

| **Georgetown University, Bachelor of Arts in Liberal Studies****Ethical Leadership (BLHV-2319-101)****Fall 2021** |
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**Credits:** 3

**Dates:** Wednesday, August 25, 2021 to Friday, December 17, 2021

**Location:** Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

**Instructor:** Christian Golden (cmg53@georgetown.edu).

**Instructor Contact Information:** Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me using the above email address.

**Virtual Office Hours:** Scheduled as needed. These times will be open and informal for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.

| **Course Description** |
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This course offers a selective introduction to the study of philosophy through the critical examination of ethical issues arising within situations calling for responsible leadership. We will apply theoretical principles to selected case studies from professional life. Our aim is to practice careful, critical analysis of problems of right and wrong conduct around finance, marketing and advertising, corporate governance, international human rights, data science, global business, distributive and social justice, environmental policy, COVID-19 and similar public health crises, and national and global democratic citizenship.

| **Course Learning Objectives** |
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Upon successful completion of this course, you will be able to:

1. Examine our assumptions and commitments about what living responsibly requires of us.
2. Evaluate and critique key concepts and theories within the philosophical study of ethics.
3. Recognize and apply core ideas in a variety of subject matter areas, including marketing and finance, social and economic policy, and the ethical dimensions of timely issues such as big data, global corporate citizenship, and environmental stewardship.
4. Apply an understanding of ethical standards and principles to a range of practical issues and situations.
5. Study and practice the skills of effective, ethical leadership in a range of collaborative activities around challenges in professional life.
6. Investigate privacy issues and other moral problems surrounding the collection and usage of data-knowledge.
7. Practice careful analysis and dialogue in order to become better citizens of a free and plural society where we exchange reasons for our beliefs and actions in a civil and public-spirited way.

| **Required Readings for Purchase** |
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Ciulla, J. B., Martin, C. & Solomon, R. C. (Eds.) (2018). Honest Work: A Business Ethics Reader (Fourth Edition). New York: Oxford University Press. ISBN-13: 978-0190497682 [Henceforth referred to as Ciulla et al. ]

| **Overview of Course Structure** |
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This course consists of 15 modules, excluding the orientation module. Each module corresponds to approximately 1 week of study in this approximately 15-week course (16th week for wrap-up and final assessments). You should complete the orientation module prior to beginning Module 1.

A few modules are open for learning at one time. The later course modules are locked and will open on specific dates as you move through the course so that you can work on them. The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. See the [Weekly Schedule](#_h9ajlzzdjnmr) for details.

| **Elements of This Course** |
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Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

| **Activities** | **% of Grade** |
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| **Materials: Readings and Videos** There are module-specific readings, which are found on the Module Learning page. | **NA** |
| **Office Hours** These times will be open for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom. | **NA** |
| **Pre-Course Survey** This exercise will help you to consider where you are in your understanding of Ethical Leadership before you begin the class. It will also give you a chance to look back on your own learning over the course of this semester upon completion of the course. | **NA** |
| **Academic Integrity: GU Honor Pledge (Required)** This is an important exercise for establishing a culture of honesty in our course learning environment. | **NA** |
| **3-2-1 Test Drive**The 3-2-1 Test Drive is a way for you to warm-up practice to having philosophical discussions. | **10%** |
| **Reflection Pieces**This assignment is designed to provoke thinking, and have you thoughtfully examine and make explicit your fundamental assumptions and beliefs about the topic. Note: **Self-Introduction (Required Video Introduction)**  This video self-introduction builds community and provides us with an opportunity to verify student identity. It is also graded under Reflection Pieces as Self-Introductions is a time for some self-introspection.) | **20%** |
| **Ethics Town Hall Debates** Ethics Town Hall debates provide you with a means to have conversations with your fellow learners and allow you to read others’ perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking. | **20%** |
| **Midterm Paper** This assignment allows you to analyze the conceptual and normative issues surrounding the assigned materials for a module of your choice up through the midway point in our course. | **25%** |
| **Final Paper** This assignment allows you to analyze the conceptual and normative issues surrounding the assigned materials for a module of your choice during the second half of our course. | **25%** |
| **TOTAL** | **100%** |

Refer to Course Deliverables and Grading for the submission schedule and assessment percentage weighting

| **Grading** |
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Each type of assignment has a detailed grading rubric that you will reference as you complete your assignments. We will grade all of your work using these rubrics. You can find them in the Canvas course.

