

## BUS 508 SYLLABUS - ETHICS AND LAW - Fall 2024

**REQUIRED TEXT:** Joshua Greene - Moral Tribes: Emotion, Reason, and the Gap between Us and Them (2013)

**RECOMMENDED TEXT:** Brian Klaas – Corruptible: Who Gets Power and How it Changes Us (2021)

**CLASS MEETS:** Wednesday, 6:30– 9:00 p.m.; 8/28 through 12/11

**INSTRUCTOR:** Panda Kroll, Esq., [panda.kroll@csuci.edu](mailto:panda.kroll@csuci.edu); 805-551-0773

**OFFICE HOURS:** Martin V. Smith Hall 1171 Noon- Monday or 5:00-6:00pm Wednesday by Zoom

DATE	TOPICS TO COVER IN CLASS	READING & HOMEWORK DUE BEFORE CLASS BEGINS
8/28 Week One	<p><b>MODULE I – WHY HAVE LAWS AT ALL?</b></p> <p><b>I. The Legal Environment in Which We Live</b></p> <p style="text-align: center;"><b>Sex and Drugs @Work</b></p> <p style="text-align: center;"><b>When Is an Act Legal/Illegal?</b> What is the “Age of Consent?” Is Selling Cannabis Legal? Is Porn Legal?</p>	<p><b>(All Assignments on Canvas)</b></p> <p><b>ANSWER</b> Short Survey</p> <p><b>Media Assignment:</b> <b>WATCH</b> feature-length documentary: “The Inventor: Out for Blood In Silicon Valley” (2 hrs)</p> <p><b>RESPOND TO Graded Discussion Prompts:</b> Pronounce Your Name Reaction to <u>The Inventor</u> documentary Reaction to two short news articles: - “Ventura County police raid alleged marijuana-delivery service” - “Judge quits after massive porn cache is found on work computer” Reaction to Laws Regulating Sex and Drugs</p> <p><b>COMPLETE Worksheet:</b> CANVAS #1</p>
9/4 Week Two	<p style="text-align: center;"><b>“Truthiness” v. Critical Thinking</b> <b>When was the last time you changed your mind?</b></p> <p style="text-align: center;"><b>When Is an Act Legal/Illegal? (cont.)</b> Is Cannabis “Discrimination” Illegal? Is Drug Testing Illegal?</p> <p><i>Video:</i> Supreme Court oral arguments in <i>Ross</i></p> <p style="text-align: center;">Sign up for informal presentation: <i>Moral Tribes</i> chapter</p> <p style="text-align: center;"><b>“Truthiness” v. Critical Thinking</b> <b>When was the last time you changed your mind?</b></p> <p style="text-align: center;"><b>When Is an Act Legal/Illegal? (cont.)</b> Is Cannabis “Discrimination” Illegal? Is Drug Testing Illegal?</p> <p><i>Video:</i> Supreme Court oral arguments in <i>Ross</i></p> <p style="text-align: center;">Sign up for informal presentation: <i>Moral Tribes</i> chapter</p> <p style="text-align: center;">State &amp; Federally Protected Classes, e.g.: *Disability *Gender *Religion *Race *‘‘Color’’ *Nat’l Origin/Ancestry *Citizenship *Age (only old) *Veteran Status *‘‘Sex’’ - Title VII: <i>Bostock v. Clayton County</i></p>	<p><b>Media Assignment:</b> <b>WATCH</b> and discuss one of the short videos on public speaking.</p> <p><b>Read</b> case study posted in Canvas: <i>Ross v. RagingWire</i> (medical cannabis @work) <b>COMPLETE Worksheet:</b> CANVAS #2A</p> <p><b>TEXTBOOK READING (Published on Canvas):</b> Jennings, Ch. 1 - Introduction to Law, Jennings, Ch. 5 - Business &amp; the Constitution ✓ <b>Read</b> Ch. 1 pp 2-6, 11-14 (esp. private v. public law, criminal v. civil law) ✓ <b>Study</b> Exhibit (“Exh.”) 1.2 ✓ Ch. 5 pp. 87-89, 92 (esp. “What is Police Power?”) ✓ p. 96 (state v. federal regulation, “preemption”) <b>COMPLETE Worksheet:</b> CANVAS #1B</p> <p><b>ALLOW 4-6 HOURS TO COMPLETE ASSIGNMENTS</b> – this will be true each week, so plan accordingly!</p>

