

GEORGETOWN UNIVERSITY

SYLLABUS

Course Name: Social Responsibilities of Business 2019 Summer School, First Session

An exciting and dynamic course for the First Summer Session of 2019

Professor's Name: Dr. Douglas M. McCabe
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Office Hours: Before and After Class; By Appointment

First Class Meeting: Monday, June 3, 2019

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Course (Catalog Description): This course examines the ethical foundations of economic activity, the general relationship between the business firm and society, and the role of ethical judgment in business decisions. The following general topics are covered: the application of ordinary principles of morality in the business context; the rights and responsibilities that go with various roles in business relationships; ethical judgment and cultural diversity; managing the ethical environment in a company; individual responsibility in cooperative enterprises. Emphasis is on the practical problems of the relations between business and society, but students are expected to demonstrate understanding of the theoretical foundations of their reasoning about these problems. Analytical skills are stressed.

REQUIRED READINGS:

Hardcover

Archie B. Carroll, Jill A. Brown, and Ann K. Buchholtz. Business & Society: Ethics, Sustainability, and Stakeholder Management. 10th Edition. Cengage Learning, Copyright 2018. ISBN: 978-1-305-95982-8.

NOTE WELL: I am committed to the goal of giving you the best possible undergraduate Social Responsibilities of Business course offered in the country. We can achieve that goal through mutually-sustained hard work.

GRADE DETERMINATION: There will be two (2) major examinations (that is, a mid-term examination and a final examination): one covering the first half of the material; the other examination will cover the second half of the material. The second examination (that is, the final) will not be comprehensive (that is, it will not cover the first half of the material) in nature. However, the professor reserves the right to make exceptions to this rule where he deems necessary and proper.

The purpose of the examinations is to measure as accurately as possible the student's breadth and depth of comprehension and mastery of the theories, principles, and research of corporate social responsibility and business ethics and their concomitant application by the student. This is accomplished through short essay questions, essay questions, integrative short essay questions, capstone questions, lengthy integrative essays, case analysis or case analyses, and the analysis of pertinent public policy, among other testing techniques of a rigorous nature. This is done through a framework of simulation of executive in-basket problems, for the purpose of a School of Business is to produce executives and aspiring general managers.

The professor expects the student's answers to all questions to be of the highest literary, analytical, and integrative quality utilizing the rigorous scientific and empirical thought processes which are Socratic, Thomistic, and Aristotelian in nature. The professor expects all student answers to be of a superb intellectual character -- in fact, he expects the student's answers to each equal the stature of an undergraduate senior thesis in management and organizational behavior. The tests are designed for "Renaissance scholars" -- and for men and women "for all seasons."

Each examination will be weighed 33-1/3% in the determination of the student's final grade.

Poor written communication skills will not be tolerated.

POLICY ON CLASS PARTICIPATION: Students must come to class completely and thoroughly prepared. Students are expected to have studied meticulously and fastidiously (as opposed to a mere cursory reading while strolling across Healy lawn) the required scheduled readings and cases prior to class since meaningful and analytical class participation is expected of all students. The quality of class participation (in all the various forms, such as Socratic interaction, case studies, management simulations, and classroom discussion) will be weighted 33-1/3% in the determination of the student's final grade.

Furthermore, the quality of class participation will be significant in revising the grade upward (that is, above and beyond the 33-1/3 percent weighing in exemplary cases). On the other hand, the lack of quality or absence of any class participation will be significant in revising the grade downward (that is, below the 33-1/3 percent weighing in far-below-par cases). The amount of the lowering or raising of grades based solely upon the quality or lack of quality (or absence of any) of class participation is usually a minus or a plus (but not always) and is solely the objective prerogative of the professor. Poor oral communication skills will not be tolerated.

CLASS CONTRIBUTION: The success of this class depends on students coming to class prepared to discuss the topics, concepts, and theories so that informed questions can be posed and responses provided. Class contribution includes, but is not limited to:

- (1) providing recaptulations and summaries;
- (2) making observations that integrate concepts and discussions;
- (3) citing relevant personal examples;
- (4) asking key questions that lead to revealing discussions;
- (5) engaging in devil's advocacy;
- (6) disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all side of a concept, issues, or practice;
- (7) presenting one of his/her thought items to the class;
- (8) working with others to come to a common understanding of topics -- in and out of the classroom;
- (9) offering a different and unique, but relevant insight into the issue;

- (10) moving the discussion forward with a concrete example to generate a deeper, richer appreciation of the conceptual issue; and
- (11) transcending the “I feel” syndrome, meaning your comment is embedded in some conceptual or experiential framework.

Remember, it is the quality not the quantity of your class contribution that matters. Students are expected to attend class and to contribute to class discussions on a regular basis. Class contribution will be the determining factor in border-line grades.

