Instructor: Naida Austin, Esq.
SDSU Phone: (619) 594-0937 (during office hours only)
e-mail: nbaustin@cox.net

Class Mtgs.: Class meetings dates: Friday, February 13 and March 6
Class meeting times: 12 noon – 3:40 p.m.

Classroom: Class meetings: TBA
Final: March 20, 12:00 noon to 2:00 p.m. (Room # – TBA)

Office Location/Ph.: Room # EBA 337B

BSBA Program Goals
BSBA students will graduate being:
  • Effective Communicators
  • Critical Thinkers
  • Able to Analyze Ethical Problems
  • Global in their perspective
  • Knowledgeable about the essentials of business

Learning Objectives
Upon completing this course, you should be able to:
  1. Explain the various ethical dimensions of business decision-making.
  2. Explain the role of various affected parties in business decision-making.
  3. Assess the ethics of decision alternatives using different ethical decision rules
  4. Apply ethical decision-making rules and concepts

Required Textbook:
Linda K. Trevino and Katherine A. Nelson, Managing Business Ethics: Straight Talk About How To Do It Right (Sixth Edition). You are only required to read the assigned pages, not the whole chapter in which they are found. Note: You can save money by purchasing a special SDSU version of the book (ISBN 9781118903292) from our bookstore for less than $60.
**Course Description:**
BA-300 will explore selected ethical theories and principles, and their practical application in a business context. Because the class blends on-line instruction with in-class sessions, it has been designated a “hybrid” course. Video segments for the course are accessed through links on Blackboard.

There will be two extended in-class meetings designed to practice and expand upon the basic course material presented online, and a third meeting for the final exam. The dates and times for these sessions are listed in the footnotes in the SDSU Class Schedule and in your individual Section Schedule.

**IMPORTANT NOTE:** To participate in this course, **you must be available for all scheduled class meetings and exams**. Therefore, review your personal and class schedules carefully for conflicts. In particular, read the footnotes to all of your classes to make sure there are no conflicts. **There will be NO make-up exams or other make-up opportunities given**, except in extraordinary circumstances when scheduled in advance.

It is very important to understand that BA-300 is predominantly on-line, and that the on-line portion begins on the first class day of the semester. BA-300 provides one unit of credit, due to the fact that it is only 6 weeks in duration. You should not assume that the workload is also proportionately reduced. The workload is equivalent to a 3-unit course for the six weeks allocated. Please plan your time and overall course load accordingly.

**The Video Segments and Accompanying Reading**
The online videos are divided into two sessions. Each session has two blocks of material. Before attending each of the two in-class sessions, you will need to have completed all of the preceding session’s material, both the video segments and the accompanying reading. You also should download and print out the slides posted on Blackboard that accompany the video segments. The packet of slides is posted in the order in which the slides appear online.

*It is critical that you do not attempt to review all of the video segments in one or two sittings.* That is a sure way to confuse the concepts that are addressed and to develop an incomplete understanding of the material. Instead, you are encouraged to review on any given day up to two segments, and certainly no more than three. You also should do the accompanying reading before reviewing a video segment. You are, of course, free to re-watch video segments to reinforce or clarify your understanding of the material, just as you are free to re-read the accompanying pages of text and further review the Blackboard slides. Transcripts of the lectures for my video segments are posted under the Lectures section on Blackboard.

The practice tests at the end of each block, posted on Blackboard along with an answer guide, will test your understanding of the material. **The practice tests are not required and will play no role in your course grade.** If you don’t work through these tests, however, you will be at a disadvantage when you take the 30-minute exam that will be given at the beginning of the two in-class sessions.
**In-Class Sessions**

Each of the two-block video sessions is followed by a 3-hour and 40-minute in-class session with me. The first session is **Friday, February 13** and the second session is **Friday, March 6**. Please mark your calendars now. **Please note:** You must attend all of both in-class sessions. If you cannot attend either of these class meetings, please find a section that accommodates your schedule.

