**COURSE SYLLABUS**

**SCINTIFIC AND PROFESSIONAL ETHICS**

**CLASS: BIOL 326/MGT 326**

**Fall 2013**

**Instructor:** J. Andrew Morris

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Texts: **Title**: The Business Ethics Workshop by James Brusseau. **e-ISBN**: 978-1-4533-2735-7.

Available only on-line (there is NO copy at the bookstore) from Flat World. Costs about $20.00 to read;

$40 if you want printed. Go to: <http://students.flatworldknowledge.com/course?cid=1397221&bid=64806>

Or go to https://students.flatworldknowledge.com/ go to looking for textbook, type in Morris.

Also Instructor’s Notes & selected articles can be found in your CI Learn accounts for the class –

These are of course free!

**Course Description**

Discussion of ethical issues and societal challenges derived from scientific research and professional activities. Examines the sources, fundamental principles, and applications of ethical behavior; the relationship between personal ethics and social responsibility of organizations; and the stakeholder management concept. Applies ethical principles to different types of organizations: business, non-profits, government, health care, science/ technology, and other professional groups.

**Program and Course learning objectives:**

1. Describe the major elements of ethical theory (1,2,3,5)
2. Analyze and present results of complex ethics cases (1,5)
3. Prepare and give effective oral presentations about ethical issues (2,5)
4. Conduct research and write a multi-page paper on an aspect of ethics (3,5)

\*Aligns with Program Learning Goals for: 1) Critical thinking, 2) Oral communication, 3) Written Communication, 4) Conduct (Ethics), 5) Competencies in discipline, 6) Collaboration

**It is absolutely essential to understand that this course DOES NOT purport to teach the student what are “correct” or “ethical” decisions but instead to train students to use ethical processes by which to arrive at decisions.**  Simply put, the course examines the means by which one makes a decision, not what the decision should be.

**General Professionalism/Class Policies**

1. Work is due when it is requested. Only with prior approval will late work be accepted but will always be graded at LEAST one letter grade lower than on time work.

2. While there is no mandatory class attendance policy you are expected to come to class on time. It shows respect for you, me, and CSUCI. Failure to attend/being late for class negatively impacts your participation grade.

3. Other than volunteer work, no provision is made for earning extra credit in this course. Consequently, it is important that you do your best work on each exam and assignment.

4. Turn off your cell phones and no IM---it’s annoying, unprofessional and disruptive. If using your laptop PLEASE stay on class appropriate materials. No sports, Facebook, porno, fashion (all interesting perhaps BUT NOT class appropriate)

1. Truth, integrity, justice, and honesty are a given part of our class. There can be no exceptions - ever. For a full discussion of what this means and the consequences of failing to comply with this, students are expected to have read CSUCI’s Honor Code/Statement of Academic Honesty.
2. **We exhibit appropriate demeanor, and never accept offensive, sarcastic, or belittling behavior of each other.**

**GRADING**: Exam 1 25%

Exam 2 25%

Quizzes 10%

Exercises, Debates, Cases 30%

Participation 10%

**Total 100%**

Final grades will be assigned as follows:

|  |  |  |
| --- | --- | --- |
|  | >94.0= A | 90.0-93.99= A- |
| 87.00 -89.99 = B+ | 84.0–86.99= B | 80.0-83.99 = B- |
| 77.00 -79.99 = C+ | 74.0–76.99=C | 70.0-73.99 = C- |
| 67.00 -69.99 = D+ | 63.0-66.99= D | 60.0-62.99 = D- |
| (<59.99= F) |  |  |

**Exams (50%)**

Two written examinations, covering the text, lecture and class discussion will be given on the dates noted in the course outline. The exams will be mostly essay, short answer based. Some portion will be completed as “take-home”. Students will have two hours to complete the in-class portion of each exam. The final exam will be partly cumulative (that is, several short answer and/or essay questions will come from earlier materials). Students should (must) make every effort to attend the examination when scheduled. Should extreme circumstances prevent a student from taking an exam, a make-up exam may be taken, **subject to the approval of the instructor. Examples of prior exam questions can be found blackboard – subsection information.**