Grades in this course will be determined by the following grading scale:

A: 93% to 100%

A-: 90% to 92%

B+: 87% to 89%

B: 83% to 86%

B-: 80% to 82%

C+: 77% to 79%

C: 73% to 76%

C-: 70% to 72%

D+: 67% to 69%

D: 63% to 66%

F: 62% and below

**Grading expectations:** The “benchmark” grade in this class is a B. If you complete your assignments in a competent manner, with no major errors, and no particular excellences, you will receive a B. In other words, B is the standard grade for satisfactory completion of all course requirements. When grading, I don't start with 100 and deduct points based on things gone wrong; I start with a 0 and add points based on things done right. Accordingly, a grade of B does not mean that you have done anything “wrong.” B+ and higher grades are reserved for work that surpasses the base level of performance expected. I reserve grades in the A range for exceptional work.

**Appealing a grade:** You are welcome to appeal any grade that you do not believe accurately represents the work you have done. However, all appeals for reevaluation must be made in writing, no more than two weeks after the return of your graded work, and must provide a compelling argument for raising the grade. Note that the agreement to reevaluate a grade can result in one of three distinct outcomes: (1) raising the grade; (2) lowering the grade; (3) making no change to the grade.

| **Course Policies** |
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#### **Attendance Policy**

Since this is an online course, you do not need to “attend” a Canvas “class” at specific times. There are optional Live Session events which occur at specific times. Also, be aware that there are assignment deadlines at the end of every week (every Sunday at 11:59 p.m. EST). In order to be successful in this course, we recommend that you login to Canvas at least three times per week, if not daily. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

#### **Time Commitment**

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 15-week, 3-credit course, you should allocate *7-10 hours per week* for each online module.

#### **Submission Policy**

Submit all assignments to the Canvas course website. Assignments submitted through email are not acceptable and will be considered missing/and or late.

#### **Late Work Policy**

As stated in the [Student Handbook](http://static.scs.georgetown.edu/upload/kb_file/mps.studenthandbook.15-16.pdf), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made at least 24 hours before the due date/time (though here there are no guarantees in advance; it will be a discussion resulting in a decision on my part based on the merits and circumstances of the request). The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any missed lectures. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

***Please note:*** Generally speaking, if you think you will not be able to complete any of the course requirements by the relevant deadline, let me know as soon as the difficulty becomes apparent, i.e. ASAP. This is to prevent last-minute requests for extensions or leniency.

You are responsible for keeping track of due dates, submitting work on time, pro-actively notifying me ASAP in the event of conflicts, and taking the initiative in scheduling make-up work where appropriate (i.e. consistent with course policy). If you miss a deadline, or do not reach out within seven days to make arrangements to schedule make-up work, you are responsible for the consequences to your final grade.

I am committed to helping you succeed. These policies are designed to help me do so in a way that allows room for no special treatment or unfair advantage favoring one student over others.

#### **Citation Policy**

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 7th Edition](https://guides.library.georgetown.edu/scsgeneral/apa).

#### **Turnitin.com**

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to [Turnitin Support Services](http://turnitin.com/en_us/support).

#### **Communication Policies**

##### **Communication with Instructor**

During the course we will check conversations and monitor the discussion boards frequently. I encourage you to post questions relevant to the whole class to the *Course Q & A discussion board*. If you have a private concern, please send us an email. You can expect a response within two days. We can hold virtual office hours by appointment.

