Tuesday 6:00-9:40 p.m.
Location: GMCS 324

ETHICAL DECISION-MAKING IN BUSINESS (BA 300) – HYBRID
SAN DIEGO STATE UNIVERSITY
Dr. Wendy L. Patrick

Office Hours: SSE 3368, Tuesdays before each Class 5:00-6:00 pm or by appt.
jstcesq@live.com / (619) 861-2112

SYLLABUS

Course Description

This class will explore ethical theories and principles and their practical application in a variety of business situations. About 50% of the instructional time will consist of your reviewing pre-recorded video segments and completing assignments online. You can access the video segments, presented by Dr. Lori Ryan and Professor Dan Eaton from the course Blackboard page. The remaining approximately 50% of instruction time will consist of two extended in-class sessions designed to build upon and expand the basic course material presented online. Answers to frequently asked questions about the course appear at the bottom of this syllabus.

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

BA 300 contributes to these goals through its student learning outcomes.

Student Learning Outcomes

Upon completing this course, you should be able to:

- Explain the various ethical dimensions of business decision making.
- Explain the role of various affected parties in business decision making.
- Assess the ethics of decision alternatives using different ethical decision rules.
- Apply ethical decision-making rules and concepts.

A. Required Text

Linda K. Treviño and Katherine A. Nelson, Managing Business Ethics: Straight Talk About How To Do It Right (Fifth 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 buying a three-hole punched binder-ready version of the text either from the Aztec Bookstore or from the publisher at http://www.wiley.com/WileyCDA/Section/id-406392.html. If you purchase the binder-ready version and intend to sell it back to the bookstore as used, please take special care to keep it intact.
B. 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 Professor Eaton’s 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 test(s) 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.

C. In-Class Sessions

Each of the two-block video sessions is followed by a 3-hour and 40-minute in-class session. The first session is July 23 and the second session is August 6. The final exam will be on August 13. Please mark your calendars now. 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 second session covers only the material in blocks 3 and 4. Only the final exam is cumulative.

Please note: You must attend all of both in-class sessions. There will be NO make-up exams or other make-up opportunities given except in extraordinary circumstances when scheduled in advance.

After each exam, we will watch a video illustrating the business ethics theories and principles at issue, and then work through a series of highly interactive exercises designed to build upon and go beyond the videos and the readings on which you will have been tested.

A student can earn up to 20 class participation points for contributing to the discussion following the tests in each of the two classes (10 points per class). Those who prefer may e-mail me a thoughtful, detailed response to the ethical issues raised in class. E-mails received within one week after each class will be eligible to earn credit. Points may also be earned through a combination of in-class participation and e-mail. Credit will be given only for thoughtful responses.

D. Grade Breakdown

40 points Two 20-question multiple-choice in-class exams [Scantron 882E]
20 points Class participation (10 points possible for each class)
40 points CUMULATIVE 40-question multiple-choice final exam [Scantron 882E]
100 points

How your grade will be determined

The grade you earn will be set according to a curve. The median grade is set by the Department at C+/B-, or roughly 2.5. That means as many students will earn C+ and above as will earn C+ and below, and there will be more C+’s (around 18 in a class of 65) than any other single grade. The final grade you earn will be determined by adding the points you earn during the semester and then assigning a grade based on where you fall in relation to the rest of the students in the section. Any student who earns at least 70 points will earn at least a C.
## Reading and Video Segments to be Completed before Session 1 (Times are approximate)

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<thead>
<tr>
<th>Segment</th>
<th>Length</th>
<th>Segment Content</th>
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<tr>
<td></td>
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<td><strong>Block 1</strong></td>
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<td>6 min.</td>
<td>Course introduction</td>
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<td>10 min.</td>
<td>Moral decision making—General (Text, pp. 17-30, 52-61, 71-75)</td>
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<td>Moral decision making—Organizational influences – Part 1</td>
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<td>Ethics and organizational culture (Text, pp. 82, 260-269, 272-284)</td>
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<td>13 min.</td>
<td>Moral decision making—organizational influences – Part 2</td>
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<td>Ethics and the law (Text, pp. 20-21, 177-178 (“Structures to Support Reporting of Problems”), 208-210, 252-253 (You are responsible for knowing the factors in the sentencing guidelines, and how the guidelines generally work, but you are not responsible for knowing the numbers), 295-296)</td>
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<td>10 min.</td>
<td>Moral decision making—Cognitive biases (Text, pp. 88-97)</td>
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<td>9 min.</td>
<td>Moral decision making—Individual differences (Text, pp. 75-87)</td>
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<td>10 min.</td>
<td>Individual differences questionnaire (Posted on Blackboard)</td>
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<td>7 min.</td>
<td>Questionnaire debrief</td>
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<td>Section summary</td>
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<td>On-line practice quiz</td>
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<td><strong>Block 2</strong></td>
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<td>Moral judgment—Introduction (Text, pp. 38-51)</td>
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<td>Utilitarianism (Text, pp. 40-42)</td>
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<td>Robert Nozick’s Rights Theory (Text, pp. 355-356 “Managing Stakeholders”)</td>
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<td>11 min.</td>
<td>John Rawls’ Theory of Justice (Text, pp. 44-45)</td>
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<td>2 min.</td>
<td>Section summary</td>
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<td>10 min.</td>
<td>On-line practice quiz</td>
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<td>3 min.</td>
<td>Session 1 wrap-up</td>
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In-Class Session 1: Tuesday, July 23, 2013, 7:00 p.m. – 10:40 p.m.