<p>9/11 Week Three</p>	<p align="center"><b><u>Sources of Law</u></b> <b>Statutes &amp; Judicial Decisions</b> <b>When Is an Act Legal/Illegal? (cont.)</b></p> <p align="center"><u>Sex Laws:</u> Were Romeo &amp; Juliet guilty of sex crimes?</p> <p align="center"><u>Obscenity Laws:</u> Is rap music obscene? What is “sexting,” and is it child pornography?</p> <p><i>Video:</i> Teen Sexting &amp; Law Enforcement Teens Accused of Sexting Fight Back</p> <p align="center">Sign up for Moral Tribes</p>	<p><b>Media Assignment:</b> <b>LISTEN</b> and discuss podcast: “Brian Klaas on Power and the Temptation of Corruption” (1h22m)</p> <p>Moral Tribes: Part 1-Moral Problems Intro + Chapter (Ch) 1: The Tragedy of the Commons (pp. 1-27) Ch 2: Moral Machinery – MAGIC CORNER (pp. 28-65)</p> <p><u>Sex Laws</u> ✓ Sexts – Pornography? Obscenity? ✓ Rap Music</p> <p><b>COMPLETE Worksheets:</b> CANVAS #3A &amp; B</p> <p>Be prepared to discuss: How did the teens defend themselves from the threat of state criminal charges for child pornography arising from their use of their cell phones?</p>
<p>9/18 Week Four</p>	<p align="center"><b><u>Sources of Ethics:</u></b> <b>What If There Were No Laws?</b> <b>What If The Laws Are Unfair?</b></p> <p align="center"><b><u>Cyber-Crime &amp; Punishment:</u></b> Civil Liability and Criminal Guilt for Emails and Facebook Postings</p> <p align="center"><i>How to:</i></p> <ul style="list-style-type: none"> <li>• Regulate “new” torts/crimes</li> <li>• Distinguish criminal from civil law</li> <li>• Manage your online reputation</li> </ul> <p><i>Video:</i> MySpace Suicide: Witness Testimony</p>	<p><b>Media Assignment:</b> <b>WATCH</b> and discuss video “The Trolley Problem” (3 mins)</p> <p>MORAL TRIBES Ch 3: Strife on the New Pastures (pp. 66-104) Ch 4: Trolleyology (pp. 105-132)</p> <p><b>UPLOAD</b> Answers to CANVAS #4A <i>Case: Garrity v Hancock Insurance</i> (The Boss Who Didn’t Appreciate E-Mail Top Ten Lists)</p> <p><b>COMPLETE Worksheets:</b> <u>Cyber Laws</u> ✓ Privacy &amp; Reputation on the Internet - CANVAS #4B ✓ Virtual Lives/Real Consequences - CANVAS #4C The MySpace Suicide Case</p>
<p>9/25 Week Five</p>	<p align="center"><b>MODULE II – “SEZ WHO?”</b> <b>Evidence in Litigation</b></p> <p align="center"><b><u>Litigation in Our Judicial System:</u></b> How Does a Lawsuit Begin? Which Facts Matter? What is the Truth and Who Decides?</p> <p align="center"><i>What 2 Do When U Want 2 Sue and How 2 Prove Your Case</i></p> <p align="center"><i>How to:</i></p> <ul style="list-style-type: none"> <li>• Write/respond to a “demand” letter</li> <li>• Decide whether to litigate</li> <li>• Avoid Evidence “Spoliation”</li> </ul> <p><i>Exercise:</i> Litigation Flowchart</p>	<p><b>Media Assignment:</b> <b>WATCH</b> and discuss video “What is the Difference between Ethics, Morality and the Law?” (5 mins)</p> <p>MORAL TRIBES: Part 2-Morality Fast &amp; Slow Ch 5: Efficiency, Flexibility, &amp; The Dual-Process Brain (pp. 132-146) Ch. 6: A Splendid Idea (pp. 147-175)</p> <p><b>TEXTBOOK READING:</b> <b>Jennings, Ch. 3:</b> The Court System &amp; Dispute Resolution <b>COMPLETE Worksheet:</b> CANVAS #5A</p> <p><b>UPLOAD</b> Answers to CANVAS #5B <i>Wal-Mart Stores v. Johnson</i> “Reining Deer,” pp. 73-74</p>
<p>10/2 Week Six</p>	<p align="center"><b><u>Constitutional Law</u></b> <b>Our Fundamental Rights</b></p> <p align="center">CONSTITUTION TEST (open book)</p>	<p><b>Media Assignment:</b> <b>WATCH</b> and discuss biographical documentary, “On the Basis of Sex” (2 hrs)</p>

