Special Topics: Human Resources Management and Ethics  
Course Number: 37:533:330:01  

Rutgers University  
School of Management and Labor Relations  
Human Resources Management Department  

Fall 2023  
Tuesday, September 5th – Friday, December 22nd  

Instructor:  
Professor Rebecca Greenbaum (She/Her/Hers)  

Class Day/Location:  
Wednesday, 10:20 am – 1:20 pm, TIL 103A LIV  

Office:  
203 Janice H. Levin (JLB) Building  

E-mail:  
Rebecca.greenbaum@rutgers.edu (best way to contact me)  

Phone:  
(848) 445-5830 (office phone)  

Office Hours:  
Wednesdays, 8:45 am – 9:45 am  
Zoom/phone meetings are available upon request.  

Course Materials  
A charged laptop computer or tablet with typing features and access to the internet are required for this course. Please bring one of these noted electronic devices to each class. If you do not have access to a portable device, please plan to print out and bring to class that day’s in class assignments. If you are completing the assignments by hand, please write legibly, as an inability to do so may prevent the professor from understanding your work, which could result in point deductions.  

Required Reading  
The required readings for this course are shown via the Course Schedule at the end of this syllabus and are provided by your teacher on CANVAS. These articles are made available to your professor and to you through the databases subscribed to by Rutgers Libraries.  

The New York Times Subscription  
As a student of SMLR, you receive free access to The New York Times (NYT). You will be asked to read NYT articles for this course. To register for your account, go to this page: https://www.libraries.rutgers.edu/indexes/nyt-digital and follow the instructions.  

Once you’ve successfully subscribed to the New York Times, you can search for articles that I specify per the “Fall Schedule” (at the end of the syllabus). If the schedule notes a “New York Times” article, go to the NYT’s homepage. Click the “search” icon. Copy and paste the title of the article from the syllabus into the “search” function. Press “enter.” The article should come up. Confirm the article date/author to ensure that you’re reading the correct article.  

Course Description and Purpose
The objective of this course is to increase the student’s ability to manage the ethical aspects of human resources practices and work. Each student will develop skills necessary to analyze and address ethical issues, to provide ethical leadership at work, and to manage human resources responsibly. The student who successfully completes this course will be able to:

- Identify and address common ethical issues that arise at work.
- Analyze and suggest resolutions to ethical dilemmas
- Identify key tools to managing ethical conduct
- Identify personal values and apply those to making ethical decisions
- Understand how context can influence ethical conduct
- Identify and address common ethical issues that arise when managing human resources

This course fulfills the following learning objectives outlined by the School of Management and Labor Relations.

### Knowledge of Theory, Practice and Application

<table>
<thead>
<tr>
<th>IV. Theoretical Perspectives</th>
<th>Demonstrate an understanding of relevant theories and apply them given the background of a particular work situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate an understanding of the practical perspectives, theories and concepts in the management field of study</td>
</tr>
<tr>
<td></td>
<td>Evaluate and apply theories from social science disciplines to workplace issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Understanding Context</th>
<th>Evaluate the context of workplace issues, public policies, and management decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyze the degree to which forms of human difference shape a person’s experience of, and perspectives on work</td>
</tr>
<tr>
<td></td>
<td>Analyze a contemporary global issue in the management field from a multi-disciplinary and intersectional perspective</td>
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<tr>
<td></td>
<td>Analyze issues related to business strategies, organizational structures, and work systems</td>
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<tr>
<td></td>
<td>Analyze issues related to selection, motivation, and development of talent in a local and global context</td>
</tr>
</tbody>
</table>

### Course Outline

**Section I: Why Does Unethical Behavior Persist?**
- “Bad” People and Common Psychological Failures
- A Deep Dive into Moral Disengagement
- Rewards, Business Frames, and Bottom-line Mentalities
- Unethical Leadership, Power, and Corruption
- Unethical Culture/Climate

**Section II: How to Avoid Ethical Lapses**
- Classic Moral Reasoning
- Rational versus Intuitive Approaches
- Ethical Leadership and Culture
- Ethics and Human Resources Management
• Building an Ethical “Self-Brand”

Section III: Proactive Ethical Considerations
• Corporate Social Responsibility & “Blowing the Whistle”
• Global Considerations

Course Format

Each class occurs on a single day of the week over a three-hour period and will include a mix of short lectures, class discussions, Ted Talks, individual assignments, and an in-class group project.

