

## **BLHV-228-01- Business Ethics SPRING 2014**

**Class begins: Jan 09**

**Class ends: Apr 30**

**Last Day to Withdraw:  
TBA**

**Can I do well by doing good? How Can I Be a Successful Business Leader for a More Just and Humane World?**

### **CLASS LEARNING TOOLS:**

- Instruction is in class for weekly reading and written assignments
- Eight chapter Quizzes (retake-able once)
- Two group research presentation projects
- Three on-line discussion topics, one short research paper, student contributions mandatory
- Two exams
- **FOUR GUEST LECTURERS ON LOCAL AND TRANSNATIONAL BUSINESS ETHICS:** Corporate Executive, Small Business Owner, Gov't, Public Sector worker (confirmation details TBA)
- Grades available on-line

### **COURSE PROFILE**

This course provides clear, straightforward content, an abundance of examples, detailed real-life cases, and current data and statistics. With CLASSROOM instruction on this syllabus—also posted on the INTERNET, this course provides a general background in Business Ethics for students in all programs of study. It introduces contemporary ethical theory and research in areas such as corporate social responsibility, truth in advertising, self- vs. government-regulation of business, sexual harassment, affirmative action, social and economic justice. The course aims to

- 1) introduce students to the ethical concepts that are relevant to resolving moral issues in business,
- 2) help develop the reasoning and analytical skills needed to apply ethical concepts to business decisions,
- 3) identify the moral issues involved in the management of specific problem areas in business, and
- 4) examine the social, natural and technological environments within which moral issues in business arise
- 5) supply case studies of actual moral dilemmas faced by business and business people.

**COURSE CONTEXT : Can I do well by doing good? How Can I Be a Successful Business Leader for a More Just and Humane World?**

How does my education—and this course—help with my employment—and a

more just and humane world? Can I do well by doing good? What makes me happy and helps others? Whether measured by what I produce, acquire or consume—my employment is part of the global economy, national economies and our USA economy—that are all are vital to the well-being of my family and more than seven billion people. But journalist Studs Terkel rightly said: “Most of us have jobs that are too small for our spirits.” Half of us in the world live in cities amidst diverse kinds of economic growth and decline: industrial revolutions featuring mass factories occur alongside post-industrial decline of bankrupt cities. Jesuit education seeks leaders for a “more just and humane world.” What would “business leadership” for a more just and humane world look like?

What can be done? There is no single answer. First, we need to reflect out loud – converse about—what we expect *from* business (publicly discuss ethical ideas such as Whistleblowers and Chocolate Industry slavery). Second we need to test and learn what works and doesn’t in practical business decisions *in* the market-place (e.g. mixed electronic economies, Drug company monopolies). Third, we need to focus on *how* specific business practices influence consumers and natural environments (e.g. exporting toxic poisons, selling genetics). Fourth, we have to ask *which* specific business organizations treat employees with good practices (stakeholder responsibility) and bad (job discrimination and Wal-Mart’s women). Additional cases will come from distinguished guest speakers and students.

One set of helpful questions comes the American Bishops: “*Every perspective on economic life... must be shaped by three questions: What does the economy do for people? What does it do to people? And how do people participate in it?*” (#1, [http://www.usccb.org/upload/economic\\_justice\\_for\\_all.pdf](http://www.usccb.org/upload/economic_justice_for_all.pdf); <http://www.usccb.org/issues-and-action/human-life-and-dignity/economic-justice-economy/>; <http://www.pcqp.it/dati/2012-05/04-999999/Vocation%20ENG2.pdf> )

#### Instructor Information:

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**Contact Hours:** email

**Phone Number:** 301-471-3782

**Campus Mail Box #:** TBA

#### Course Information:

**Credits:** 3

**On-campus Meetings:** TUES, 8:00-10:30 pm      **On-campus Exams:** BELOW

**Pre-requisites:** NONE

**Co-requisites:** NONE

#### Learning Goals:

**Upon completion of this course you will be able to**

- Formulate and defend a coherent intellectual argument in oral and written form *about what practical and specific business decisions enable and constrain a more just and humane world.*
- Collect, assess and synthesize evidence relevant to an issue or question *in oral and written presentations.*
- Act with intellectual integrity *in oral and written presentations.*
- Identify and evaluate the ethical dimensions of an issue *in oral and written presentations.*
- Describe principal elements of Western civilization's intellectual tradition *as expressed in different ethical justifications for business practices.*
- Apply the Western civilization's intellectual tradition in analyzing current issues *in actual cases of ethical decision-making.*
- Identify the key intellectual contributions of non-Western societies *in actual cases of global business practices in oral and written presentations.*
- Relate the principal academic tenets of the student's chosen degree concentration *in oral and written presentations.*

**Instructional Methods:**

This course is taught in the classroom and uses the INTERNET. Selected readings, class discussion and the presentation of INTERNET materials will facilitate student learning. Additionally, a variety of on-line research assignments will prompt the student to become a more active learner.