	<p><b><u>Federal &amp; State Constitutional Controversies</u></b>  <b>Which Laws Are “Fundamental?”</b>  Bill of Rights/Equal Protection/Due Process</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• Racial Inequality in Land Ownership</li> </ul> <p><b><u>Students’ Rights/Equal Protection</u></b>  <b>T-Shirt Wars</b>  <b>Culture Wars (School Library Fights)</b></p> <p><i>How to:</i>  Use the 14<sup>th</sup> Amendment <b>offensively</b> to protect individuals from discrimination based on membership in a protected class</p> <p><i>How to:</i>  Use the 1st Amendment <b>offensively</b> to protect pro-drug/pro-choice/anti-gay messages</p>	<p>MORAL TRIBES  Ch. 7: In Search of Common Currency (pp. 175-190)  Part Four: Moral Convictions  Ch. 8: Common Currency Found (pp. 190-211)</p> <p><b>COMPLETE Worksheet:</b> CANVAS #6A  1) US Constitution Fill-In-The-Blanks</p> <p><b>COMPLETE Worksheet:</b> CANVAS #6B  2) <u>Student Speech Controversies: T-Shirt Wars!</u>  ✓ <i>Morse (Juneau School Bd.) v. Frederick</i>  “BONG HITS 4 JESUS” in SCOTUS  ✓ <i>Nuxoll v. Indian Prairie School Dist.</i>  ”Homosexuality is Shameful”  <i>Harper v. Poway School Dist.</i>  “Be Happy Not Gay”  <i>T.A. v. McSwain Union Elementary School Dist.</i>  “Abortion Is Murder/Growing Growing Gone”</p>
<p>10/9  Week  Seven</p>	<p><b><u>Constitutional Law, cont.:</u></b>  <b>Do Corporations Have 1st Amendment Rights?</b></p> <p><i>How to:</i>  Use the 1st Amendment <b>defensively</b> to avoid liability for controversial messages</p> <p><b>MODULE III: The Law of Torts</b>  <b>(intentional/Negligent)</b></p> <p><b><u>Tort Law: Intro to Risk Allocation -</u></b>  <b>Who Should Pay for Careless/Criminal Acts?</b></p> <p>Elements of Negligence</p> <ul style="list-style-type: none"> <li>• Duty</li> <li>• Breach of Duty (Carelessness)</li> <li>• “But For” Causation (Factual Cause)</li> <li>• Proximate Cause (Legal Cause)</li> <li>• Damages</li> </ul> <p><i>How to:</i>  Use the 1st Amendment <b>defensively</b> to avoid tort liability for controversial messages</p> <p><i>How to:</i> Respond to requests for references</p> <p>Torts “Matching” Exercise</p>	<p><b>Media Assignment:</b>  “Cultural Relativism: Is morality relative to culture?” (7 mins)</p> <p><u>MORAL TRIBES</u>  Ch. 9: Alarming Acts (pp. 211-254)</p> <p><b>TEXTBOOK READING (in Canvas):</b> Ch. 8 – Business Torts</p> <p><b>COMPLETE Worksheet:</b> Canvas #7A  1) <i>McCullum v. CBS/Ozzy Osbourne</i>  (negligence: wrongful death/product liability)</p> <p>2) <b>UPLOAD Answers to</b> CANVAS #7B  <i>Randi W. v Muroc School District</i>  (negligence: fraud/concealment, duty to third parties)</p> <p>3) <b>UPLOAD Answers to</b> CANVAS #7C  <i>Graves v. Warner Bros</i>  (<i>Jenny Jones</i> murder case – duty: premises liability)</p> <p>4) <b>UPLOAD Case Brief</b> CANVAS #7D  <i>Kubert v Best</i> (Driving While Texting)</p>
<p>10/16  Week  Eight</p>	<p><u>Reputation Torts &amp; Intellectual Property</u></p> <p><b><u>Tort Law, cont.:</u></b>  <b>Are Laws Protecting Privacy &amp; Reputations</b>  <b>Consistent with The First Amendment?</b></p> <p><i>How to:</i> Avoid exploitation and defamation claims</p>	<p><b>Media Assignment:</b>  “Borat: Cultural Learnings of America for Make Benefit Glorious Nation of Kazakhstan”</p> <p><u>MORAL TRIBES:</u>  Ch. 10: Justice &amp; Fairness (pp. 254-289)</p>