##### **Communication with Peers**

You will be expected to communicate with your peers via the discussion board. For group work, you may choose to contact your peers via Canvas Inbox, Georgetown emails or your team’s preferred method of communication.

##### **Announcements**

We will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

#### **Instructor Feedback/Turnaround**

If you have a concern and send me/us a message, you can expect a response within 2 business days. Please allow 3-5 business days for assessment submission feedback.

#### **Honor System**

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](http://honorcouncil.georgetown.edu).

#### **The Honor Pledge**

*In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:*

* *To be honest in every academic endeavor, and*
* *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

#### **Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
* **Discussion boards are conversational**. You are encouraged to use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

In this course, you will sometimes interact with your peers via peer review. When you review each other’s work, there is etiquette that you must follow.

* You must be **kind**. There is no reason to be mean, or put somebody down, or do anything else of the sort.
* You must be **honest**. If you think something your peer says is incorrect, say so. Of course, don’t be mean when you offer your criticism. We can offer honest criticism without being mean. Just be honest.
* You must be **direct**. Do not make your point in a roundabout way. For example, do not merely hint at some point without actually saying it, do not make your reader attempt to infer what you are trying to suggest, and so on. Just say directly and straightforwardly what you want to say.
* You must give **reasons**. If you propose that something your peer has said is wrong, you must provide the reason that explains why. It is not enough to say “this is incorrect.” You must say, “this is incorrect, because...”, and then fill in the blank.

I will monitor all peer reviews.

#### **Incomplete and Withdrawal Policies**

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar’s Office or by emailing an advisor. It is the student’s personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student’s part to withdraw officially from a course will result in a grade of “F” in the course and be factored into the student’s academic standing (probation and termination) and official GPA.

#### **Accommodation Policy**

##### **Students with Disabilities**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); [Disability Support Services website](https://academicsupport.georgetown.edu/disability)) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](https://academicsupport.georgetown.edu/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

| **Technical Requirements** |
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#### **Computer Requirements Outside Canvas**

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](https://get.adobe.com/reader/). You will also need the most up-to-date [Flash plugin](https://helpx.adobe.com/flash-player.html). If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

##### **Operating Systems**

* Windows XP SP3 and newer
* Mac OSX 10.6 and newer
* Linux - chromeOS

##### **Mobile Operating System Native App Support**

* iOS 7 and newer
* Android 2.3 and newer

##### **Computer Speed and Processor**

* Use a computer 5 years old or newer when possible
* 1GB of RAM
* 2GHz processor

##### **Internet Speed**

* Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
* Minimum of 512kbps

##### **Audio and Video Capability**

* You will need an internal or external microphone *and* camera. Most computers now come with them built in.

#### **Technical Skills Requirements**

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

| **Student Support and Help** |
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#### **Academic Support**

##### **Library Research Guide**

Each MPS program has an extensive online Library Research Guide designed for the subject and research specifications of the program. The guide will give you direct access to the library resources central to your course research work. To access the guides, go to the [GU Library Research Guides website](https://guides.library.georgetown.edu/researchcourseguides).

##### **Library Services**

Students enrolled in online coursework have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [SCS Library’s Homepage](https://www.library.georgetown.edu/scs) by using your University username (NetID) and password (this is the same login information used to access your Georgetown email). The Library does not mail physical items to students.

Georgetown students may [sign up for a research consultation](https://rooms.library.georgetown.edu/appointments/?g=476) with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer in-depth assistance with important resources for senior or master's theses, dissertations, papers, and other types of research. Consultations can be conducted in-person or online using Zoom (video-conferencing software). This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](http://guides.library.georgetown.edu/distancelearning/students), [SCS Library Tutorials](https://guides.library.georgetown.edu/tutorials), and [RefWorks: Citation Management](https://guides.library.georgetown.edu/c.php?g=76020&p=2677875) for additional information.