In-class exam

Introduction

What does it mean to make an “ethical” decision?

The Ethics of Hiring

Overview of Common Ethical Problems, Stakeholder versus Shareholder Orientation

The Ethics of Corporate Secrets

Building on ethical theory

The Ethics of Making Your Numbers

Building on Understanding Ethics and Reward Systems, Nozick’s Rights Theory, the Federal Organizational Sentencing Guidelines
### Reading and Video Segments to be Completed before In-Class Session 2

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<thead>
<tr>
<th>Segment</th>
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<th>Segment Content</th>
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<tr>
<td><strong>Block 3</strong></td>
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<td>2 min.</td>
<td>Session introduction</td>
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<td>8 min.</td>
<td>Objectivism</td>
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<td>11 min.</td>
<td>Integrative social contracts theory (Text, pp. 411-417)</td>
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<td>10 min.</td>
<td>Ethic of care (Text, pp. 77-82, esp. 81-82 (“Are Women and Men Different?”))</td>
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<td>10 min.</td>
<td>Justice/care scale (Posted on Blackboard)</td>
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<td>5 min.</td>
<td>Justice/care scale debrief</td>
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<td>Section summary</td>
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<td>10 min.</td>
<td>On-line practice quiz</td>
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<td><strong>Block 4</strong></td>
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<td>2 min.</td>
<td>Section introduction</td>
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<td>11 min.</td>
<td>Virtue ethics (Text, pp. 9-12, 46-51)</td>
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<td>8 min.</td>
<td>Conflicts of interest (Text, pp. 122-127)</td>
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<td>13 min.</td>
<td>Whistleblowing (Text, pp. 137-145, 341-342 (Only paragraph beginning on p. 341 “The 1990s financial scandals . . .”))</td>
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<td>10 min.</td>
<td>Employee discipline and termination (text, pp. 299-304, 378-381)</td>
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<td>10 min.</td>
<td>Corporate social responsibility (Text, pp. 322-340, 343-348)</td>
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<td>13 min.</td>
<td>Global Ethics (Text, pp. 401-411)</td>
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<td>10 min.</td>
<td>On-line practice quiz</td>
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<td>3 min.</td>
<td>Session and course conclusion</td>
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In-Class Session 2: Tuesday, August 6, 2013, 7:00 p.m. – 10:40 p.m.

In-class exam

The Ethics of Corporate Philanthropy

Corporate Social Responsibility, Objectivism, and Virtue Ethics

The Ethics of Family Business

The Ethic of Care; Do Men and Women Resolve Ethical Questions in Business Differently?

The Ethics of Multinational Business Operations

More on Integrative Social Contracts Theory and the Foreign Corrupt Practices Act

FINAL EXAM: 7:00 – 9:00 p.m. August 13, 2013 Location: TBA

POLICY ON ACADEMIC DISHONESTY

All of your work in this course must be your own. Don’t cheat in any way, shape, or form. If you do, I will report it to the Center for Student Rights and Responsibilities for further action. The consequences for cheating are always serious and may result in your expulsion. The only thing worse than failing an ethics class is failing an ethics class because you cheated.

The SDSU definition of plagiarism is as follows:

“Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one’s own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person’s artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one’s own work papers purchased from research companies.”
FREQUENTLY ASKED QUESTIONS: BA 300

The answers to many of these questions may be found elsewhere in the syllabus. You are certainly free to contact me by e-mail with any questions about the course not addressed here, but before doing so please review this document and the rest of the syllabus to see if your question is answered.

About me

Where did you get your Degrees?