**Reading Quizzes (10%)**

Six times over the semester, I will ask you a couple of questions about that day’s reading assignment. I simply want to ensure that you have read. Reading materials before we discuss them helps enhance learning and provides a foundation for application. Each quiz is worth 2% of your final class grade. I will drop the lowest of the six. Quizzes will be given in the first five-ten minutes of class. To make-up a missed quiz you must have: (1) informed me that you would be absent that day, and (2) Stop by my office to take the quiz before the next scheduled class meeting. **NO OTHER EXCEPTIONS**

**Exercises, Debates, & Case Analyses (30%)**

You will have 7 written assignments (3 debate papers, 2 case analyses, 2 projects) – each is described below**. I will drop the grade on the lowest CASE analyses thus each written assignment is worth 5% of your final grade. Without prior approval, no late work is accepted (and late work always carries a 10 point penalty)**. Each assignment has slightly different rules/format. Each is described below. These assignments are due on the dates noted in the course outline (last page of the syllabus)

**Debates:**

In this class, we will address and examine some charged issues. To help you better understand these issues, each student will be assigned to research and develop arguments surrounding several especially controversial topics.Students are tasked with generating 3-5 position points for the pro side of a debate question and 3-5 position points for the con side of a debate question. There will be 3 debate questions and the debate write-ups are due on the dates notes in the course outline. Bullet-points are fine but the work must be typed**. Students must also cite and document at least 3 sources to support their arguments (exclude my notes, text, and WIKI as sources).** The debate questions are:

Debate 1: Addiction: Criminal Behavior or Medical Illness

Debate 2: Stand your ground laws: Greater Good or not so much

Debate 3: Class decides between these topics:

(a) Businesses have an obligation to be conscious of the environment even if it hurts their profit (b) Business have an obligation to pay their employees a “living wage”

(c) Growing marijuana (pot, weed, skunk …): No harm, no foul?

(d) Drug screening to qualify for welfare, unemployment, or other social benefits. OK or not so much?

(e) Open immigration

On the dates noted in the course outline, students will be randomly assigned to one of three groups (you can't decide for yourself ‑ Ah!, this means you have to be prepared to argue both sides): Pro position, Con position, or Judge.

* Students will have 20 minutes to develop a consistent, logical argument for their assigned position. Judges will develop criteria by which teams are evaluated.
* Team A will present opening argument to judges -- 5 minutes MAX
* Team B will present opening argument to judges – 5 minutes MAX
* Groups will reconvene and have 10 minutes to develop rebuttals
* Groups present 3 minute rebuttal
* Judges: have 10 minutes after both rebuttals to seek clarification, ask questions etc. Judges then have 10 minutes to determine winner and indicate why.
* Winning group members earn some reward TBD

Grading on the debate papers is a function of two things. One, the extent to which your written analysis covers a broad range of issues and arguments related to the topic under consideration; two, the extent to which you find interesting, influential, and current research sources.

**Exercises 1:**

**Code of Professional Ethics Project**

Almost every professional society has developed and posted on-line its code of conduct which members of that profession are expected to follow in order to remain “members of good standing”. In this project, I want you to examine the code of conduct that is most closely associated with the profession that you are currently a member of and/or would like to join upon completion of your training here at CSUCI. In a 2-3 typewritten page review of your profession’s code of conduct I want you to examine and discuss such things as:

1. What issues/topics are covered? Why these?

2. What topics are not covered? Why not?

3. What are the strengths of the code of conduct?

4. What are the weaknesses of the code?

5. How effective is the code in preventing misconduct? Proof?

**6. Two ways to strengthen the code of conduct so that it is more effective.**

**Exercise 2:**

**Ethics Topic Paper and Presentation:**

Each student should (1) individually research an ethics issue/topic (excluding the debate topics and codes of conduct) that matters to them, (2) write a paper with a body of a minimum of 3 pages and a maximum of five pages (excluding endnotes, and/or charts, (3) Students will randomly assigned to one of 6-8 groups (depends on class size). Students within that group have 10-15 minutes to select the paper that they find most interesting/compelling. Upon team selection, groups have 20 minutes to organize a 3-5 minute team presentation of the paper: topic, its connections to the class, implications and applications to things learned in class. The group with the best overall presentation earned +5 points on exercise 2 grade for all team members. The paper will be graded on the following elements:

1. **Clearly stated position**: Provide your position and a brief analysis of the major points surrounding your topic. Apply concepts and discussions from class and incorporate them into your topic and develop a position that you can support. What is it that you will prove? Your material will be developed in your own words and not copied although, of course, others thoughts can/will influence your thinking on the matter.

2. **Effective use of the textbook and other handouts.** Focus on applying specific concepts from the text and handouts to support your position. That is, make a connection between conceptual and theoretical material to the issues of professional or personal ethics raised in your topic.

3. **Effective use of additional research materials** is required for a more complete and effective discussion. Additional information must include both (1) background information not found in the text/handouts and (2) updated information on the topic

4. **Make specific recommendations.** OK, so based on your review and research state explicitly what should be done and why!

5. As always, you are students at a premiere institution of higher learning and as such you are expected to write within the basic elements of good style. This includes grammar, spelling, and appropriate format.

**Case Analyses:**

You are to read, analyze and write a two-page typed paper on either of the two assigned cases (or both and I will drop the grade of the lowest case grade). Due dates are noted in the course outline. The cases will be discussed in class. All case write‑ups are designed to be incidents of “demonstrated application". I want you to show me that you have mastered the materials covered by applying what has been learned. That is, **I want the first part of the case write‑up to reflect ways in which topics we have covered are evidenced or applicable to the case under study ‑the more ways you can do this the better your group's grade will be. The second part of the case analysis must include an action plan**. An action plan can be thought of as specific recommendations for ways to improve the situation. While the majority of the case grade will be based on the content of the case, style also matters.

**Class Participation (10%)**

One of the objectives of this class is to train student’s to think more broadly and for themselves rather than training technicians who know the right response to give in a particular situation but don’t know **WHY**  it’s the right one. Thus I expect you to participate in class discussions by sharing your own insights and experiences, providing feedback on other student's ideas, and sometimes providing alternatives approaches to presented problems. Moreover, students in groups of 2-3 (depends on final class size)during the semester you will be tasked with primary responsibility for leading discussion on one of the assigned inquiries/cases. Nothing to turn in but on your assigned inquiry you are expected to lead/enhance/be the go-to-person for the inquiry topic. As such, you will need to be especially prepared to get involved in/enhance class discussion.

In grading class participation I will look at both the quantity and quality of your class contributions. Thus class participation is a function of:1. **Presence** – you can’t participate if you’re not here.2. **Preparation** – your comments reflect and add something to the class discussion.

The ability to show that you have read and reflected upon assigned readings and/or questions is key. It is painfully obvious to me and your classmates when you are not prepared. Like the Russian proverb suggests “sometimes it is better to remain silent and let them think you a fool than to open your mouth a remove all doubt”. Simply put, over the semester there may be days when you didn’t get the work done – it happens – on such days silent serves you better.

3. Attitude – a spirit of engagement and desire to learn – subtle but real. 4. A willingness to commit yourself to a position in front of your classmates

5. Actively engaging in debate presentations & case discussions.

**Extra Credit: Volunteer hours**

CSUCI’s mission statement indicates that we should pursue an educational experience that utilizes service learning. It is my belief that service learning projects are not only an excellent way to develop the mind but also help us grow into more complete human beings. Indeed, “no man can help another without also helping themselves.” As a consequence, students are provided the opportunity to engage in service work over the course of the semester. Any volunteer activity is acceptable as long as it meets these four qualifications:

1. It must be work for which you are not paid;

2. The activity **must not** be related to something you have a financial interest in

3. The primary beneficiary of your activity must not be you or your family although you will of course have benefit from it. In general, while student activities (yearbook, clubs, etc.) are often “not for pay” they can/do “enhance” your resume and thus may not pass the primary beneficiary test.