	<p><i>Video:</i> Eminem “Brain Damage”</p> <p><b><u>QUIZ on IP (Intellectual Property) Law</u></b></p> <p>Be sure you know and can apply the definitions:</p> <p>A. Copyright &amp; Fair Use  B. Trademark  C. Patent  D. Trade Secret  E. DMCA “Safe Harbor” Defense</p> <p><i>Video:</i> “Pretty Woman”</p> <p>PUBLISH STUDY GUIDE FOR TEST I</p>	<p><b>TEXTBOOK READING (in Canvas):</b>  California Trade Secrets Law  Ch.14 – Intellectual Property;  <b>Study</b> Exh. 14.1</p> <p><b>1) UPLOAD Answers to CANVAS Case #8A:</b>  <i>Campbell v Acuff-Rose Music</i> (2 Live Crew)</p> <p><b>2) COMPLETE Worksheet:</b> CANVAS #8B  ✓ <i>Bailey v. Mathers, III</i> (a/k/a Eminem, Slim Shady)  ✓ “Borat” complaint and pages of Panda’s article</p> <p><b>3) COMPLETE Worksheet:</b> CANVAS #8C  ✓ Trade Secrets – article explaining California law  ✓ <i>Viacom v. YouTube</i> – article on \$1B lawsuit</p> <p>STUDY FOR QUIZ ON IP DEFINITIONS</p>
<p>10/23  Week  Nine</p>	<p><b>TEST I</b></p> <p>Trademark and Fair Use  Product Liability/False Advertising</p> <p><i>How to know:</i> Know when advertising is “false”  <i>How to know:</i> Know when coffee is “too hot”?</p> <p><i>Video:</i> “Barbie Girl”  <i>Video:</i> “Borat” mockumentary presentation</p>	<p><b>Media Assignment:</b>  NYT report on McDonald's Hot Coffee case (12 mins)</p> <p><b>1) UPLOAD Answers to Canvas #9A:</b>  <i>Stella Liebeck v McDonald’s</i> (Hot Coffee, Cold Truth)</p> <p><b>2) COMPLETE Worksheet:</b> Canvas #9B:  <i>Mattel v MCA Records</i> (The Plastic Plaintiff)</p> <p>STUDY FOR TEST</p>
<p>10/30  Week  Ten</p>	<p><b>MODULE IV –The Law of Contracts</b>  Part I - Formation  “Did I Agree to That?”</p> <p><b>Intro to Contracts</b> – Contract Formation</p> <p>Sources of Contract Law: UCC – Common Law</p> <p><i>How to:</i> Know when a contract has been formed  <i>How to:</i> Know when a contract needs to be in writing (Statute of Frauds)</p> <p><i>Video:</i> “Pepsi Stuff”</p> <p><i>Video Clip:</i> “Some Kind of Monster”</p>	<p><b>Media Assignment:</b>  “Contract offer and acceptance” (6 mins.)  (from zero to hero)</p> <p><b><u>MORAL TRIBES:</u></b>  Ch. 11: Deep Pragmatism (pp. 289-347)</p> <p><b>1) COMPLETE Worksheet:</b> CANVAS #10A (Fill-in-Blanks)  Common Law &amp; UCC Contract Rules</p> <p><b>Read Jennings</b> Ch. 10 p. 230-232, 236-242, 247-249  Exhibits 10.3, 10.5; definition of contract p. G-5</p> <p><b>2) UPLOAD Answers to CANVAS #10B</b>  Case: <i>Leonard v. PepsiCo</i>  (Does “Pepsi Stuff” Include a Harrier Jet?)</p> <p><b>3) UPLOAD Answers to CANVAS #10C</b>  Case: <i>Rosenfeld v Basquiat</i>  (The Artist, The Crayon, &amp; The Contract)</p> <p><b>4) UPLOAD Answers to CANVAS #10D</b>  Case: <i>Reed v. King</i> (The Haunted House)</p>
<p>11/6  Week  Eleven</p>	<p>The Law of Contracts, continued  Performance &amp; Defenses</p> <p>“Battle of the Forms”</p>	<p><b>Media Assignment:</b>  “Elements of a Contract” (9 mins)</p> <p><b><u>MORAL TRIBES:</u></b>  Ch. 12: Beyond Point-And-Shoot Morality:</p>

