Management 444.04 – Business Ethics and Corporate Governance
Spring 2013 – Thursday 1900-2140 – GMCS 313 - Schedule #30156

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2. COURSE AND STUDENT LEARNING OBJECTIVES

   Ethics of various issues in business, including social responsibility, environmental protection, privacy, individual rights, occupational safety and health, product liability, equality of opportunity, and the morality of capitalism.

   After completing the course, you should be able to:
   • Explain the philosophical arguments for and criticisms of 4-6 ethical theories. This may be measured by exam questions and/or classroom discussion.
   • Apply 4-6 ethical theories to current business situations. This may be measured by essay exam questions, classroom discussion, or case analysis.
   • Discern ethical content in current business news. This may be measured by providing pertinent news items for class discussion.

3. TEXTS AND WEB RESOURCE SITES


   WEB Site for practice exams:
   http://highered.mcgraw-hill.com/sites/0073524697/student_view0/


   WEB Site for practice exams:
   http://highered.mcgraw-hill.com/sites/0076667771/student_view0/business_ethics_and_society/11e/

   Four good WEB sources for business ethics that may be useful for your case presentation are the Corporate Responsibility Site, the Business Ethics Forum, the Complete Guide to Ethics Management, and An Ethics Toolkit for Managers:

   http://www.thecro.com/index.php
   http://www.managementlogs.com/business_ethics.html
   http://www.managementhelp.org/ethics/ethxgde.htm
   http://www.globethics.net/web/guest/home
4. **GRADES: Your scores on the following assignments (assignments are weighted, not total points) will determine your grade for the semester:**

- Individual Ethics Presentation; 1%. (Credit/No Credit)
- **Taking Sides** Team Debates; 8% (2 @ 4% Each)
- Quizzes; 5% (5 @ 1% Each; Credit/No Credit)
- Team Case Presentation; 20%
- Exam 1; 33%; 50 MC questions from Ghillyer
- Exam 2; 33%; 50 MC questions from **Taking Sides**

4.1 **Grade Standards are as follows:**

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>95 &amp; above</td>
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<td>A-</td>
<td>90 - 94</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>84 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 83</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<td>C</td>
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<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>0 - 59</td>
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4.2 **Grade Scale:** Grades from A to F distinguish levels of academic accomplishment. The grade for average undergraduate achievement is “C,” and University wide grading standards determines your final grade.

4.3 **Class Size:** Assignments may be modified depending on the number of students on the final class roster, and if a system-wide, comprehensive test is given.

4.4 **Scan-Tron:** Use an 882-E Scan-Tron form for the exams.

4.5 **Exam Policy:** Out of fairness to other students, no one will be allowed “in and out” privileges during exams (i.e., no leaving the room and returning to continue working on the exam).

4.6 **Academic Honesty:** University Policies prohibit inappropriate conduct by students, and the student committing the inappropriate behavior is subject to discipline. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage are considered to be unacceptable student behavior and must be reported for review.

5. **READINGS**

Please read the assigned **Ghillyer** and **Taking Sides** chapters **before you come to class.** We will discuss the material in the chapter during class, so be prepared to take part in the exercises and activities in the Ghillyer book. Questions from the **Ghillyer** text will be the source for questions on Exam 1, and will be one of the sources for the quizzes.
6. INDIVIDUAL ETHICS PRESENTATION

The purpose of this exercise is to allow you to present a personal ethical situation, and how it impacted your life. It will also give you an opportunity to gain experience in making a presentation to the class before your graded work begins, as well as getting to know your fellow classmates at an early point in the semester.

Describe a work or personal situation in which you found yourself torn between behaving in an ethical and unethical manner. Please describe:

- Why did you consider the situation to be an ethical issue?
- What forces pulled you in each direction?
- What did you finally do?
- What might have led you to behave differently?
- What did you learn from the experience?
- Your presentation should take 5 minutes or less.
- Please provide a one-page, double-spaced typed summary of your presentation.

7. TEAM CASE PRESENTATIONS

The purpose of this assignment is to allow you to work together as a team to analyze a contemporary social and/or ethical issue, and present a recommendation. At the first class session, you are to form teams of five people, and select one of the case topics listed on BB. Your team will also be responsible for debating and writing the two Taking Sides written assignment discussed above.

7.1. Case Analysis

In analyzing the issue, use concepts and methods from the Ghillyer Text and the WEB sites above, as well as information that you obtained through your research. The following guidelines may help in your analysis, but don’t use them as a rigid formula. Each question is intended to bring out information that may be helpful in analyzing and solving the case.

- What are the central facts of the issue and assumptions you are making on the basis of the facts?
- What sub-issues or related issues are present in the case that merit consideration and discussion?
- Who are the stakeholders in this case, and what are their stakes? A stakeholder analysis and map may useful in understanding relationships and conflicts. What challenges/threats/opportunities do these stakeholders pose?
- What economic/legal/philanthropic responsibilities does the organization have to the stakeholders, and what is the nature of the responsibility?
- What options does the organization have in resolving the issue (s), and what are the pros and cons of each option?
- If the case involves an organization’s actions, evaluate what the organization did or did not do in handling the issue affecting it.
What recommendations would you make in this case? If an organization’s strategies or actions are involved, should the organization have acted in the way it did? What actions should the organization take now, and why? Be as specific as possible. What are the financial and other costs of doing what you recommend?

What differences and similarities exist globally?

Include a discussion of how your analysis and recommendation(s) fit into two or three of the ethical theories found under course documents on BB.