Grading and Course Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group Moral Debate</td>
<td>380</td>
<td>38%</td>
</tr>
<tr>
<td>2. Ethical Dilemma Analysis</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>3. Concept Reinforcements</td>
<td>140</td>
<td>14%</td>
</tr>
<tr>
<td>4. Ted Talk Reflections</td>
<td>120</td>
<td>12%</td>
</tr>
<tr>
<td>5. Concept Notes</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td>6. Debate Reflection</td>
<td>40</td>
<td>4%</td>
</tr>
<tr>
<td>7. “Getting to Know You”</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>85-89.9</td>
<td>850-899</td>
<td>B+</td>
</tr>
<tr>
<td>80-84.9</td>
<td>800-849</td>
<td>B</td>
</tr>
<tr>
<td>75-79.9</td>
<td>750-799</td>
<td>C+</td>
</tr>
<tr>
<td>70-74.9</td>
<td>700-749</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>≤ 59.9</td>
<td>≤ 599</td>
<td>F</td>
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</tbody>
</table>

Descriptions of Assignments

1. **Group Moral Debate Assignment (380 points, 38% of grade)**

You will be assigned to a group. With your group, you will debate a moral issue that is politically charged. The debate deliverables are broken up into ten parts, each with their own point value, that leads up to the total possible points of 380, or 38% of your grade. Most of the
group work will be completed during class. The parts of the project include the following, with instructions provided via CANVAS on the days on which the work will be completed.

<table>
<thead>
<tr>
<th>PART</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic Selection</td>
<td>5</td>
</tr>
<tr>
<td>2. Interview Questions</td>
<td>15</td>
</tr>
<tr>
<td>3. Transcribed Interviews</td>
<td>60</td>
</tr>
<tr>
<td>4. Interview Integration</td>
<td>40</td>
</tr>
<tr>
<td>5. Research</td>
<td>60</td>
</tr>
<tr>
<td>6. Concept Application</td>
<td>60</td>
</tr>
<tr>
<td>7. Presentation Compilation</td>
<td>30</td>
</tr>
<tr>
<td>8. Presentation Reflection</td>
<td>50</td>
</tr>
<tr>
<td>9. Presentation Practice</td>
<td>20</td>
</tr>
<tr>
<td>10. Presentation to Class</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

2. **Ethical Dilemma Assignment (250 points, 25% of grade)**

You will identify an ethical dilemma and analyze it using key concepts covered in class. This is an individual assignment with most deliverables submitted during class. The assignment is broken up into multiple parts that will be assigned throughout the semester.

<table>
<thead>
<tr>
<th>PART</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dilemma Description</td>
<td>10</td>
</tr>
<tr>
<td>2. Value Description</td>
<td>10</td>
</tr>
<tr>
<td>3. The Dilemma and Your Values</td>
<td>10</td>
</tr>
<tr>
<td>4. Consequentialist Analysis</td>
<td>20</td>
</tr>
<tr>
<td>5. Consequentialist Final Calculation</td>
<td>10</td>
</tr>
<tr>
<td>6. Golden Rule Definition</td>
<td>10</td>
</tr>
<tr>
<td>7. Golden Rule Application</td>
<td>10</td>
</tr>
<tr>
<td>8. Categorical Imperative Definition</td>
<td>10</td>
</tr>
<tr>
<td>9. Categorical Imperative Application</td>
<td>10</td>
</tr>
<tr>
<td>10. Veil of Ignorance Definition</td>
<td>10</td>
</tr>
<tr>
<td>11. Veil of Ignorance Application</td>
<td>10</td>
</tr>
<tr>
<td>12. Moral Community</td>
<td>5</td>
</tr>
<tr>
<td>13. Moral Community Application</td>
<td>10</td>
</tr>
<tr>
<td>14.Disclosure Rule Definition</td>
<td>10</td>
</tr>
<tr>
<td>15. Disclosure Rule Application</td>
<td>10</td>
</tr>
<tr>
<td>16. Role Model and Why</td>
<td>5</td>
</tr>
<tr>
<td>17. Role Model Application</td>
<td>10</td>
</tr>
<tr>
<td>18. Three Concepts Definitions</td>
<td>20</td>
</tr>
<tr>
<td>19. Three Concepts Application</td>
<td>30</td>
</tr>
<tr>
<td>20. Two Concepts Reflection</td>
<td>10</td>
</tr>
<tr>
<td>21. Three Concepts Tools</td>
<td>20</td>
</tr>
</tbody>
</table>
3. **Concept Reinforcements (35 points each, 140 points total, 14% of grade)**

At the start of four different classes, you will be asked to reinforce a concept from the last class either by (1) writing a multiple-choice exam question, or by (2) applying the concept to an event. Students are encouraged to review their note pages and/or the prior class’s slides to prepare for the concept reinforcements. Your professor will also briefly go over the concepts prior to assigning the concept reinforcements. Your professor has provided an example of the concept reinforcements through CANVAS.