**Exams:** Each of the in-class sessions will begin with a 30-minute, 20-question multiple-choice exam. You will need to bring a 100-question Scantron Form 882-E and two No. 2 pencils with you to each class. Each of the exams will cover all of the material, but only the material in the preceding two-block session of readings and video segments. In other words, the quiz for the first session covers only the material in blocks 1 and 2, and the quiz for the second session covers only the material in blocks 3 and 4. However, the final exam is cumulative and will cover blocks 1 through 4. The final exam is on **Friday, March 20, at 12 noon – 2:00 p.m.** (TBA on the room #). There will be NO make-up exams or other make-up opportunities given, except in extraordinary circumstances when scheduled in advance.

**Participation:** After each exam, we will discuss and/or engage in exercises designed to build upon and go beyond the videos and the readings on which you will have been tested. A student will earn up to ten (10) class participation points for contributing to the discussions at each in-class meeting, for a total of 20 points. If you do not participate in class discussion in any qualitative sense, you will have an opportunity to make up those points by writing a content-rich essay about any topic we discussed in class. This does not guarantee you the maximum amount of points, but it is better than zero. (This opportunity does not apply to students who were not present in the first and/or second half of the class.)

Attendance will be taken at any point during class, including after each of the two breaks we will have each class session.

Any student not present for any reason (including work) when attendance is taken, however, will receive an automatic 5-point deduction from their class participation points. This issue is nonnegotiable.

**Behavioral Expectations:** While in class, each student must behave in a manner consistent with the goals of a positive classroom environment. Unacceptable behavior may result in your dismissal from the class meeting, and will be treated as an absence. Examples of unacceptable behavior include, but not limited to, creating a disturbance, such as talking out of turn, or with a classmate about a subject not related to the course material; sleeping; noise making; persistent use of vulgar or profane language; demanding an extraordinary amount of class time; text messaging; e-mailing; web surfing; or talking on your cell phone. Notwithstanding the foregoing, a student who repeatedly disrupts the class will be asked to leave the class. In addition, credit will be deducted from the student’s grade each time the student is asked to leave the class, as this will constitute an absence from class. No exceptions.
Electronic Voice/Video/Communication Devices:
Students are not allowed to use any electronic devices of any kind in the classroom. Class notes must be taken manually. Students who use an electronic device during class will be asked to leave the room. The use of an electronic device during the examinations is strictly prohibited. Any student caught using any electronic device during a quiz or an exam will be deemed as cheating and will result in no credit for that examination.

Academic Cheating:
“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. For more information on the University’s policy regarding cheating, refer to the Schedule of Courses (‘Legal Notices on Cheating and Plagiarism’) or the University Catalog (‘Policies and Regulations’).”

Academic dishonesty is unacceptable and will not be tolerated, especially in this class! “Cheating” is a violation of academic honesty, whether participation is active or passive. Any violation of academic integrity will result in academic discipline taken against all participants. [See 41301, Title 5, California Code of Regulations, Standards for Student Conduct. (http://csrr.sdsu.edu/conduct1.html)]

During classroom examinations, cheating will be presumed, if, at any time during the exam, you look at another student’s paper, or on any electronic device, including your cell phone.

Students with Disabilities: “Americans with Disabilities Act (ADA) Accommodation: “The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office (http://www.sa.sdsu.edu/dss/dss_home.html) at (619) 594-6473.”

Instructor Availability and Office Hours:
I am available to you by email for the entire course. Scheduled office hours will be on Tuesday, February 10, 17, 24, March 3, 10, and 17, from 10:45 – 11:45 a.m., or by appointment.
**Syllabus is Subject to Change:**
This Class Syllabus and the Class Schedule are subject to change in the event of extenuating circumstances.

**Grading:**
Components of your grade in this course are as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>In-Class Exam #1</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>In-Class Exam #2</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Final Examination</td>
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<td>40</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>100</strong></td>
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No quiz or examination will be “dropped” or “thrown out.”