	<p>What happens when businesses exchange competing forms with different terms?</p> <p>Defenses (Getting Out of A Bad Contract) Fraud/Misrepresentation/Lack of Capacity Unconscionable Contracts</p> <p><i>How to:</i> Set aside/avoid/rescind a contract <i>How to:</i> Prevent contract “fraud” claims <i>How to:</i> avoid a warranty claim</p> <p>“Clickthrough” Agreements, Liability Limitations</p> <p>PUBLISH STUDY GUIDE FOR TEST II</p>	<p>Six Rules for Modern Herders (pp. 347-353)</p> <p><b>Read</b> <i>Jennings</i> pp. 254-263, 267-68 Defenses/Remedies <b>Study</b> <i>Jennings</i> Exhibit 12.2 - UCC Warranties</p> <p>1) CANVAS #11A <b>COMPLETE Worksheet:</b> (Fill in Blank UCC Warranty Provisions)</p> <p>2) CANVAS #11B: <b>COMPLETE Worksheet:</b> <i>A.V. v. iParadigm</i> (TurnItIn copyright case – first see “Consider” in the text, p. 255)</p> <p>3) CANVAS #11C <b>COMPLETE Worksheet:</b> <i>Mortenson Co v. Timberline Software</i> The Two-Million-Dollar Bug</p>
11/13 Week Twelve	<p><b>Contracts</b> – More Defenses: Fraud/Misrepresentation/Lack of Capacity</p> <p><i>How to:</i> Set aside/avoid/rescind a contract <i>How to:</i> Prevent contract “fraud” claims</p> <p><b>TEST II (CONTRACTS)</b></p> <p><i>Exercises: GroupThink</i> Challenger Disaster &amp; Whistle-blowers</p>	<p>1) <b>UPLOAD Answers to CANVAS #12A</b> Case: <i>Waters v Min, Ltd.</i> (Young Drugged &amp; Wealthy)</p> <p><u>When Defects Cost Lives: Whistle Blowers</u> <b>Read</b> Ch. 15, p. 365 (Protection for Whistleblowers)</p> <p>2) <b>UPLOAD Answers to CANVAS #12B</b> Case Study: The Challenger Disaster</p> <p>STUDY FOR TEST</p>
11/20 Week Thirteen	<p><b>MODULE V – Business Entities</b></p> <p><u>Corporations and Other Forms of Doing Business</u></p> <p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• Form a sole proprietorship</li> <li>• Fall into a partnership (without really trying)</li> <li>• Limit liability, fund a business</li> </ul> <p><i>How to:</i> Fire someone and not get sued (hint: fire no-one/fire everyone): Agency</p>	<p>MODULE V – The Law of Corporations / Agency <b>Read</b> <i>Jennings</i>:Ch. 18, pp. 410-426, esp. Exhibit 18.1</p> <p>1) <b>UPLOAD Answers to CANVAS #13A</b> Case: <i>Vrabel v Acri</i> (Ma &amp; Pa café)</p> <p>2) <b>UPLOAD Answers to CANVAS #13B</b> (What are the different forms of business entities?)</p> <p><u>Duties of “Agents” and “Principals”</u> <b>Read</b> Ch. 15 pp. 350-354, 356, 358</p> <p>3) <b>UPLOAD Answers to CANVAS #13C</b> Case: <i>Cody v Harpo</i> (“O! Oprah”)</p> <p><b>SPECIAL TOPIC:</b> Benefit and B Corporations</p>
11/27	<p><b>Day Before Thanksgiving</b></p> <p><b>NO CLASS MEETING</b></p>	<p><b>Media Assignment:</b> <u>FINAL PROJECT, PART ONE</u> <b>TURN IN</b> Pre-Film Worksheet <b>WATCH</b> Documentary and <b>RESPOND</b> to Discussion Prompt:</p> <p><u>Food Evolution</u> OR <u>Poverty, Inc.</u> <b>TURN IN</b> Post-Film Worksheet</p>
12/4 Week Fourteen	<p><b>MODULE VI – Employment Law</b></p> <p><b>Employment Law:</b> Agency, cont. Employer &amp; Employee Liability Employee Rights <i>Wage &amp; Hour Laws</i></p>	<p><u>FINAL PROJECT, PART TWO:</u> <b>TURN IN</b> First Draft, Final Project for Peer Editing</p> <p><u>Liability for Agent’s Mistakes</u> <b>Reading</b> on Agents and Principals</p> <p>1) <b>UPLOAD Answers to CANVAS #14A</b></p>