4. **Ted Talk Reflections (120 points, 12% of grade)**

Throughout the semester, you will watch Ted Talks. Your professor has prepared reflection questions that you will answer and submit for grading.

<table>
<thead>
<tr>
<th>TED TALK</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethics and Decisions: Michael Schur</td>
<td>40</td>
</tr>
<tr>
<td>2. Moral Evolution: Tim Dean</td>
<td>30</td>
</tr>
<tr>
<td>3. Being Uncomfortable: Luvvie Ajayi Jones</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
</tr>
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</table>

5. **Concept Notes (20 points each, 60 points total, 6% of grade)**

For particular lectures, your professor will give you a note document where you will be asked to record the definition and/or an example of the concept explained during lectures. These note pages are to be turned into CANVAS. You will refer to these notes for other assignments throughout the semester.

6. **Debate Reflections (20 points each, 40 points total, 4% of grade)**

At the end of the semester, groups will present their moral debates. Your professor has created questions that will help you to reflect on each group’s moral debate. This assignment requires that you answer the questions for all presentations. Your reflection is to be turned in immediately following that day’s presentations.

7. **“Getting to Know You” (10 points, 1% of grade)**

For the start of the semester, your professor has created a “getting to know you” assignment to learn about you and your thoughts regarding this course. Complete and submit the “getting to know you” template.

**Make-Up Policy**
Students are strongly encouraged to attend classes because most course work is completed during regularly scheduled class time. Students will only be given an extension on assignment due dates if they have an excused absence that includes (a) an illness accompanied by a doctors note, (b) a documented critical circumstance, such as a car accident (police report) or death in the family (tribute page), (c) involvement in a university sponsored event, or (d) the observance of a religious holiday. Please see Rutgers policy regarding religious holidays: https://scheduling.rutgers.edu/scheduling/religious-holiday-policy

Students who miss an assignment due date for unexcused reasons can complete and submit their assignments with a point penalty as shown below. As an example, if an assignment is usually worth 10 points, and you submit it 2 hours late (i.e., less than 24 hours), the maximum points you can receive is 9 points (which is 90% of 10 points). This does not mean you will receive 9 points; this is simply the maximum points you can receive. You may receive less than 9 points for not submitting the highest quality work.

<table>
<thead>
<tr>
<th>Time Elapsed</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>Less Than 24 Hours</td>
<td>90% Maximum</td>
</tr>
<tr>
<td>More Than 24 Hours, Less Than One Week</td>
<td>70% Maximum</td>
</tr>
<tr>
<td>More Than One Week, Less Than Two Weeks</td>
<td>50% Maximum</td>
</tr>
<tr>
<td>More Than Two Weeks</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Diversity and Inclusion**

Class discussions are particularly vibrant and interesting when students provide diverse perspectives. When discussing our own experiences and opinions, as well as offering feedback to others, it is important that we refrain from comments or terms that may come across as less inclusive to others. By striving towards inclusivity, more students are likely to speak up and to educate us with diverse opinions and insights. Sometimes individuals use less inclusive terms without recognizing their potential offensiveness. In these instances, I hope that our class will kindly speak up as to educate one another on our views/opinions, as well as some of the best practices regarding diversity and inclusion. For more guidance regarding inclusive language, please find the “Pratt Inclusive Language Guide” on our course website through CANVAS.

**University Guidelines and Resources**

**Rutgers Resources for Student Success**

The School of Management and Labor Relations website has resource page for current students that includes information regarding:

1. Victim and Mental Health Support
   a. CAPS (Counseling, Alcohol and Other Drug Assistance and Psychiatric Services)
2. Academic Support
3. Financial Emergency Support

Please use the following link to receive access to this information: https://smlr.rutgers.edu/academic-programs/current-students
Academic Honesty
The University’s policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers

Students with Disabilities
Students requesting accommodations for disabilities should contact the Office of Disability Services to determine their Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding requests for accommodations: https://ods.rutgers.edu/

Statement as a Responsible Employee

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University’s Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu
FALL SCHEDULE

Note. The schedule is subject to change at the discretion of the instructor.