**How is this course organized:**

This course is organized into a series of weekly assignments listed on the Syllabus AND Blackboard website. These are due during the week indicated unless a different deadline is shown.

**Text(s) and Course Materials:**

Business Ethics, by Manuel G. Velasquez, Prentice Hall, 2011, 7th edition. ISBN0205017665. Please make sure you get the correct edition.

ONLINE materials includes an Etext and audio chapters available at  
[http://wps.prenhall.com/hss\\_velasquez\\_busiethics\\_7/](http://wps.prenhall.com/hss_velasquez_busiethics_7/)  
<http://portal.mypearson.com/mypearson-login.jsp>

LECTURE NOTES—including a detailed outline of each chapter of the text are available online at the GU Blackboard course website as a packet. COURSE MATERIALS ON BLACKBOARD TBA.

Copies of the text will be available at the Georgetown bookstore; one copy will be placed on 4-hour reserve at Lauinger Library. You are free to purchase the books wherever you

wish, but be sure to get the correct editions. You can be sure that you have the correct edition if the ISBN on the back cover matches what is listed above. You must have access to the textbooks by the first week of class; extensions to assignments will not be granted because you do not have access to the textbooks.

**Progress Report:**

By the end of the 6th week of the semester, you will have an opportunity to evaluate your progress in this course and decide if you need to make any adjustments (additional study, tutoring, conference with instructor) to assure your success in this course.

**Evaluation Methods:**

**Tests / Papers / Projects / Participation  
Point Value  
Final Grade Scale**

Midterm Exam	10 %	100pts
8 Chapter Multiple Choice Practice Quizzes 25pts @ X 8= [Re-takeable ONCE online]	20 %	200
Perfect Quiz Score Bonus	5%	50
2 In Class Group Projects of Case Studies	20 %	200
Final Exam	10 %	100
3 Posted Homework Discussions, 5 points each	15 %	150
1 Short Final Research Paper	5%	50
Peer Assessment	5 %	50
Participation	10%	100
<b>Total Points</b>	<b>100%</b>	<b>1000</b>

**Determination of Final Grade**

- 93% to 100% = A
- 90% to 92% = A minus
- 87% to 89% = B plus
- 83% to 86% = B
- 80% to 82% = B minus
- 77% to 79% = C plus
- 73% to 76% = C
- 70% to 72% = C minus
- 67% to 69% = D plus
- 63% to 66% = D
- 62% and below = F

**Note:**

The instructor reserves the right to adjust the scale as needed

## Topical Outline.

Week	DATE	Content	Ch	Topic	TWO CASE CLASS DISCUSSIONS TEAM PRESENTATIONS
1.	01/14	Introductions & Ethics	1	What is Morality, Ethics, Business Ethics?	<ul style="list-style-type: none"> <li>• <b>Goodrich Brakes</b></li> </ul>
2.	01/21	The Nature of Business Ethics	1	What is Ethics? How does it apply to Management and Business?	<ul style="list-style-type: none"> <li>• <b>Merck's River Blindness</b></li> <li>• <b>World-Com's Whistleblower</b></li> </ul>
3.	01/28	The Moral Point of View	1	Kohlberg: Moral Reasoning	<ul style="list-style-type: none"> <li>• <b>Chocolate Slavery</b></li> <li>• <b>HealthSouth Fraud</b></li> </ul>
4.	02/04	Moral Principles in Business	2	Utilitarian theory: J.S.Mill.	<ul style="list-style-type: none"> <li>• <b>Ford's Pinto</b></li> <li>• <b>Let Them Eat Pollution</b></li> </ul>
5.	02/11	A Theory of Justice	2	Kant and John Rawls	<ul style="list-style-type: none"> <li>• <b>Disney's "Toys of Misery"</b></li> <li>• <b>Drug Trials in China</b></li> </ul>
6.	02/18	Free Market Economies	3	John Locke, Adam Smith	<ul style="list-style-type: none"> <li>• <b>Marketable Babies and Organs?</b></li> <li>• <b>Are HIV/AIDS Patents Monopolies?</b></li> </ul>
7.	02/25	The Mixed Economy	3	The Marxist critique. Free market and welfare.	<ul style="list-style-type: none"> <li>• <b>Child Labor: "Marx's Children"</b></li> <li>• <b>Accolade vs. Sega</b></li> </ul>
8.	03/04	Competition and Public Policy	4	The moral standards of perfect competition, monopoly, oligopolies.	<ul style="list-style-type: none"> <li>• <b>Drug Company Monopolies</b></li> <li>• <b>Intel's Rebates</b></li> </ul>
	03/07	Mid-Term Break			

