you simply summarise points straight from the textbook or cut and paste information straight from the internet. We are looking for original analysis and discussion here. One entry is insufficient. You are expected to present your view and engage with the views of other students.

The entries do not need to be very long but they should reflect in-depth reflection and critical thinking. Make sure you answer the question posed.

Plagiarised entries will not be awarded any marks! You must write your responses in your own words. This can be supported by a quotation if you wish.

You will be assessed at the start of the following week for the activity posted the week before (for example, in week 4, you will receive a percentage out of 2% for your posting in week 3). Students who fully engage in the discussion forum and critically analyse the question/dilemma may score 2%. (See rubric below).

If you have not posted anything for that week by 12pm on Sunday night (for that week), you will not receive a mark.

*PRIMARY RSD FACETS TESTED IN ONLINE ACTIVITIES***: EMBARK AND CLARIFY, ANALYSE AND SYNTHESISE, AND CRITICALLY EVALUATE AND REFLECT**

ONLINE ACTIVITIES: COMMENT SHEET/MARKING RUBRIC (2% per week)

STUDENT NAME: _____   ID NUMBER: _____

WEEK: ☐ 3   ☐ 4   ☐ 5   ☐ 6   ☐ 7   ☐ 8   ☐ 9   ☐ 10   ☐ 11   ☐ 12

FACET OF INQUIRY	LEVEL OF STUDENT AUTONOMY	MARK	COMMENT
EMBARK & CLARIFY *Overall grasp of moral dilemma/question*	☐ Demonstrates a thorough grasp of dilemma/question; all dimensions discussed	☐ 0.5	
	☐ Demonstrates adequate grasp of dilemma/question; more depth required at times	☐ 0.25	
	☐ Poor/incomplete grasp of dilemma/question	☐ 0	
ANALYSE & SYNTHESISE *Analysis of dilemma/question using ethical theories*	☐ Provides original, insightful information on theories learnt	☐ 0.5	
	☐ Some original ideas; need to develop theoretical perspectives further	☐ 0.25	
	☐ Simply restates views of other scholars or lifts information from online sources	☐ 0	
CRITICALLY EVALUATE & REFLECT *Personal stance*	☐ Personal response, original, insightful	☐ 1	
	☐ Some original ideas; elaborate further	☐ 0.75-0.5	
	☐ Simply restates views of other scholars	☐ 0	
Final Comments		**Total** /2%	**Marker's signature**

Date: Week 7 (Date, Time, Venue TBA)

Duration: 1 hour

Weighting: 20%

Objective: To **communicate ideas** about ethics and governance in relation to a current news item in the Pacific region (USP Graduate Attributes: 1, 2, 4 & 5)

Format: You will be given **one article from a newspaper in any USP member country**. This is an application style test. You cannot cram or learn the answers beforehand. The test comprises **5 questions** and each question is worth 5 marks. We have already included the test questions below but you will not see the article until you sit the test.

Guidelines: Spend about 10 minutes answering each question. This should leave you with 10 minutes to check your answers. Provide fulsome answers – at least 4-5 sentences per question. Try to draw on ethical theories/concepts that you have learnt and relate this knowledge to the newspaper article.

You can practise for this test by selecting a newspaper article (involving a wrongdoing) and answering the questions below.

Test Questions

1. Identify **one ethical issue** in the newspaper article (*1 mark*) and relate this issue to the concept of **ethical interconnectedness** (*2 marks*). Your answer should include a definition of this concept *(1 mark).*

2. *Evaluate* the **character** of **two** people (or groups/institutions) in the article (*2 marks*) using Aristotle's theory of the **Golden Mean** (*2 marks*).

3. Define and discuss the **categorical imperative** (*1 mark*) in terms of the wrongdoing in the newspaper article (*3 marks*).

4. How would a **utilitarian** respond to the newspaper article? (*3 marks*) Include a definition of this theory (*1 mark*).

