PROFESSOR CHRISTINE MARTIN

BSM 482.35

BUSINESS ETHICS

FALL 2003

WEEKENDS
October 3-4 and November 7-8

FRIDAYS 6:00 PM – 10:00PM
SATURDAYS 8:00AM – 5:00 PM

SAN FERNANDO VALLEY CENTER

SYLLABUS
Course Description: This course looks at the fundamental moral questions that are encountered in the course of every day operations by businesses and the people who work in them. We will focus on critical thinking pathways that lead to individual decision-making skills when faced with difficult choices.

Scope of Work: The two projects in this course will not involve extensive reading, nor will there be a final exam. Students will focus on the actual case studies and real life ethics situations that are included in the text and brought in from current events. Lecture and interactive discussion on the philosophical foundations of ethics will be included in classroom work.

There is no mandatory assignment prior to the first class session. However, students may wish to look at Boatright Chapters 1, 2, and 3 in order to become familiar with the content of the first evening of class.

Course Objectives: Students will...

1. learn basic theories of ethics;
2. analyze, discuss, write about, and challenge contemporary moral dilemmas in business;
3. look at current decision-making practices and their ethical implications;
4. develop academic rigor while enhancing their writing and discussion skills;
5. be able to look critically at their environments in the light of ethical theory.

Course Content will include...

**Weekend One.**
*Historical perspectives on Western thought*
*Kant and Utilitarianism*
*Critical thinking pathways and decision-making*
*Personal and professional ethical dilemmas*

**Weekend Two.** Both assignments are due.
*Service v. Profit*
*Business v. the Public Interest*
*Employment dilemmas*
*Whistle-blowing*
*Technology and intellectual property*
*Privacy and confidentiality*
*Gender, race and discrimination*
*Advertising and Marketing*
*Global challenges*

Teaching Methods:

In this class we will utilize interactive discussion, lecture, video, assigned student presentations with facilitation by the professor, case studies from the texts, and current examples as presented by the students in the class.
Research Project

Assignment: This is a limited scope research project having to do with the subject matter of this course. You will select your topic with the concurrence of the professor. Please declare your topic at the conclusion of the first weekend or by email within a week after that class. The professor will discuss the paper and answer any questions during the first class weekend.

Due Date: Your paper is due no later than the final day of class on November 8, 2003. You will given an oral summary of your paper on that day. You may use PowerPoint if you would like. The length of your presentation will be determined by the number of students in the class.

Purpose of this Assignment: The study of ethics may be in the abstract or in situations. With this paper you will be able to enhance and expand your knowledge in a particular area of your interest. You will also gain skill in writing, researching, and expressing yourself clearly.

Writing Requirements: You must have at least six different referenced sources. You are to have at least one footnote (endnote, in-text citation) for each of the six (or more) references with no limit after that. Attribution is required for just about everything except the introduction and conclusion. You must attribute all of your research whether in quotes or not. Please follow the accepted format for GSBM papers. Use an easy-to-read 12 pt. type font. Handwritten papers will not be accepted. The body of the paper is to be double-spaced, no shorter than 10 pages, no longer than 14. A bibliography is required but is not included in the page count. Please make all transitions from topic to topic with Boldface headings. Please include a title page and number each page.

Major Divisions of Your Paper:

• Introduction (first person) in which you state the purpose of your paper, your bias with regard to the subject and your case study. With a case study, this part takes about one page.

• Body of the Paper (third person only) in which you state the Central Moral Dilemma, define terms, bring in your research on both sides of the issue, provide needed history, etc. This part constitutes the major part of your paper. Use dividing boldface headings such as Central Moral Dilemma, History of the Dilemma, One Side, The Other Side, Alternative Ideas, Preview of Consequences, etc.

• Conclusion (first person) in which you summarize (very briefly) what you learned, state your decision or the resolution of the dilemma, and give an opinion on whatever aspect you wish. This part will take about a page, perhaps more.

Emailing your work: You may turn your paper in early. If you need further work to achieve your goals the paper will be returned to you with comments by the professor and you may resubmit it as many times as you wish up until the deadline. Please email your work using MS Word.

Evaluation of the Paper: This assignment is worth 45% of your class grade. You will be graded on the following criteria:

• Clarity of expression
• Orderly progression of ideas and research that support the conclusion
• Met the writing requirements listed above
• Topic is interesting and compelling to both the writer and reader
• Topic is manageable: not too vast, not too narrow
• Bias (if any) is recognized and stated
• Paper is turned in on time and abstract presented to the class.
Late Papers: Any assignment turned in after class is concluded on November 8th will automatically be given a grade lower than what it would otherwise earn. Content is graded over all other considerations. Papers are graded according to undergraduate level standards of excellence, originality, and compliance. Meeting the criteria sufficiently will earn you the grade of B. In order to be awarded an A or A-minus on your paper you must excel in all areas, demonstrate clear insight into the issue(s) about which you write and meet the format requirements.

Interim reports: You may submit regular progress reports on the writing of the paper via email. If you need assistance at any point, you may request coaching from the professor.