##### **Writing Lab**

The Writing Lab provides assistance SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, visit the [SCS Writing Lab website](http://scswritinglab.georgetown.domains/).

#### **Technical Support**

##### **Canvas Support:**

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701).

##### **Zoom Support**

Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website](https://help.georgetown.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=georgetown_university&article_id=8580-8283-5647).

##### **Turnitin Support**

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available on an external website](http://turnitin.com/en_us/support).

##### **GU Account**

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

* your GU netID and/or password
* your GU email account
* any connectivity issues

Contact your instructor if you have any questions relating to course content.

#### **Student Support Services**

SCS offers a variety of support systems for students that can be accessed online, at the

School of Continuing Studies downtown location, and on the main Georgetown campus:

* [Academic Resource Center](https://academicsupport.georgetown.edu/) | (202) 687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](https://studenthealth.georgetown.edu/mental-health) | (202) 687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/) | (202) 687-4798

See also SCS’s [Resources for Current Students website](https://scs.georgetown.edu/resources-current-students/student-handbooks/), which contains information about disability services and career resources, as well as [SCS’s Admissions and Aid website](https://scs.georgetown.edu/admissions/), which has information about financial aid and academic advising.

#### **Accessibility Support**

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

* [Canvas accessibility page](https://community.canvaslms.com/docs/DOC-2061)
* [Zoom accessibility page](https://zoom.us/accessibility).

**Title IX Syllabus Statement (endorsed by Faculty Senate)**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

More information about reporting options and resources can be found on the [Sexual Misconduct Website](https://sexualassault.georgetown.edu/get-help/resourcecenter/).

(***Above* *statement and TIX faculty resources found at:*** [***https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/***](https://sexualassault.georgetown.edu/get-help/guidance-for-faculty-and-staff-on-how-to-support-students/)***)***

**Title IX Pregnancy Modifications and Adjustments**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the [Pregnancy Adjustment Request Form](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) (<https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/>) and submit it to the SCS Deputy Title IX Coordinator at [titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu). Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.

More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/).

| **Weekly Schedule** |
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All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated.