### 7.2. Team Presentation Guidelines

- Presentations should last approximately **35 minutes**.
- Your case presentation should be interesting, informative, relevant and in good taste.
- Creativity and good communications skills are vital to your success. Your presentation should be seamless and not a combination of individual parts put together by individual team members.
- Your presentation should be “live” and not recorded. You may include short videos to enhance your presentation.
- Case papers are due on the day that your team makes its presentation.
- Papers are an outline of your presentation and should be **2 typed, double-spaced pages** with a **1-page bibliography**.
- The bibliography should have 10 references, with only 5 from the Internet.
- Good grammar, spelling and interesting writing styles do count.
- Outline and/or bullet point styles for your paper are acceptable.
- Please submit an electronic copy of any PP slides to your instructor the day **before** making your presentation.
- If you wish to give your instructor permission to use your PP slides or paper as a sample for future classes, please attach a letter or email from all the team members granting this permission.

### 7.3. Team Case Presentation Scoring Rubric

A scoring Rubric may be found under course documents on Blackboard. Please review the Rubric because it is what I will use to evaluate your team’s performance. When your team makes its presentation, please complete the scoring sheet with the names of all your team members and the title of your presentation and give me a paper clipped copy of the Rubric before the start of your presentation.

You **may** also complete a peer evaluation of your teammates using the peer evaluation rubric on BB **if there is a team member workload problem**. This allows you to evaluate your team members on their participation in the case presentation and the TS debates. One member of your team is responsible for collecting all of the team evaluations and giving them to me at the class period when you make your last **Taking Sides** presentation. Team member evaluations are **optional**.
7.4. Team Case Topic Suggestions

Please check Blackboard for Team Case presentation topics for this semester. You may select another topic with permission from your instructor. If you wish to add another topic, please submit a one-page summary of your case topic.

8. TAKING SIDES TEAM ISSUE DEBATE

Your team will present 2 Taking Sides (TS) issues during the semester, with one yes and one no issue presentation. The presentation should be in a modified debate format, with a total of 10 issues (20 presentations) by the 10 teams. In addition to the presentation, your team must deliver a one-page summary (include the names of all team members) on the day you present of your side of the issue outlining the main points in support of your team’s position. In your presentation, you may use the information in the TS chapter, as well as information that you research on the topic.

The entire class may break into random small groups during the first part of class before the debates and discuss the Taking Sides Issues scheduled for the period. You should join a different group for every class period.

8.1. Presentation Guidelines

Your team will have 10 minutes to make your presentation, 2-minutes to clarify the other team’s position, and one 3-minute rebuttal to counter the other team’s presentation on your issue. The total time for both sides of an issue should be no more than 35 minutes including questions. Do not use PP or any formal visual aids. Please use the following guidelines in structuring your debate:

- Present your resolution: The main argument for your position is always stated in the positive, and you should summarize and argue your resolution trying to prove it is correct
- The Yes side presents first. (No more than 10 minutes)
- The opposing (No) team will present its resolution and try to prove it is correct. (No more than 10 minutes)
- The yes team will cross-examine the no team, and the no team will cross-examine the yes team. (No more than 2 minutes each)
- Each side will have a chance at the end to summarize its position and rebut the opposite side’s position. (No more than 3 minutes each)

Your team may divide work in any way you wish, and the presentation is graded as credit/no credit. Not every team member has to speak on each issue.

In presenting your yes or no side of the issue, you should summarize:

- Why it is an ethical issue
- Why is the issue important now
- Who are the stakeholders, and are there conflicting stakeholder interests
- What ethical theories should be considered
• What are the short term and long term implications of the issue
• What would you recommend to resolve the issue and why
• Why you support your point of view (yes or no)
• Use materials from TS and other sources that are relevant
• Present in an interesting, creative, and insightful way
• Organize your presentation so that it is comprehensive yet crisp
• Cover all the main points in the TS issue
• Maintain eye contact with your audience, and speak loudly enough so you will be heard by the entire class
• Be respectful of your audience and the other team taking the opposite side of the issue

8.2. Debate Sources and Scoring

Be sure to consult the Taking Sides discussion questions on Blackboard in order to cover all of the main issues in the reading. Listen to the free Intelligence Squared Podcasts on iTunes for examples of how to conduct a debate: http://www.npr.org/rss/podcast.php?id=510184.

After each debate, the class will vote on which team made the most convincing argument and the winning team will get 100% and the 2nd place team will get 80%.

9. EXAMS AND QUIZZES

There will be two exams and five quizzes during the semester

• Exam 1; 50 MC questions or an essay from Ghillyer
• Exam 2; 50 MC questions or an essay from Taking Sides and Ethical Theories Handout

• Five short answer essay quizzes will be held at random times during the semester. The questions may be from the questions in the Ghillyer Book, and from Taking Sides. The quizzes are closed book exams so read the assigned chapters and review the questions before you come to class. No quiz make-ups are allowed unless you are away from class for a SDSU sanctioned activity.

10. LAB DAYS AND PERIODS

Lab Periods or Days are scheduled to allow small group discussions in your team of the beginning and end cases in the Ghillyer text and Taking Sides Issues, to view videos that supplement and reinforce course materials, and to allow time for teams to prepare the Team Case Presentations.
11. CLASS SCHEDULE Spring 2013 (may change based on a number of variables including number of students in class and other events)

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<td>Introduction</td>
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<td>3</td>
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<td>Student Ethics Presentations</td>
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<td><em>Ghillyer</em> – Chapters 4 &amp; 5</td>
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<td><em>Ghillyer</em> – Chapters 6, 7 &amp; 8</td>
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<td><em>Ghillyer</em> – Chapters 9 &amp; 10</td>
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<td>02-21</td>
<td><strong>Exam 1 – Ghillyer Chapters 1 - 10</strong></td>
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<td>7</td>
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<td>Team Presentations 1, 2, &amp; 3</td>
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