	03/17				
9.	03/18	Midterm Exam (part of class)	1-4	Monopoly, oligopolies.	<ul style="list-style-type: none"> <li>• <b>Price Fixing at ADM</b></li> </ul>
10.	03/25	Business and Environment	5	Environmental deterioration, ethics of control.	<ul style="list-style-type: none"> <li>• <b>Ok Tedi Copper Mine</b></li> <li>• <b>“Fracking” (Film: “Promised Land”)</b></li> </ul>
11.	04/01	Business and Consumers	6	Theories of contract, due care, and social cost	<ul style="list-style-type: none"> <li>• <b>Advertizing Death: Tobacco (Film: “The Insider”)</b></li> <li>• <b>Needle Sticks</b></li> </ul>
12.	04/08	Advertising	6	Advertising, persuasion, deception and manipulation.	<ul style="list-style-type: none"> <li>• <b>Credit Fraud</b></li> <li>• <b>Marketing Body Shame (Film: “Killing Us Softly”)</b></li> </ul>
13.	04/15	Discrimination and Affirmative Action	7	Forms of discrimination, comparable worth, affirmative action.	<ul style="list-style-type: none"> <li>• <b>Discrimination at Ralph’s</b></li> <li>• <b>Wal-Mart’s Women</b></li> </ul>
14.	04/22	The "Rational" Organization of the Company and Employee Rights	8	Rights and obligations of employers and employees, working conditions, trade secrets, conflict of interest. Right to privacy, whistle-blowing, employment at will, plant closings, unions	<ul style="list-style-type: none"> <li>• <b>HP’s Secret’s</b></li> <li>• <b>On the job Injuries (Films: “Silkwood” &amp; PBS, “League of Denial: The NFL’s Concussion Crisis”)</b></li> </ul>
	04/29 - 05/02	Study Period			
	DATE TBA After 05/02	Final Exam	5-8	Exam 5-8	Includes Analysis of Selected TBA CASE

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**NOTE:** Outline is not a contract. Your instructor reserves the right to make changes to this outline as needed. <http://registrar.georgetown.edu/academic-calendars/current-year/>

### **Student Services**

A variety of services are available to assist students in succeeding at BALS. Learn more about these services

<http://scs.georgetown.edu/academic-affairs/resources>

#### Students with Disabilities

**Disabilities:** If you believe you have a disability, contact the Academic Resource Center at 202 687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by the students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and university policies.

### **Participation Policy:**

- (1) The class participation policy is designed to support the learning process.
- (2) To maintain the highest quality of academic work, you are expected to participate fully in all course activities.
- (3) Even in case of serious illness, emergency, religious holidays, or participation in official college functions, you remain responsible for informing the instructor and for completing the requirements of the course. Make-up activities can be arranged at the discretion of the instructor.
- (4) Class Participation affects your grade. Consult the website section on Graded Activities for more details

### **Time Commitment for Academic Success**

At GU BALS, students are expected to invest a minimum of number of hours of "time on task" per credit. For example, in a 3-credit course, you should expect to spend 300 minutes per week or about five hours per week—of average total time reading, writing, and group work. This homework workload refers to time **outside** of class-time. It complies with a federal regulations regarding credit for student assignment requirements.

### **Email Policy:**

With the exception of a few students, all GU students receive and are expected to use their email address for correspondence with faculty and staff at the college. Email is an

instructional tool essential to student-instructor and student-student communication. In the Blackboard environment by default, your email address is available to all students in this course.

However, students are permitted to use email addresses of other students in this course only for the purpose and the duration of this course.

The instructor can be expected to respond to regular student email inquiries (grades, posted assignments, and tests excluded) within the time frame of 24 to 48 hours

### **Academic Integrity: Learning Mistakes vs. Wrong Choices**

We use SafeAssign in the online (Blackboard) component of this course. This plagiarism prevention service is used in accordance with Georgetown's Honor System.

Georgetown's Honor System aims to define, develop and sustain a community of learning where trust develops good character—because we distinguish “mistakes” from “wrong choices”. Facing any challenge or problem—you are never alone—your instructor is your advocate—not surrogate—and many resources are available (<http://scs.georgetown.edu/academic-affairs/resources>). Even personal problems aren't ignored but faced with good solutions; conflicts aren't avoided but engaged with successful resolutions; tensions aren't dissolved unless resolved; questions unasked remain unlearned future tasks. Please help us help you. Scholars are free, arguments are honest, conversations have direction here. Why? Because correction, criticism, suggestion and recommendation are always welcome without acrimony. Argument and conversation seek wisdom not victory. We do not fear mistakes...but welcome them as opportunities to learn because we are surrounded by colleagues who are committed to our honest well-being. *“To avoid rash judgments, everyone should be careful to ‘interpret insofar as possible his neighbor's thoughts, words and deeds in a favorable way.’”* (Ignatius of Loyola, Spiritual Exercises, 22).