5. *Analyse* **two approaches** of governance referred to in the article *(3 marks)* and *critically evaluate* **one principle of governance** that are being compromised *(1 mark).*

> *PRIMARY RSD FACETS TESTED IN TEST 1*: EMBARK AND CLARIFY, ANALYSE AND SYNTHESISE, AND CRITICALLY EVALUATE AND REFLECT

MID-SEMESTER TEST - COMMENT SHEET/MARKING RUBRIC

Surname: _____ **First Name**: _____ **Id Number**: _____

RSD Facets of Inquiry and Test Questions	Mark	Comments
QUESTION 1: EMBARK & CLARIFY Identifies the **ethical issue** in the article Defines **ethical interconnectedness** Discusses issue in relation to ethical interconnectedness	/1 /1 /2	
QUESTION 2: ANALYSE & SYNTHESISE Evaluates the **character** of two people/groups Defines the **Golden Mean** Discusses the **two** people/groups using this concept	/2 /1 /1	
QUESTION 3: CRITICALLY EVALUATE & REFLECT Defines the **Categorical Imperative** Applies this theory to the issue in the article	/1 /3	
QUESTION 4: CRITICALLY EVALUATE & REFLECT Defines the **Utilitarianism** Relates this theory to the issue in the article	/1 /3	
QUESTION 5: ANALYSE & SYNTHESISE **Analyses** 2 approaches to governance **Critically evaluates** 1 principles of governance	/3 /1	
Final Comments:	**TOTAL:** **Marker's Name & Signature:**	

ASSESSMENT 3 - RESEARCH ESSAY

Due date: Wednesday, 28 May, Week 10

Submission: Submit the electronic version through Moodle using turnitin (ensure your name is on the cover page of this document). **ESSAYS MUST BE SUBMITTED USING TURNITIN. IF WE DO NOT FIND A TURN-IT-IN REPORT ON MOODLE, YOUR ESSAY WILL NOT BE MARKED!**

Length: 1500 words – this does not include references. Do not submit a plan or abstract.

Weighting: 25%

SI: Check the Similarity Index using turnitin **PRIOR TO the final submission**. You can do this by submitting a draft a week or two before the final submission is due. The SI should be below 20% and all references used must be properly acknowledged. However, a low SI does not mean that you have not plagiarised. Sometimes students find ways to beat turnitin. In such instances, if the essay is plagiarised, you will be graded according to the extent of plagiarism.

Objective: To **conduct research** on ethics and governance issues in national, regional and global arenas (**UU200 Learning Objectives 2, 3 & 4**).

Assessment: This assessment requires you to conduct research on a topic that raises ethical concerns. Choose one question from the 4 listed below. You need to read the question selected carefully and then conduct extensive research on the topic. Your own views should also come across clearly. **You must refer to at least one ethical theory in some depth in the essay (depending on the question). Research on this theory or theories is also necessary.**

PRIMARY RSD FACETS TESTED IN THE ESSAY: EMBARK & CLARIFY, ANALYSE & SYNTHESISE, CRITICALLY EVALUATE, FIND, GENERATE, ORGANISE & MANAGE, COMMUNICATE AND APPLY.

Choose **ONE** of these questions.

1. Are some **right actions** not productive of the **greatest happiness for the greatest number**? **Critically evaluate** this question by referring to **three global examples**. You need to define "right actions" and **utilitarianism** using appropriate sources.

2. Is **prostitution morally** wrong? What are the most important arguments that might be offered **in support** of the view that it is? What are the most important arguments that might be offered **against** that view? Outline your **own position** on this issue using **one ethical theory**. Appropriate sources and examples should be cited.

3. Some people hold that **sexual activities** involving **individuals of the same sex** are morally wrong. Refer to **one ethical theory** to highlight **your position** on this statement. What is the most **important objection** that may be raised against your own position (refer to another ethical theory here) and how would you reply? Appropriate sources and examples should be cited.

4. Should there be a **law against adultery**? What moral arguments might be offered **in support of the view that there should be**? And what **arguments** could be offered on the other side? What is your position and your reasons for holding this view? Appropriate theories and examples should be cited.

ESSAY FORMAT/CHECKLIST

1. Introduction: EMBARK, CLARIFY
☐ Have you selected **one** of the above topics?
☐ Have you defined/unpacked the keywords/theories in the introduction?
☐ Have you stated the essay's aims or purpose in the introduction?

