

SYLLABUS
BUSINESS ETHICS (UCOR-2910-03)

Winter Quarter 2017

Class – Bannon 201; MWF: 2:05 -3:30 pm

Office – Pigott 408

Office Hours – Before class and by appointment

<https://angel.seattleu.edu> check for additional readings and notices

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REQUIRED TEXT: Velazquez, Manuel G. Business Ethics: Concepts and Cases, 7th ed. Upper Saddle, NJ: Prentice Hall.

RECOMMENDED TEXTS:

Rachels, James. The Elements of Moral Philosophy, 7th ed. New York: McGraw-Hill College.

COURSE DESCRIPTION: The course has both a theoretical and a practical component. Upon successful completion of the course, you should be critically conversant with five major ethical theories in the western tradition (Utilitarianism, Rights, Justice, Caring, & Virtue), and be aware of their comparative strengths and weaknesses. Practically, you should be able to select and critically apply those theories to the variety of business situations you encounter - in the casebook and in your own experience. Theoretically and practically, the course begins and ends with the five theories-you need to understand them.

COURSE OBJECTIVES: By the end of the quarter, you should be better equipped to

1. Exhibit effective presentational and inter-personal communication skills.
2. Exhibit effective critical thinking skills.
3. Exhibit the capacity to effectively marshal human resources, both in a leading and in a collegial teaming role.
4. Exhibit the ability to identify, measure, interpret, and incorporate relevant information in analyzing problems and making effective business decisions.
5. Exhibit the ability to recognize ethical and legal issues and to respond appropriately.

GRADING:

1. **Class Participation** - Thirty percent (30%) of your grade will be based on class participation. Particularly in a values oriented class - as ethics by definition is- mere listening will not suffice to master the material. It is no accident that the first (recorded) ethical discourses were the Socratic dialogues. Discussion creates the tension needed to stimulate intellectual sophistication and the related moral development described in your text. Thoughtful questions are as valuable as substantive responses. Participation can be accomplished in both the large groups and the small groups, as well as in the Discussion Fora, found on Angel. Recognizing the greater difficulty of contributing in the large group, I evaluate those efforts more generously. See the rubric for class participation below.
2. **Class Log** - Each week, a different group of you will individually submit a hard copy of a log that (briefly; i.e. two pages maximum) answers the following question:

“What were the one or two points covered in the reading assigned for this week’s class that most struck you and how do they relate to your work, personal, or academic life?” If your personal experience fails you, you can either develop a point made in the text or argue against one. The log, which **should not** involve a discussion of the assigned case, will constitute ten (10%) of your grade. One major purpose of the log is to stimulate Class Discussion. Raising your questions and observations (from the log) in class may well confer a halo over your written work. Look for your log assignment on the Small Group Roster.

3. **Exams** – Take-home midterm (15%) and final (45%) exams will constitute 60% of your grade.

CALENDAR & ASSIGNMENTS (see Small Group Roster for log assignments):

01/4-09: Chapter 1, “Ethics & Business” (3-27, 27-56, 56-64 & Chocolate Case)

01/11-27: Chapter 2 “Ethical Theories” (73-90, 90-105, 105-124, 124-143 & Traidos case)
Review for midterm

01/30: Midterm Exam

02/01-10: Chapter 5, “The Environment” (243-63, 263-83, 283-93 & OK Tedi Copper Mine Case)

02/13-22: Chapter 7, “Job Discrimination” (345-367, 367-89 & Wal-Mart’s Women Case)

02/24-03/03: Chapter 4, “The Marketplace” (197-215, 215-229, & Intel’s Rebates Case)

03/06-03/13: Review.

03/15: FINAL EXAM (02:00 - 03:50 pm) BRING BLUE BOOK

It is critical that you read the assignment before coming to class. Otherwise, the class will make no sense to you. I have broken each chapter into “bite-sized” packets, reflecting what I expect to cover in a particular class. Use the questions at the end of each assigned case to guide your case preparation. One or more of the cases will be the subject of small group work during the week assigned to the related chapter. One of the cases may represent all or a portion of either exam.

RUBRIC FOR CLASS PARTICIPATION:

10 A student receiving a 10 comes to class prepared; contributes readily to the conversation but doesn’t dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others’ views; participates actively in small groups. Thoughtful questions are “thoughtful contributions.”

8-9 Comes to class prepared and makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for others’ views; participates actively in small groups. An 8-9 score may also be appropriate to an active participant whose

contributions are less developed or cogent than those of a 10, but still advance the conversation.

- 7 A student receiving a 7 participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt the instructor with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructor or students.
 - 6 A student receiving a 6 comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless these students show interest in the discussion, listen attentively, and take notes. Students in this category may be shy or introverted. The instructor may choose to give such students an 8 if they participate fully in small group discussions or if they make progress in overcoming shyness as the course progresses.
- 5-4 Students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a 5 often don't participate because they haven't read the material or done the homework. Students receiving a 4 may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

University resources and policies:

- **Library and learning commons** (<http://www.seattleu.edu/learningcommons/>): Resources include the Research [Library] Services, Learning Assistance Programs, Writing Center, and Math Lab.
- **Academic integrity tutorial** (<https://www.seattleu.edu/academicintegrity/>)
- **Academic policies** (<https://www.seattleu.edu/registrar/academics/performance/>): Academic Integrity Policy, Academic Grading Grievance Policy, and the Performance Criteria for the Albers School of Business & Economics Policy.

Disabilities services (<http://www.seattleu.edu/DisabilitiesServices/>): If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this course, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process. You are responsible for seeking help in a timely fashion to obtain disability-based adjustments to course expectations.

Special Note: Any unacknowledged sharing or copying any (even partial) solutions among students or teams violates SU's Academic Integrity Policy and will be penalized in accordance with SU/Albers policies as referenced under the "University resources and policies" section above.