This freedom to learn—helps us name bad choices when they are wrong.

Work in this course is subject to the provisions of Georgetown's Honor System.

Good learning cultivates trust and character that are violated by wrong actions. Cheating, plagiarism, false citation, false data, inappropriate use of electronic media—are wrong, have been confronted and have resulted in failure. As a student, it is your job to practice academic honesty at ALL times. Make sure that all sources, particularly Internet sources, get proper credit for quotations, paraphrases, and ideas. All students are expected to follow Georgetown's honor code unconditionally. I will assume you have read the honor code material located below, and in particular have read the following documents: Honor Council Pamphlet, “What is Plagiarism?”, “Sanctioning Guidelines,” and “Expedited Sanctioning Process.” Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge: “In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.” A confirmed case of academic misconduct will result in a grade of F for the course.

More information about this

<http://qervaseprograms.georgetown.edu/honor/system/53519.html>

### **EXTREME WEATHER AND OTHER EMERGENCIES**

During inclement weather or other emergencies on a day we are scheduled to meet face to face, check the University's website or call 202-687-7669 for information on whether the university is open. If the University is open, this class will meet. If the University is closed, this class will not meet. Due dates for written assignments submitted through Blackboard will not be changed due to inclement weather. The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

### **Policy Accommodating Students' Religious Observances**

The following is university policy:

*Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.*

In accordance with this policy, students for whom the schedule of this course will cause conflicts with a religious observance should notify Dr. Buckley in writing (e-mail is acceptable) no later than January 18, 2014. Dr. Buckley will make reasonable accommodations for all conflicts identified by this date. In line with this policy, requests for accommodations submitted after January 18, 2014, will not be considered, and oral requests will not be considered at any time.

### **Exam Policy**

**Late exams will not be given unless in the case of a documented emergency** (e.g., a sudden acute illness or a death in the family). When possible, notify the instructor **BEFORE** missing an exam so that arrangements can be made.

### **Quizzes**

Quizzes on assigned readings to date, prior lectures, and/or prior class activities and discussions may be given at the start of the class period. This is to ensure that you do the readings and are prepared to participate in class discussions and activities. .

### **Projects**

Projects must be turned in at the start of the class period on which they are due. After that time, projects will not be accepted. In the case of a documented emergency (e.g., a sudden acute illness or death in the family), arrangements for an extension can be made on a case-by-case basis. Keep in mind that you are given ample time to work on and complete the projects once the projects are assigned, so do not wait until the last minute to work on them!

**Course Requirements**

(1) **Read Carefully Before You Write** : Careful reading and note-taking of assigned materials for class decisively determines how much you will enjoy and gain from this exciting learning experience. Study questions, and text outlines are available. What you do in preparation for class is as important as what we do in class. Past students who have enjoyed this exciting course the most report that their greatest success in meeting course objectives comes not from "taking time" to do the readings, but instead learning how to "make time" to do the readings when they are alert. Please ask for help to improve reading, writing and comprehension; advice is available from the instructor, the writing center and online. We all want to help you enjoy this exciting course.

(2) **All Required Material**: Each student is responsible for all the material covered in class, Each student is responsible for obtaining any handouts, viewing audiovisual materials, and learning of announcements for any class missed. Missing a class will not be a valid excuse for "not knowing."

(3) **Common Sense Absence Policy**: GU policy does not permit the Instructor to count a student who is absent as present. Student Must Notify Instructor By Email To Avoid Unexcused Absence Penalty of up to 5% of final grade per class missed. Absences are excused with notification due to sickness; family emergencies, etc. Owing to peer grading of group presentations, course requirements accord with GU policy in the syllabus. Punctual attendance is expected at all sessions. Active and informed participation in class discussions through answering questions, group discussion, offering insights, asking questions, correlates with positive learning experience of course learning objectives. Unexcused Absences can be penalized at 5% of final grade per class missed. GU policy gives Instructor discretion to allow (or not allow) "before/after the fact" Absences As "Excused" [Or Nonpenalized] according to common sense criteria; e.g. only on condition of email notification, sickness, emergencies, confidential issues, etc.). Absences can be excused with a letter from a doctor or the Dean. Each student is responsible keeping track of her absences.