| Date | Module | Exercises & Assignments Due |
| --- | --- | --- |
| **Week 1**  08/25-08/29 | **Module 0 Orientation (Ethical Leadership)**  **and**  **Module 1 What’s Philosophy Got to Do with Leadership?**  Live Session: Zoom Welcome Meeting (Optional) - Check with your instructor  Readings:  Robert Audi, “Some Approaches to Determining Ethical Obligations,” p. xxiii (Martin et al. reader)    Box, “Three Questions for Thinking about Ethics,” p. xxiii    Plato’s Apology: http://classics.mit.edu/Plato/apology.html    Recommended Podcast:    BBC’s In Our Time podcast, “The Delphic Oracle,” feat. Edith Hall, Paul Cartledge, Nick Lowe: <https://www.bbc.co.uk/programmes/b00txj8d> | 1. Pre-Course Survey 2. Discussion - Get to Know Your Fellow Learners (ID Verification) 3. Academic Integrity: GU Honor Pledge 4. Module 1 The 3-2-1 Test Drive |
| **Week 2**  08/30-09/05 | **Module 2: Trust & Truth-Telling in Business**  Readings:  Harry G. Frankfurt, “On Bullshit” (PDF on Canvas)  Frankfurt discussing his account of bullshit: <https://www.youtube.com/watch?v=_D9Y-1Jcov4>    Tamar Frankel, “Trust, Honesty and Ethics in Business,” p. 59  Case 2.1: “The Curious Loan Approval,” p. 64 | 1. Module 2 Reflection Piece #1 |
| **Week 3**  09/06-09/12 | **Module 3: What is Justice?**  Readings:  Box, “Marx on Alienated Labor,” p. 142  Joanne B. Ciula, “Exploitation of Need,” p. 142  John Rawls, “Justice as Fairness,” p. 145  Irving Kristol, “A Capitalist Conception of Justice,” p. 152  Gerald W. McEntee, “Comparable Worth: A Matter of Simple Justice,” p. 161  Krishnadev Calamur, “How Technology Could Revolutionize Refugee Resettlement:” <https://amp.theatlantic.com/amp/article/587383/>  Recommended reading:  Case 4.1: “Revolution without Ideology,” p. 166 | 1. Module 3 Ethics Town Hall #1 2. Midterm Paper Milestone 1: Topic Selection |
| **Week 4**  09/13-09/19 | **Module 4: Corporate Social Responsibility & Stakeholder Leadership**  Readings:  Christopher D. Stone, “Why Shouldn’t Corporations Be Socially Responsible?,” p. 179  Paul A. Argeenti, “Corporate Ethics in the Era of Millennials,” p. 198  Case 5.1: “Mondragon Cooperatives,” p. 200 | 1. Module 4 Reflection Piece #2 2. Midterm Paper Milestone 2: Literature Review |
| **Week 5**  09/20-09/26 | **Module 5: Ethics for a Data-Driven Age**  Readings:  Box, “Seven Theses for Business Ethics and the Information Age,” p. 214  Elizabeth A. Buchanan, “Information Ethics in a Worldwide Context,” p. 217  Bill Joy, “Why the Future Doesn’t Need Us,” p. 233  Bobby Allyn, “Researchers: Nearly Half of Accounts Tweeting About Coronavirus Are Likely Bots:” <https://www.npr.org/sections/coronavirus-live-updates/2020/05/20/859814085/researchers-nearly-half-of-accounts-tweeting-about-coronavirus-are-likely-bots?utm_campaign=storyshare&utm_source=facebook.com&utm_medium=social&fbclid=IwAR2poQruNaY4l2Vs-bHJv3aG7Afxst6VmnW2KXvs1Ikhhv3YMeE3nHutN9E>  Yuval Noah Harari, “Why Technology Favors Tyranny:” <https://www.theatlantic.com/magazine/archive/2018/10/yuval-noah-harari-technology-tyranny/568330/>  Recommended readings:  Geoffrey A. Fowler, “You Are Probably Spreading Misinformation: Here’s How to Stop:” <https://www.washingtonpost.com/technology/2020/06/05/stop-spreading-misinformation/?fbclid=IwAR1UEHKxuSmYORQr1YgpU459e_TsVYBdCxaE9-tpnnR3zvwnE0EfLMsXl3k>  Kevin Lincoln, “Deep You:” <https://www.theringer.com/tech/2018/11/8/18069092/chess-alphazero-alphago-go-stockfish-artificial-intelligence-future> | 1. Module 5 Ethics Town Hall #2 2. Midterm Paper Milestone 3: 1st draft |