SECTION I: Why Does Unethical Behavior Persist?

September 6 (Week 1)
- Topic – Why Study Ethics?
  - Read:
  - In-class Activities:
    - Getting to Know You – Professor
    - Week 1 Lecture – Why Ethics?
      - https://www.youtube.com/watch?v=BAswj8evFZk
    - Syllabus
  - Assignments/Due Dates:
    - Week 1 Notes – **DUE TO CANVAS BY THE END OF CLASS**
    - Ted Talk Reflection – **DUE TO CANVAS BY THE END OF CLASS**
    - “Getting to Know You” – **DUE TO CANVAS BY THE END OF CLASS**

September 13 (Week 2)
- Topic – “Bad” People and Common Psychological Failures
  - Read:
  - In-class Activities:
    - Review Last Week’s Key Terms
    - Concept Reinforcement – Instructions and Examples
    - Week 2 Lecture – Bad People and Ethical Failures
    - Narcissists/Machiavellians/Psychopaths
      - Pop Culture
      - Business
      - Sports
      - Politics
    - ChatGPT Exploration
    - Prompt: Think About an Ethical Dilemma – *For Next Class*
  - Assignments/Due Dates:
Week 2 Notes – DUE TO CANVAS BY THE END OF CLASS

September 20 (Week 3)
- Topic – Moral Disengagement
  - Read:
    - None
  - In-class Activities:
    - Review Last Week’s Key Terms
    - Concept Reinforcement
    - Lecture Week 3 – Moral Disengagement
    - Ethical Dilemma – Part 1
    - What Are Your Values?
    - Group Assignments
      - Debate – Part 1
  - Assignments/Due Dates:
    - Concept Reinforcement -- DUE TO CANVAS DURING CLASS
    - Week 3 Notes – DUE TO CANVAS BY THE END OF CLASS
    - Ethical Dilemma – Part 1 – DUE TO CANVAS DURING CLASS
    - Debate Part 1 – DUE TO CANVAS BY THE END OF CLASS

September 27 (Week 4)
- Topic – Rewards, Business Frames, and Bottom-line Mentalities
  - Read:
    - Okeowo, A. (2023). Why were two female running champions killed in Kenya? The New Yorker.
  - In-class Activities:
    - Review Last Week’s Key Terms
    - Concept Reinforcement
    - Lecture Week 4A – Rewards, Business Frames, and BLMs
    - Ethical Dilemma – Part 2
    - Lecture Week 4B – Wells Fargo Case Study
    - Debate Part 2
  - Assignments/Due Dates:
    - Concept Reinforcement -- DUE TO CANVAS DURING CLASS
    - Ethical Dilemma – Part 2 – DUE TO CANVAS DURING CLASS
    - Debate Part 2 – DUE TO CANVAS BY THE END OF CLASS

October 4 (Week 5)
- Topic – Power and Leadership
  - Read:
In-class Activities:
- Review Last Week’s Key Terms
- Concept Reinforcement – This one will be on bottom-line mentality.
- Lecture Week 5A – Unethical Leadership
- Ethical Dilemma – Part 6 – This is intentionally out of order.
- Lecture Week 5B – Power and Corruption

Assignments/Due Dates:
- Concept Reinforcement -- **DUE TO CANVAS DURING CLASS**
- Ethical Dilemma – Part 6 – **DUE TO CANVAS DURING CLASS**
- Debate Part 3 – **DUE TO CANVAS ON SUNDAY, OCTOBER 8, 2023, 11:59 PM.**

October 11 (Week 6)
- Topic – Unethical Leadership and Culture
  - Read:
- In-class Activities:
  - Information Literacy Presentation – Julie Peters
  - Review Last Week’s Key Terms
  - Concept Reinforcement – This one will be on unethical leadership.
  - Lecture Week 6 – Unethical Leadership and Culture
  - Debate Part 4
    - Use this chart.
- Assignments/Due Dates:
  - Concept Reinforcement -- **DUE TO CANVAS DURING CLASS**
  - Debate Part 4 -- **DUE TO CANVAS DURING CLASS**

SECTION II: How to Avoid Ethical Lapses

October 18 (Week 7)
- Topic – Classic Moral Reasoning
  - Read:
    - None
- In-Class:
  - Lecture Week 8 – Classic Moral Reasoning
  - Ethical Dilemma – Part 3
    - Use this chart.
  - Debate – Part 5
    - Example
- Assignments/Due Dates:
  - Ethical Dilemma Part 3 -- **DUE TO CANVAS DURING CLASS**
  - Debate Part 5 -- **DUE TO CANVAS DURING CLASS**