POLICY ON INTENSITY OF LEARNING: The syllabus assignments represent, in my professional educational opinion, a tremendously high level of learning activity. I believe that it would be unprofessional on my part and misleading to you professionally to demand less than the level of learning outlined in the syllabus.

POLICY ON PEDAGOGICAL TECHNIQUES: Since the professor utilizes case studies, labor-management simulations, the Socratic method, and other forms of participation-interaction as learning techniques during classroom time, it is imperative that the student come to class properly and completely prepared.

It is the professor’s professional educational opinion that exclusive reliance on the lecture method is an improper and inefficient teaching tool, especially in a professional school, such as business administration. Its overuse merely produces students who act as intellectual sponges. Furthermore, the lecture method per se does nothing during precious classroom time to help form potential managers and executives and to simulate the pressurized conditions that one will be facing in private, public, federal, or international sector situations.

On the other hand, all of the teaching techniques mentioned above when blended together in judicious amounts tend to sharpen and harden students’ management ability and executive prowess. Under the combination-of-techniques approach, students will tend to exhibit care and thoroughness in research and analysis, reason clearly from available data and take into account inadequacies of data, show some creativity and imagination in considering alternatives, and express themselves in an articulate and lucid way. Perhaps because management is concerned so much with industrial jurisprudence, there should be a premium in teaching management courses on clarity of reasoning, sober judgment, and written and oral expression that eliminates ambiguity to the extent possible. In his or her professional capacity, management professors must impart technique which essentially involves the arts of research, clear analytical thinking, and careful articulation (both oral and written).

In Socratic method teaching, the professor asks a series of questions about the facts and reasoning of particular decisions, and thereby probes and explores the conflicting policy values of controversies by question after question. It is an interesting teaching approach. Students are not only involved in the sense that they engage occasionally in a give-and-take with the professor (a fun bantering), but because intellectual possibilities are mainly indicated through questioning, the class must reason along with the professor rather than simply copying down what he has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating alternatives and balancing values.

Under the case study method, students are given a set of materials to read -- fact situations, research data, and secondary and primary source materials -- and also a set of concrete problems to consider. Some professors (including this one) assign students in advance to roles. The professor plays the role of an activist -- commenting on the way the arguments were presented, offering two-or-three minute digressions, and frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable. Most importantly, the class gets the benefit in classroom discussion of considered judgments.

In a typical case discussion, the instructor will ask one group of students to “open” the class by professionally presenting their interpretation of the situation and answering specific questions. These presentations will usually deal with a decision central to the case, and the rationale behind the decision. Afterwards, the discussion will be open to the rest of the class, aiming to build a complete analysis of the situation and address the general problems and issues in the case. In the open discussion, students will be called upon to critique, play devil’s advocate, or present alternative options to those expressed in the opening. Clearly, prior preparation is therefore required from *every* student in order to thoroughly explore the case at hand. The instructor acts as a moderator of the class discussion, drawing the session to a conclusion with a summary of the points which have emerged. This approach develops a process of thinking which enhances broad perspective thinking and decision-making capabilities. Communication skills are also refined. The emphasis in discussions is on the formulation of effective, efficient and ethical management programs.

No pedagogical system is absolutely perfect, and changes will continue to occur. At least in business school teaching, reconsideration of the relative values of different approaches (especially the lecture method) is a welcome development.

Lastly, you must come to understand and fully appreciate the role of basic management research as a requisite diagnostic step toward improved management, particularly the promotion of industrial justice.

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“LOVE OF WISDOM THE GUIDE OF LIFE.”

-- THE MOTTO OF PHI BETA KAPPA

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POLICY ON CLASS ATTENDANCE: Class attendance is required. However, it is fully understood that such circumstances as illness, personal problems, community and public service activities, etc., can make it impossible at times for the student to attend class. It is, therefore, requested that the student clear (or report) any absence with the professor, preferably before the planned absence. Unexcused absences will adversely affect the student’s final grade (usually a minus -- but not always). The amount of the lowering of grades based upon unexcused or gross absenteeism is solely the objective prerogative of the professor. Remember, managers don’t “cut” work or preparation time. The reason for required class attendance is that the internal workings of the course is predicated upon the combination-of-techniques teaching approach (that is, case studies, the Socratic method, management simulations, the lecture method, and extensive classroom discussion).

POLICY REGARDING EMPHASIS OF THE COURSE: Since most of the students in the Georgetown University McDonough School of Business are aiming for careers in the private sector, the public sector, the non-profit sector, and the international sector, the stress of the course will be on the practical application of the principles of corporate social responsibility and business ethics. It is important to remember that there is an acute shortage of capable human resource and general managers. They are a scarce resource.