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<th>Pertinent Information About the Class</th>
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Overall Grading:

Each student will be graded on the quality of his/her work over the semester.

- 20% In-class engagement in discussion, dialogue, team activities
- 35% Case Studies Project and in-class facilitation
- 45% Research Project and Presentation of Abstract

Grading Criteria:

- 90-100% A Distinctive or superior achievement (extra project included)
- 80-89% B Demonstrates a level of performance expected of top performing students who apply themselves diligently throughout the class
- 70-79% C Average performance with nothing missing or unacceptable
- 60-69% D Minimum effort demonstrated; no work missing
- Below 60% F Unacceptable in effort, performance and/or missing work.

[The grade of “Incomplete”, will not be given without consultation with the program director at Pepperdine University and will not be requested or granted except under the most exceptional of circumstances.]

Purpose of this Assignment:

Students will learn to discern key moral issues from actual case studies in business. Students will learn how to look for important facts and question what they read and think they know. Students will also gain experience facilitating a discussion of a difficult subject.

Due Date:

This assignment is due by the conclusion of class on Friday November 7, 2003.

Assignment:

After the first class you are to answer the following questions for seven of the selected Case Studies in the Boatright text. For each case study you will answer the following four questions:

1. The Central Moral Dilemma in this case is ....
2. Key facts about this case are ....
3. Based on what I now know about this case, my decision would be ....
4. What I learned from this case study is ....

Boatright Text: Case Studies Assigned (Select 7)

#1 1.1 Tylenol
#2 2.1 Lockheed in Japan
#3 3.3 An Auditor's Dilemma
#4 4.1 Green Giant Runs for the Border
#5 5.2 A Whistleblower Accepts a Deal
#6 6.3 Proctor & Gamble Goes Dumpster Diving
#7 7.1 Psychological Testing at Dayton-Hudson
#8 8.2 Alaskan Salmon Cannery
#9 9.3 The Mommy Track
#10 10.1 The Firing of Robert Greeley
#11 11.1 Dow Corning's Breast Implants
#12 12.3 Johnson Controls, Inc.
#13 13.2 E. F. Hutton
#14 14.3 Sears Auto Centers
#15 15.1 Nike in Southeast Asia

Writing Requirements:

Each case study will be presented in no more than one page, single-spaced, 10 or 12 pt. type font (Arial, Tahoma, Times New Roman or comparable easy-to-read font). Handwritten papers will not be accepted. Please number your responses 1-4 and answer them in that order. Begin each response with the wording for each response that you have been given under Assignment above.
In-Class Facilitation:

At the beginning of the class on Saturday November 8th, the professor will assign a case study to each student or to a team (depending on the number of students in the class). There will be a brief preparation period. Each student (or team) will then facilitate an interactive discussion of the assigned case. With rare exception, you will be presenting a case that you worked on.

Grading:

There are two parts to your grade for this assignment:

1. Your overall grade will be based on your thoughtful consideration of each case as presented in your paper.
2. You will be graded on (1) your (team) effectiveness in facilitating the discussion of the case you are assigned in class; and (2) your individual knowledge of that case as demonstrated by how you handle questions and challenges.

Value of this Assignment: The Case Study Project is 35% of your grade in this class.
Evaluating Class Participation

Class participation is an essential component of the learning process in a classroom setting of any size. It is especially important in a course on ethics. In this class 15% of your final grade will depend on how you participate in the class sessions, presentations, discussions and any team projects.

Technical Preparation

5 – Exceptional
Always well prepared, reads outside the assigned articles and text, brings interesting relevant subjects from current events, always willing to risk not knowing all the answers, asks relevant, difficult and challenging questions, essays speak knowledgeably to the question or issue

4 – Excellent
Generally well prepared, brings in ideas and topics from current events, usually asks relevant questions, essays respond well to question or issue

3 – Contributing
Seems to have read the material, occasionally asks questions about the assigned materials, answers essay questions

2 – Average
May or may not have read the assignment, seldom asks questions, completes essay assignments

1 – Below Average
Clearly hasn't read the assignment or has something else to do, makes significant errors or fails to communicate clearly in the essay assignments

0 – Absent during that session

Quality of Participation

5 – Exceptional
Engaged and appropriate, interested, interactive, respectful, never dominating, inclusive, helps the groups to understand the issues and always leads and/or forwards the discussion, writes interesting, cogent, thoughtful essays

4 – Excellent
Engaged and appropriate, often initiates and usually forwards the discussion, writes essay assignments with thoughtful clarity

3 – Contributing
Attentive, generally interested, somewhat reluctant to participate but never distracts, essays are generally clear and sometimes thoughtful

2 – Average
Attentive, somewhat interested, often distracting and opinionated, participates in but sometimes dominates discussions, essays are not always clear and thoughtful

1 – Below Average
Tends to stray off the subject in speaking and writing, waits for cues, never initiates, often irrelevant and distracting to the class, talks when others are speaking or presenting

0 – Absent during that session