October 25 (Week 8)
- Topic – Rational versus Intuitive Ethics and Emotions
  - Read:

- **In-class Activities:**
  - Review Last Week’s Key Terms
  - Ethical Dilemma – Part 4a, 4b, 4c
  - Lecture Week 8A – Rationality, Intuition, and Emotions
  - Ethical Dilemma – Part 5
  - Lecture Week 8B – Moral Foundations
    - [https://www.youtube.com/watch?v=8SOQduoLgRw](https://www.youtube.com/watch?v=8SOQduoLgRw)

- **Assignments/Due Dates:**
  - Ethical Dilemma Part 4a, 4b, 4c -- **DUE TO CANVAS DURING CLASS**
  - Ethical Dilemma Part 5 -- **DUE TO CANVAS DURING CLASS**

**November 1 (Week 9)**

- **Topic** – Ethical Leadership and Culture
- **Read:**
- **In-class Activities:**
  - Review Moral Reasoning Key Terms
  - Ethical Dilemma Part 6
  - Lecture Week 9 – Ethical Leadership and Culture
  - Debate Part 6
  - Ethical Leaders
    - Pop Culture
    - Business
    - Sports
    - Politics
  - ChatGPT Exploration
- **Assignments/Due Dates:**
  - Debate Part 6 – **DUE TO CANVAS DURING CLASS**

**November 8 (Week 10)**

- **Class Does NOT Meet in Person – Virtual Assignments Only**
- **Out of Class Activities:**
  - Ted Talk – Moral Evolution – *Tim Dean*
    - [https://www.youtube.com/watch?v=gr7XWBmXWT0](https://www.youtube.com/watch?v=gr7XWBmXWT0)
  - Ethical Dilemma – Part 7
- **Assignments/Due Dates:**
  - Ted Talk Reflection – **DUE TO CANVAS BY NOVEMBER 8TH, 1:20 PM**
  - Ethical Dilemma Part 7 – **DUE TO CANVAS BY NOVEMBER 8TH, 1:20 PM**
November 15 (Week 11)

- Topic – Ethics Related to Human Resource Practices
  - Read:
    o “Winning and Losing at the Same Time” by Patrick F. McKay.
  - In-class Activities:
    o Lecture Week 11A – Ethics and Diversity and Inclusion
    o Group Discussion – Winning and Losing at the Same Time
    o Lecture Week 11B – Ethics and Selection and Training
    o Complete IAT assessment and review personality inventories: [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)
    o Debate – Part 7

- Assignments/Due Dates:
  o Debate Part 7 – DUE TO PROFESSOR BY THE END OF CLASS

November 20 (Week 12)

- No Class – Thanksgiving

November 29 (Week 13)

- Topic – Building an Ethical “Self-Brand”
  - Read:
    o Desai, S., & Gino, F. (September 2011). Adults behave better when teddy bears are in the room. *Harvard Business Review*.
  - In-class Activities:
    o Debate – Part 8
    o Week 12 – Building an Ethical Brand
    o Debate – Part 9
    o Ted Talk – Getting Comfortable Being Uncomfortable – Luvvie Ajayi Jones [https://www.youtube.com/watch?v=QijH4UAqGD8](https://www.youtube.com/watch?v=QijH4UAqGD8)
  - Assignments/Due Dates:
    o Debate Part 8 – DUE TO PROFESSOR DURING CLASS
    o Debate Part 9 – CONFIRMED DURING CLASS BY PROFESSOR
    o Ted Talk Reflection – DUE TO CANVAS DURING CLASS

SECTION III: Proactive Ethical Considerations

December 6 (Week 14)

- Topic – Corporate Social Responsibility and Blowing the Whistle
  - Read:
• **In-class Activities:**
  - Lecture Week 14A – Corporate Social Responsibility
  - Debate – Part 10
  - Lecture Week 14B – Whistleblowing

• **Assignments/Due Dates**
  - Debate Moral Topic Reflection – **DUE TO CANVAS DURING CLASS**

**December 13 (Week 15)**

• **Topic – Global Considerations**
  • **Read:**

• **In-class Activities**
  - Lecture Week 15 – Global Ethics
  - Debate – Part 10

• **Assignments/Due Dates:**
  - Debate Moral Topic Reflection – **DUE TO CANVAS DURING CLASS**