| **Week 6**  09/27-10/03 | **Module 6: Advertising & Marketing Ethics**  Readings:  Alan Goldman, “The Justification of Advertising in a Market Economy,” p. 259  Box, “Marketing to Millennials,” p. 261  Leslie Savan, “The Bribed Soul,” p. 264  Case 7.3: “Hucksters in the Classroom,” p. 271 | 1. Module 6 Reflection Piece #3 |
| **Week 7**  10/04-10/10 | **Module 7: Ethics of Consumerism**  Readings:  Stanley J. Modic, “How We Got into This Mess,” p. 283  Adam Thierer, “When the Trial Lawyers Come for the Robot Cars,” p. 303  Case 8.2: “Children and Reasonably Safe Products,” p. 306 | 1. Module 7 Ethics Town Hall #3 2. Midterm Paper Milestone 4: Final draft |
| **Week 8**  10/11-10/17 | **Module 8: Loyalty & Whistleblowing**  Readings:  Frederick Bruce Bird, “Moral Muteness and Moral Blindness,” p. 315  David E. Soles, “Four Concepts of Loyalty,” p. 327  Box, “Blind to Earned Loyalty,” p. 330  Seymour M. Hersh, “Torture at Abu Ghraib:” <http://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib>  Mike Giglio, “Revenge of the Intelligence Nerds:” <https://www.theatlantic.com/politics/archive/2019/09/how-whistle-blower-complaint-undermined-trump/598972/>    Recommended reading:  Jamie Ross, “Here’s the Whistleblower Complaint Against President Trump:” <https://www.thedailybeast.com/whistleblower-complaint-against-president-trump> | 1. Module 8 Reflection Piece #4 |
| **Week 9**  10/18-10/24 | **Module 9: International Business & Global Ethics**  Readings:  Thomas Donaldson, “Values in Tension: Ethics Away from Home,” p. 346  Box, “The Foreign Corrupt Practices Act,” p. 357  Florian Wettstein, “Silence and Complicity: Elements of a Corporate Duty to Speak Out Against the Violation of Human Rights,” p. 358  Box, “A Defense of Sweatshops,” p. 367  Case 10.4: “IBM’s Business with Hitler: An Inconvenient Past,” p. 376 | 1. Module 9 Ethics Town Hall #4 |
| **Week 10**  10/25-10/31 | **Module 10: Professional Leadership & Nonhuman Values**  Readings:  Mark Sagoff, “At the Shrine of Our Lady of Fatima or Why Political Questions Are Not All Economic,” p. 388  Box, “Who Owns the Earth?,”p. 403  Peter Singer, “The Place of Nonhumans in Environmental Issues,”p. 405  Box, “The Tame Land,” p. 408  Case 11.3: “Texaco in the Ecuadorean Amazon,” p. 425 | 1. Module 10 Reflection Piece #5 2. Final Paper Milestone 1: Topic Selection |
| **Week 11**  11/01-11/07 | **Module 11: Ethics of Corporate Leadership**  Readings:  Joanne B. Ciulla, “The Moral Pitfalls of Being a Leader,” p. 436  Box, “Messed Up Leaders,” p. 440  Al Gini, “Moral Leadership and Business Ethics,” p. 440  Dean C. Ludwig and Clinton O. Longenecker, “The Bathsheba Syndrome: The Ethical Failure of Successful Leaders,” p. 451  Robert Greenleaf, “Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness,” p. 457  Case 12.5: “How Raj Rajaratnam Gave Galleon Group Its ‘Edge’,” p. 472 | 1. Module 11 Ethics Town Hall #5 |
| **Week 12**  11/08-11/14 | **Module 12: The Rights & Wrongs of Corporate Governance**  Readings:  Tom Dunfee, "Corporate Governance in a Market with Morality,” p. 492  Box, “Corporate-Governance Reform,” p. 486  John J. McCall, “Employee Voice in Corporate Governance: A Defense of Strong Participation Rights,” p. 510  Case 13.3: “Corporate Governance and Democracy,” p. 526 | 1. Module 12 Reflection Piece #6 |