	<p><i>How to:</i> Restrict post-employment conduct <i>How to:</i> Know if you owe/ are owed overtime pay</p> <p>Video: Simi Valley Jury Awards Vons Employee (Male) \$18M for Sexual Harassment</p> <p>PEER REVIEW DRAFT FINAL PROJECT DURING CLASS</p>	<p>Case: <i>Lange v Nabisco</i> (Cookie Crazy) <b>2) UPLOAD</b> Answers to CANVAS #14B <i>Jennings</i> Q's: p. 367, questions #4 and #5</p> <p><u>Illegal Discrimination &amp; Retaliation in the Workplace</u> <b>3) UPLOAD</b> Answers to CANVAS #14C <i>Burlington v Ellerth</i> (the boorish supervisor-sex harassment)</p> <p><u>Religious and Gender Discrimination @ Work</u> <b>Read</b> <i>Jennings</i> p. 399 (BFOQ), p.404-405 (ADA)</p>
<p>12/11 Week Fifteen</p>	<p><b>(“FINAL” – not cumulative) TEST III 7:00-9:00 p.m.</b></p> <p><b><u>Employment Law:</u></b> Agency, cont. <i>Discrimination/Harassment/Retaliation Equal Opportunity under Federal &amp; State Laws</i></p> <p><i>How to:</i> Tolerate Intolerance</p> <p>Students Give Short Oral Presentations of Final Project</p>	<p><u>Religious and Gender Discrimination @ Work</u> <b>UPLOAD</b> Answers to CANVAS #15A: <i>Buonanno v. AT&amp;T</i> (Conservative Christian's right to disagree w/gay-friendly workplace policies)</p> <p><b>Read</b> <i>Jennings</i> p. 399 (BFOQ), p.404-405 (ADA) <b>Read</b> <i>Jennings</i> “Consider” 17.3 on pp. 397-98 (“Church of Body Modification”)</p> <p><b>UPLOAD</b> Answers to CANVAS #15B “Consider” Exercise: Church of Body Modification</p> <p>STUDY FOR TEST</p> <p><u>FINAL PROJECT, PART THREE:</u> PREPARE TO PRESENT A SHORT SUMMARY OF YOUR FINAL PAPER TO THE CLASS FINAL DRAFT OF FINAL PROJECT DUE AT 11:59 PM</p>

## BUS 508: OVERVIEW OF COURSE AND COURSE EXPECTATIONS

This Syllabus may change due to unforeseen events & flexibility during the semester. Changes will usually be announced in class as well as updated on the course site in Canvas.