I received my Ph.D. from the University of Wales Trinity Saint David in the United Kingdom, I received my Master of Divinity Degree from Bethel Seminary San Diego, and I received my law degree from California Western School of Law. I received my undergraduate degree in psychology from UCLA; my undergraduate education included summer school at San Diego State University.

Text

May I use an earlier edition of the text than the one you have assigned?

No. The content is somewhat different and the pagination is completely different. Please obtain the assigned edition of the text.

I purchased the three-hole punched, binder-ready version of the text. The pages do not seem to match the material on those pages that the syllabus says should be addressed. Why?

The page numbers on the top right-hand side of the pages correspond to the page numbers for the reading assignments in the syllabus. Please disregard the page numbers at the bottom of the pages.

Will I be tested on material in the text that is not addressed in the video segments?

Yes. Anything in the assigned pages of the text – as well as the video and other material found on Blackboard -- may be tested.

Before the first in-class session

Do the practice tests count toward the grade I earn in the class?

No. The syllabus makes this clear. The practice tests are there for your use and taking them is strongly recommended, but not required.
First in-class session

What should I bring to the first in-class session?

The Handouts for Class 1, the text, a crisp (not mangled) Scantron form 882-E, and number 2 pencils.

Why do we begin each of the two in-class sessions with a 20-question, multiple-choice test? Why don’t you lecture first and then give us the test?

Because it would sharply reduce your incentive to read the assigned pages of the text and review the video segments. Through the video segments, you in effect are receiving a series of lectures before being tested. The in-class tests are designed to test whether you have reviewed the assigned material in the reading and in the videos closely. The in-class interactive sessions are designed to deepen your understanding of certain parts of the material covered in the online segments of the class.

How do I earn participation points?

Each segment of the in-class sessions begins with a video demonstration illustrating some of the relevant ethical principles. That is followed by discussion of the issues raised in the video. In each in-class session, students can earn up to 10 participation points for meaningfully contributing to the class discussion.

If I don’t speak in class, is there any way to earn class participation points?

Yes. You may earn class participation points by providing a meaningful response to the issues raised in each class session by e-mail. In this fashion, you will earn points as if you spoke in class for the segment for which you are seeking credit.

If I earned class participation points for speaking in class, may I earn additional class participation points by responding to the issues raised in class by e-mail?

Yes. You can earn class participation points both by speaking in class or responding to the issues raised in class by e-mail. However, in order to earn points by e-mail, you must submit a thoughtful, detailed response that demonstrates an understanding of the ethical principle(s) described and an ability to apply the principles to real world scenarios.

Will there be breaks during the in-class sessions?

Yes. Each class session will have two breaks of at least 5 minutes each.

Before the second in-class session

Where can I find the Care/Justice scale referred to in the syllabus?
It is found on Blackboard and is called “Ethical Orientation Questionnaire.”

*Does the second in-class test cover only material covered in Blocks 3 and 4 or does it also test material covered in Blocks 1 and 2 and the first in-class session?*

The second in-class test covers only the material in the text, the additional reading (especially the reading on advertising), and videos for Blocks 3 and 4. It is *not* cumulative. Only the final exam is cumulative.

**The second in-class session**

*What should I bring to the second in-class session?*

The Handouts for Class, the text, the completed ethical orientation questionnaire (including writing the number of “C” answers you gave to the question), a Scantron form 882-E, and number 2 pencils. You will turn in the questionnaire at the beginning of the second break.

**The final and the grade**

*How many questions are on the final? Does it cover all of the material in the course?*

There are 40 multiple choice questions on the final. Yes, the final covers all of the material in the course.

*Why are the questions on the final so much longer and complex than those in the in-class tests?*

The questions on the in-class tests primarily are designed to evaluate whether you can recognize the concepts addressed in the reading and the video. The questions on the final are designed to evaluate whether you can apply those concepts by engaging in critical thinking. Many of the questions come from business newspapers (such as the Wall Street Journal) so that you can see how these concepts appear in the real world of business.

*Do you provide samples of past final exam questions?*

Yes, there are three mini-finals on Blackboard that are available immediately after the second in-class session. Taking those practice finals is optional, but doing so will better prepare you for the final. I also strongly suggest that you review the tips about how to prepare for and take the final that were prepared by two former students who did exceptionally well on the final.
How many points do I need to earn to earn an “A” in the class?

There is no way to say in advance. The grade you earn will be determined by how the total number of points you earn compares to the total number of points your classmates earn.

I didn’t do well in the course up until the final. Is there any way to earn extra credit?

No. Any opportunity for extra credit would have to be offered to the entire class. Since the class grade is curved, that would probably eliminate any effect on any given student’s course grade.