2. Body: ANALYSE AND SYNTHESISE
☐ Have you addressed **all** the parts of the question?
☐ Have you presented original arguments using your own words?
☐ Is there evidence of analysis/synthesis using ethical theories?
☐ Is your personal stance clear in the essay?
☐ Do you cite regional or global examples (as per the essay question)?

3. Conclusion: CRITICALLY EVALUATE INFORMATION
☐ Have you summarised the main arguments in the conclusion?
☐ Have you restated and stressed your own view in the conclusion?

4. Research and References: FIND, GENERATE, ORGANISE AND MANAGE

☐ Have you conducted extensive research on the topic in the library?
☐ Have you conducted extensive research on the topic using online sources?
☐ Have you cited 10 credible in-text references within the essay? (Not Wikipedia)
☐ Have you listed 10 references in the bibliography (3 online, 7 book/journal)?
☐ Is the Harvard System used to prepare the bibliography and in-text references?

5. Academic Style: ORGANISE, MANAGE, COMMUNICATE AND APPLY

☐ Is your essay coherently structured? (Do the arguments flow well?)
☐ Have you used a formal/academic writing style?
☐ Is your essay free of spelling and grammatical errors? Have you proof-read it?

6. Other general guidelines that you need to follow to avoid losing marks:

☐ Is your essay 1,500 words in length? Marks will be deducted if the essay is 10% above or 10% below the word limit.
☐ Is the essay submitted on time? A penalty of 10% will be deducted for each day the essay is late.
☐ Have you submitted a draft of your essay using turn-it-in correctly?
☐ Are all sources correctly referenced within the essay?
☐ Is the Similarity Index below 20% (after you exclude quotes)? Any student who tampers with turnitin to reduce the Similarity Index and disguise plagiarised work with also receive 0 for the essay.

☐ Have you shown your essay to another student or copied another student's essay? This is called collusion (see USP Handbook). If two or more essays are similar, both students will be awarded 0.

* Your essay should be uploaded on Moodle using MSWord format only. PDF copies will not be marked.

ESSAY – COMMENT SHEET/MARKING RUBRIC

Surname: _____ **First Name**: _____ **Id Number**: _____

Tutor: _____ **Day of Tutorial**: _____ **Time/Room**: _____

GUIDELINES AND RSD Facets of Inquiry	Mark	Comments
INTRODUCTION: EMBARK/CLARIFY		
States purpose of essay (thesis statement/intent)	/1	
Defines and unpacks key terms and theories	/2	
BODY: ANALYSE/SYNTHESISE		
Addresses all parts of the question	/1	
Presents original arguments using own words	/3	
Evidence of analysis/synthesis using ethical theories	/3	
Personal stance clear in the essay	/3	
Cites regional/global examples	/3	
CONCLUSION: EVALUATE/ REFLECT		
Summarises main arguments	/1	
Restates and stresses own view	/1	
RESEARCH & REFERENCE: **FIND, GENERATE, ORGANISE, MANAGE**		
Cites 10 credible in-text references	/1	
Lists 10 ref. in bibliography (3 online, 7 book/journal)	/1	
Harvard style correctly used in for bibliography & references	/2	
ACADEMIC STYLE: **ORGANISE, MANAGE, COMMUNICATE, APPLY**		
Presents coherent essay structure	/1	
Formal writing style used	/1	
Spelling and grammatical errors absent	/1	

Final Comments:	TOTAL:
	Marker's Signature:

ASSESSMENT 4 – FINAL TEST

Test date: Week 14 (Date, Time and Venue TBA). You will have to travel to the nearest campus to sit this test.

Weighting: 30%

Duration: 2 hours

Objective: To **apply** ethical decision-making to a variety of real-life situations (USP Graduate Attributes: 1, 2, 3 & 5).

Format: **10 open-ended questions** requiring critical analysis and reflection.

We suggest that you spend 10 minutes reading the paper, 10 minutes answering each question and another 10 minutes checking your answers.

You need to provide detailed answers to each question (at least 5 sentences each) using ethical reasoning. You are expected to refer to theories and concepts that you have learnt in this course. Remember, there are no right and wrong answers to these questions. By now you should know how to construct ethical arguments and your answers should reflect this.

Coverage: We will focus on the content from weeks 5-12 in this test (the applied ethics section. In particular, you will be tested on the following topics: law and ethics, corporate governance, business ethics, environmental ethics, bioethics, war, terrorism and violence and ethical decision-making.