Although grades will be posted on Blackboard, it is the responsibility of students to ensure your scores were posted.
# SESSION 1

## Reading and Video Segments to be Completed before Session 1

(Noted: Times are approximate)

<table>
<thead>
<tr>
<th>Segment</th>
<th>Segment Length</th>
<th>Segment Content</th>
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</thead>
<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>6 minutes</td>
<td>Course Introduction</td>
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</tbody>
</table>
| 2 | 10 minutes | Moral Decision Making – General Read text:  
  - pp. 18-30 (start with “Defining Ethics”)  
  - pp. 51-61, 70-74 |
| 3 | 9 minutes | Moral Decision Making – Organizational Influences A Ethics and Organizational Structure Read text:  
  - pp. 81: “Looking Up and Looking Around”  
  - pp. 256-265; 268-280 |
| 4 | 13 minutes | Moral Decision Making – Organizational Influences B Read text:  
  - p. 21: “Ethics and the Law”  
  - pp. 176-177: “Structures to Support Reporting of Problems”  
  - pp 247-249 (You are responsible for knowing the factors in the sentencing guidelines, and how the guidelines generally work, but not for knowing the numbers)  
  - pp. 291-292: “Hiring and Work Assignments” |
| 5 | 10 minutes | Moral Decision Making - Cognitive Biases Read text, pp. 87-96 |
| 6 | 9 minutes | Moral Decision Making - Individual differences Read text, pp. 74-86 |
| 7 | 10 minutes | Individual Differences Questionnaire (posted on Blackboard in the “Survey Part 1” tab)  
  7 minutes | Questionnaire Debrief |
| 8 | 10 minutes | Section Summary |
| 9 | 10 minutes | Complete online practice quiz (Blackboard in “Quiz 1” tab) |
| **Block 2** | | |
| 9 | 3 minutes | Moral judgment - Introduction Read text, pp. 38-51 |
| 10 | 10 minutes | Utilitarianism Read text, pp. 40-42 |
| 11 | 7 minutes | Robert Nozick’s Rights Theory Read text, pp. 352-353 - “Managing Stakeholders,” |
| 12 | 11 minutes | John Rawls’ Theory of Justice Read text, pp. 44-45 |
| 13 | 2 minutes | Section summary |
| 14 | 10 minutes | Complete online practice quiz (posted on Blackboard in the “Quiz 2” tab) |
| 15 | 3 minutes | Session 1 wrap-up |
## SESSION 2

### Reading and Video Segments to be Completed before Session 2
(Note: Times are approximate)

<table>
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<tr>
<td><strong>Block 3</strong></td>
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<tr>
<td>1</td>
<td>2 minutes</td>
<td>Introduction to Session 2, Block 3</td>
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<tr>
<td>2</td>
<td>8 minutes</td>
<td>Objectivism</td>
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</tbody>
</table>
| 3 | 11 minutes | Integrative Social Contracts Theory  
Read text, pp. 413-418 |
| 4 | 10 minutes | Ethics of Care  
Read text, pp. 76-81, esp. 80-81 (“Are Women and Men Different?”) |
| 5 | 10 minutes | Justice/Care Scale (posted on Blackboard in the “Survey Part 2” tab) |
| 5 | 5 minutes | Justice/Care Scale Debrief |
| 6 | 2 minutes | Section Summary |
| 10 minutes | Complete online practice quiz (posted on Blackboard in the “Quiz 3” tab) |
| **Block 4** | | |
| 1 | 2 minutes | Section Introduction 2, Block 4 |
| 2 | 11 minutes | Virtue Ethics  
Read text”  
• pp. 9-14 – “Moving Beyond Cynicism”  
• pp. 46-51 – “Focus on Integrity” |
| 3 | 8 minutes | Conflicts of Interest  
Read text, pp. 122-126 |
| 4 | 10 minutes | Ethics of advertising Moore, C. 2006, Ethics in Advertising. Speech posted on website of Advertising Educational Foundation and available at  
http://www.aef.com/on_campaign/classroom/speaker_pres/data/6000 |
| 5 | 13 minutes | Whistleblowing  
Read text:  
• pp. 136-144 – “When All Else Fails: Blow the Whistle”  
• pp. 337-338 – The cost of government regulation (only paragraph beginning on p.337, “The 1990s financial scandals…..,” and ending with paragraph on p.338 ending with “securities law violations.”) |
| 6 | 10 minutes | Employee Discipline and Termination  
Read text, pp. 291-300; 377-380 |
| 7 | 10 minutes | Corporate Social Responsibility  
Read text, pp. 318-337, 339-344 |
| 8 | 13 minutes | Global Ethics  
Read text, pp. 402-413 |
| 10 minutes | Complete online practice quizzes |
| 9 | 3 minutes | Session and Course Conclusion |