POLICY ON THE PROFESSOR'S EDUCATIONAL PHILOSOPHY: The purpose of the professor is to serve the student by aiding the student in maximizing his or her educational investment at Georgetown University. This purpose is accomplished by the professor conducting a challenging and substantive course which demands exacting scholarship. To do less would be to deprive the student of a top-notch education by failing to aid the student in achieving the highest pinnacle of academic and professional attainment.

Furthermore, the student is urged to discourse with the professor before and after class, during his office hours, and by appointment. My door is always open to you and your problems.

NOTE WELL: The student is responsible for mastering the professional body of knowledge presented in the readings, lectures, class discussions, and in all the other forms of pedagogical techniques.

NOTE WELL: *While this syllabus accurately reflects course plans as the first summer session begins, it is possible that changes will be made for educationally-related reasons. These changes will be the sole prerogative of the professor.*

ETHICS AT WORK: MANAGEMENT DEVELOPMENT VIDEO-BASED TRAINING: Various management development case vignettes will be integrated in the appropriate topical areas throughout the course in the first summer session.

NOTE WELL: The student is responsible for answering all of the questions to all of the case studies. *However, these two questions must always be fastidiously answered: (1) What is the key ethical problem(s) in this case? (2) What is your professional recommendation to solve the ethical dilemma?*

Needless to say, I want you to serve as proactive management consultants.

HONOR CODE: As you are aware, Georgetown now has an honor system. If I suspect that an incident of cheating has taken place, I am obliged to report it to an investigating officer of the Honor System, who will then decide if there is enough evidence to merit taking the case forward to a hearing board. If you have any doubts about the legitimacy of what you plan to do or are doing, please ask me. Collaboration is expected within groups, but is not permitted between them. All other assignments are to be done alone. If you have any occasion to cite anything in this class, cite references using any standard reference citation system. See the Honor Council web page at <http://www.georgetown.edu/honor> for additional information.

NOTE WELL: *No cell phones, smart phones, laptops, or other means of electronic communication are allowed during class. Violation of this rule will lead automatically to a lowering of the class participation grade by the professor.*

NOTE WELL: *The textbook must be brought to every class session.*

SCHEDULE OF READING ASSIGNMENTS

PART I: INTRODUCTION AND OVERVIEW

Monday, June 3, 2019

Introductions
Introductory Lecture
“Preface,” pp. ivii-xxil
“Case Analysis,” p. 612

Tuesday, June 4, 2019

Chapter 1, “The Business/Society Relationship”
Case 1

PART II: SUBSTANTIVE BODY OF PROFESSIONAL KNOWLEDGE

Wednesday, June 5, 2019

Chapter 2, “Corporate: Social Responsibility, Citizenship, and Sustainability”
Case 2
Case 3
Case 4

Thursday, June 6, 2019

Chapter 3, “The Stakeholder Approach to Business, Society, and Ethics”
Case 5

Monday, June 10, 2019

Chapter 7, “Business Ethics Fundamentals”
Case 6
Case 7

Tuesday, June 11, 2019

Chapter 8, “Managerial and Organizational Ethics”
Case 8
Case 9

Wednesday, June 12, 2019

Chapter 10, “Ethical Issues in the Global Arena”
Case 10
Case 11

Thursday, June 13, 2019

Chapter 11, “Business, Government, and Regulation”
Chapter 12, “Business Influence on Government and Public Policy”
Case 12
Case 13

Monday, June 17, 2019

Chapter 13, “Consumer Stakeholders: Information Issues”
Chapter 14, “Consumer Stakeholders: Product and Service Issues”
Case 14
Case 15

Tuesday, June 18, 2019**MID-TERM EXAMINATION****Wednesday, June 19, 2019**

“Mid-Semester Holiday”

Thursday, June 20, 2019

Chapter 15, “Sustainability and the Natural Environment”
Case 16
Case 17

Chapter 9, “Business Ethics and Technology”
Case 18
Case 19

Monday, June 24, 2019

Chapter 16, “Business and Community Stakeholders”
Case 20
Case 21

Tuesday, June 25, 2019

Chapter 17, “Employee Stakeholders and Workplace Issues”
Chapter 18, “Employee Stakeholders: Privacy, Safety, and Health”
Case 22
Case 23
Case 24
Case 25

Wednesday, June 26, 2019

Chapter 19, “Employment Diversity and Discrimination”
Chapter 4, “Corporate Governance: Foundational Issues”
Case 26
Case 27
Case 28
Case 29
Case 30

Thursday, June 27, 2019

Chapter 5, “Strategic Management and Corporate Public Policy”

Chapter 6, “Risk, Issue, and Crisis Management”

Case 31

Case 32

Case 33

Case 34

Case 35

Case 36

Case 37

Case 38

Case 39

PART III: CONCLUSION**Monday, July 1, 2019**

Study Day for Final Examination

Tuesday, July 2, 2019

FINAL EXAMINATION

*Enjoy the National Holiday and University Holiday
of July 4th with your families.*