4. The activity should pass the “mom” test - that is, you would not be ashamed to tell someone whose opinion you value highly of the activity you performed.

It is my hope that we could collectively engage in at least one Saturday project. In previous semesters, students have worked with Habitat for Humanity, the MS150, and homeless shelters. Students who engage in service projects can earn +.2 pts for each hour of service up to a total of 2 pts or 10 hours. That is, **you could earn up to 2 pts towards your final class average – potentially the difference between +/-. However, credit for the service work must also follow these requirements:**

(a) On the last day of class, you will turn in evidence of having engaged in service learning. That evidence need only be: what you did, when you did it, total number of hours worked and a contact person with telephone number (if you have it).

(b) A 1-3 page typewritten paper in which you answer the following questions:

A. Why did you choose this(these) community service opportunity(ies)?

1. After completing your work, what do you believe you gained or learned from this(these) experience(s)?
2. In what ways (if any) did the activities you engaged in help enhance your understanding of business management. If none why none?
3. Do you believe that universities should require community service? Explain?
4. As a society, are we better off having organizations encourage community service from its workers? Are their any negative consequences of these requirements?

**Disabilities Statement**:

Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms MUST register with the designated staff member in Student Affairs in order for CSUCI to better accommodate special needs. Students are required to provide documentation of a disability when accommodations are requested. **COURSE OUTLINE AND ASSIGNMENTS\***

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC** | **ASSISGMENT DUE** |
| 8/27 | No class |  |
| 9/3 | Review syllabus; What are ethics and why do they matter? | Chapter 1 |
| 9/10 | Ethical Standards: Majority Views; Feelings: Conscience; Biological influence? | Chapter 2  **Reading: Wilson (in blackboard subsection Assigned readings)**  *Discuss: Murdoch: (in blackboard subsection Cases to Discuss): nothing to turn in just read* |
| 9/17 | Culture’s impact on Ethics; Foundations for judgment & moral responsibility | Chapter 3,4  **Debate 1** |
| 9/24 | Ethical Models: Obligations, Ideals, & Consequences; Business applications | **Reading: Robots**  **Reading: Sword** |
| 10/1 | Ethical Dilemmas; The importance of moral courage | **Case 1: Shakedown (in blackboard)**  **Reading: Sadhu** |
| 10/8 | Whistle Blowing & Ethical Decision-making; Review for Exam | **Debate 2**  Chapter 7 |
| **10/15** | **Exam** |  |
| 10/22 | Individual Factors impacting ethical behavior | Return Exam  Chapter 5, 6 |
| 10/29 | Organizational Factors | Chapter 8, 9  **Reading: Up to Code**  *Discuss: Apple* |
| 11/5 | Codes of Conduct | **Case 2: World Class Bull (in blackboard)**  *Discuss Tom’s & Mattel* |
| 11/12 | The Morality of Markets & Social Responsibility | **Exercise 1**  Chapter 13  *Discuss Patagonia & Bakery* |
| 11/19 | Privacy, Consumption, & Marketing Ethics | Chapter 10, 12  *Discuss: Google* |
| 11/26 | Environmental Ethics & Sustainable Development | **Debate 3**  Chapter 14  **Reading: Easter’s End** |
| **12/3** | Presentations , Review for final exam | **Exercise 2** |
| **12/10** | **Final Exam: 8-10am** |  |

**\*This SYLLABUS IS SUBJECT TO CHANGE AS CIRCUMSTANCES AND FLEXIBILITY DICTATE.**