However, in an attempt to answer the test questions, you also need to be familiar with the ethical theories and concepts taught in the first part of the course. If you have grasped these properly, your revision should focus on the latter part of the course.

Sample: Please see Moodle for samples of past papers.

<u>NOTE</u>: After you complete this test, you will have to wait for your final grade to be released by SAS. We do not return Test 2 to students because if students query their final grades, we are able to go back to the test script and check the mark.

PRIMARY RSD FACETS TESTED IN TEST 2: ANALYSE & SYNTHESISE, CRITICALLY EVALUATE & COMMUNICATE AND APPLY

10.0 GRADING
The following grading system will be used by all faculties in awarding final grades for academic performance in a course:

A+	A	B+	B	C+	C	D	E
85+	78-84	71-77	64-70	57-63	50-56	40-49	<40

11.0 REFERENCING GUIDE
Please use the Harvard System of Referencing for your essay. Information on this system of referencing has been uploaded on the UU200 Moodle page.

12.0 FBE LEARNING SUPPORT INFORMATION
If you need assistance with your essay, contact SLS staff. Your FBE Learning Support Staff are:
Roshila Singh, Ext 32184, Email: roshila.b.singh@usp.ac.fj
Riteta Laulala, Ext 32146, Email: riteta.laulala@usp.ac.fj

Contact SLS staff before your essay is due so that you have adequate time for feedback. SLS also provides Peer Mentoring support for UU200.

13.0 INSTRUCTIONS FOR SUBMITTING ASSIGNMENTS THROUGH MOODLE
Refer to page 7 for logging into MOODLE and Instructions on submission of assignments through MOODLE. Assignments that have not been submitted using turnitin will not be marked!

14.0 POLICY FOR LATE ASSIGNMENTS
The new standard faculty policy for late assignments is to deduct a penalty of 10% per day. Assignments received more than ONE week after the due date will not be marked.

15.0 AVAILABILITY OF MARKS THROUGH MARK SHEET
The Mark sheet/Grade book on MOODLE will be updated after each assessment so that students can keep track of their performance throughout the semester. Note again that your final test 2 mark will not be uploaded as per the note on page 19.

16.0 ACADEMIC HONESTY AND MANDATORY USE OF TURNITIN

i.   Students are required to submit all written work in appropriate format (not pdf) through **Turnitin via Moodle** on line to check their work for originality and to ensure that appropriate referencing and citation is used.

ii. Students are actively encouraged to use Turnitin to check drafts of their written work to improve their writing and guard against unintentional plagiarism

iii. All Turnitin reports will be reviewed. A score of 20% or more will trigger discussion between course coordinator and student with consequences if plagiarism is proven (USP Handbook & Calendar 2012, p.457).

17.0 DISHONEST PRACTICES

The University of the South Pacific has a "zero tolerance" policy for all students who commit dishonest practices during the course of their university study. Students who are found guilty of copying, plagiarizing, colluding, etc. in terms of assignments and tests will be awarded a "0" grade and the case will be referred to the Student Disciplinary Committee for disciplinary action. Please photocopy the declaration form below, sign it and attach it to all your written assignments.

Student plagiarism cover sheet

Statement of originality

Course: ………………………………………………………………………

Item of assessment attached here: ………………………………......................

Student name: …………………………………………....................................

Student No: ……………………………………………………………………..

Campus: ……………………………………………………………………..

I have read and understood the University of the South Pacific's, School of Government, Development and International Affairs policy on academic misconduct and plagiarism. I am aware of the following:

The view taken by the Head of the School of Government, Development and International Affairs is that failure to acknowledge or inadequate acknowledging the work of another will result in a student receiving an official written warning and a mark of 0 for that piece of work.

If the plagiarism case is regarded by the Head of School/Department as substantial (for example a significant failure to acknowledge a source) it will be forwarded to the Student Development Committee of Senate (the Discipline Committee).

I confirm that the work contained in the attached item of assessment is entirely my own work except where I have specifically acknowledged another's work and the source of that other's work.

Signature: ………………………………

Please note submission of this declaration is a requirement for all pieces of written coursework assessment and marks may be withheld for failure to submit a completed declaration.