| **Week 13**  11/15-11/21 | **Module 13: Ethics of Capitalism**  Readings:  Karl Marx, “Commodity Fetishism,” p. 535  Daniel Bell, “The Cultural Contradictions of Capitalism,” p. 556  Thomas Frank, “Too Smart to Fail: Notes on an Age of Folly,” p. 559  Case 14.1: “Blood for Sale,” p 572 | 1. Module 13 Ethics Town Hall #6 2. Final Paper Milestone 2: Literature Review |
| **Week 14**  11/22-11/24 | **Module 14: Challenges of Public Health Leadership, Pt. I**  Readings:  Renée DiResta, “Virus Experts Aren’t Getting the Message Out:” <https://www.theatlantic.com/ideas/archive/2020/05/health-experts-dont-understand-how-information-moves/611218/?utm_source=share&utm_campaign=share>  Lena H. Sun, “CDC: COVID-19 Death Toll Is Twice as High Among People of Color Under Age 65 as for White Americans:” <https://www.washingtonpost.com/health/2020/07/10/cdc-covid-19-death-toll-is-twice-high-among-people-color-under-age-65-white-americans/?utm_campaign=wp_post_most&utm_medium=email&utm_source=newsletter&wpisrc=nl_most>  CDC’s Office of Science statement on Public Health Ethics: <https://www.cdc.gov/os/integrity/phethics/index.htm>  Case Study 1: Michelle R. Smith, Colleen Long, Jeff Amy, “States Accused of Fudging or Bungling COVID-19 Testing Data:” <https://apnews.com/6dbd9ad370add2ba299c7da46c25004f>  Supplemental (recommended) reading for Case Study 1: Greg Allen, “Florida Ousts Top COVID-19 Data Scientist:”  <https://www.npr.org/sections/coronavirus-live-updates/2020/05/19/859119865/florida-ousts-top-covid-19-data-scientist?utm_medium=social&utm_source=facebook.com&utm_term=nprnews&utm_campaign=npr&fbclid=IwAR1VS6AfcIcDAxPuRl1ASS3ezpjEEh7yLuhylP2JbLxsy1lKDiY2ZKQWxDI>  Case Study 2: Derek Thompson, “The Technology that Could Free America from Quarantine:” <https://www.theatlantic.com/ideas/archive/2020/04/contact-tracing-could-free-america-from-its-quarantine-nightmare/609577> | 1. Module 14 Reflection Piece #7 **Due Fri Dec 5** 2. Final Paper Milestone 3: 1st draft **Due Fri Dec 5** |
| **11/24-11/28** | **Thanksgiving Recess** | |
| **Week 15**  11/29-12/06  **Exam Period**  12/9-12/17 | **Module 15: Challenges of Public Health Leadership, Pt. II**  Readings:  Elliot Aronson and Carol Tavris, “The Role of Cognitive Dissonance in the Pandemic:” <https://www.theatlantic.com/ideas/archive/2020/07/role-cognitive-dissonance-pandemic/614074/>  Tommy Beer, “Trump is ‘Single Largest Driver’ of COVID-19 Misinformation, Cornell Study Finds:” <https://www.forbes.com/sites/tommybeer/2020/10/01/trump-is-single-largest-driver-of-covid-19-misinformation-cornell-study-finds/?sh=301b90ed6d70>  Anne Applebaum, “The Facts Just Aren’t Getting Through:” <https://www.theatlantic.com/ideas/archive/2020/08/how-beat-populists-when-facts-dont-matter/615082/?utm_campaign=the-atlantic&utm_medium=social&utm_source=facebook&fbclid=IwAR1vGNeCx5ZFQM5wz76u6Xazy4ZcQtVyzLuQ1D-4ceexuMqqDKvSuxakwUA>  Recommended reading:  Peter Jamison, “Their neighbors called COVID-19 a hoax. Can these ICU nurses forgive them?” <https://www.washingtonpost.com/dc-md-va/2021/07/06/appalachian-covid-deniers-nurses-virginia/?no_nav=true>  Marianna Spring and Mike Wendling, “How COVID-19 Myths Are Merging with the QAnon Conspiracy Theory:”  <https://www.bbc.com/news/blogs-trending-53997203>  Albert Samaha, “My Mom Believes in QAnon. I’ve Been Trying to Get Her Out:”  <https://www.buzzfeednews.com/article/albertsamaha/qanon-parents-millennial-children>  Stanford Encyclopedia of Philosophy, “Public Health Ethics:”  <https://plato.stanford.edu/entries/publichealth-ethics/> (skim) | 1. Final Paper Milestone 4: Final draft **Due Fri Dec 17** 2. Final Reflection **Due Fri Dec 17** 3. Course evaluation **Due Fri Dec 17** |