### Course Format:

The best way to learn and to apply the law is to read about and discuss legal issues that affect us, applying critical thinking to find rational conclusions. For this reason, this is not a lecture-based class. Instead, this class requires substantial student preparation and participation. You will discuss your responses to assignments and apply what you have learned to both hypothetical and real situations. You are responsible for completing worksheets and other reading before class begins, and for checking your email/Canvas each week for announcements, changes, clarifications, and assignments.

**This Is A Synchronous Online Course:** DO NOT ATTEND THE CLASS WHILE YOU ARE DRIVING. That is a safety hazard, and will impact your ability to fully participate. I expect you to treat the class similar to how you would any in-person class and require cameras on the entire class, absent very short breaks. If you need have a concern about having your camera on during class, please note the following:

- NO CAMERA? You can install Zoom on a smartphone or the library has Chromebooks available for one day free check-out (you can also request to get on a waitlist for a longer checkout)
- MESSY HOUSE/DISTRACTING BACKGROUND? In the bottom-left corner of the ZOOM video window, click the up arrow button next to the Start Video / Stop Video button. Click Blur My Background.
- OTHER? Send me an email and we can discuss.

Beginning the second week, if a student does not have his/her camera on at roll call and throughout the entire or virtually the entire class, that will be treated just as if the student was not present; i.e., an unexcused absence from the class. See below for information on how participation is graded and how attendance affects the participation grade. Finally, to take the exams, you will need a password. I proctor the exams and will give passwords to students once their video is on.

**Method of Student Evaluation:**

Exam Score (best two out of three).....	25%
Homework Score (Worksheet/Quizzes, Uploaded Assignments).....	25%
Participation (Discussion Boards, LESS ATTENDANCE DEDUCTIONS) .....	25%
Three Oral Presentations .....	15%
Final Project: .....	10%

**Cut-Offs for Final Grade:**

94% = A; 90% = A-; 87% = B+; 84%=B, 80% = B-; 77% = C+, 74% = C, 70% = C-; 67% = D+, 64% = D. Below 64% = F

**Exam Score:**

Exam Score is evaluated on your best score on two out of three multiple-choice on-line tests, based on lecture, readings, assignments and/or any topics discussed during class. I will provide a study guide prior to each test. There will be no cumulative final, although tests may include material discussed throughout the semester. I will exclude your lowest-graded test from your score. Please note that I do not give make-up tests; which is why I count only two out of the three tests. As stated above, your video must be on to get access to the exam password. If a student turns off his/her video, I will understand the student has completed the test. If the student turns off their video, and the has not submitted the test, the student will receive a score of zero for the test, regardless of what the score would otherwise have been.

**Homework Score:** Homework Score is evaluated on homework uploads due *prior* to class and any in-class quizzes. If you upload the homework assignment to Canvas after class begins, you will not receive credit, i.e., **no late homework**.

**Participation Score:**

This is evaluated on your responses to Discussion Board prompts and your attendance. Only one undocumented absence will be allowed during the semester without consequence. Each additional undocumented absence will result in a 3% penalty deduction from a student's grade up to three undocumented absences (9%). Three late arrivals (15 mins or more) will count as one undocumented absence. Students who are absent four classes or more without proper documentation will not pass the class. For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.

**Three Oral Presentations:**

- 1) You will prepare a summary on a chapter from *Moral Tribes* according to a rubric,
- 2) You will evaluate another student’s *Moral Tribes* presentation (no preparation required)
- 3) You will participate in a “smack-down” in which you and another student(s) will argue different sides of an dispute, or present on a special topic that I will assign you.

**Final Project:** You will watch a film, write a paper (written component), participate in a discussion on the film, peer review another student’s paper, and present your paper in class (oral component). See CANVAS for more details.

**What is Critical Thinking?**

This course focuses on applying **critical thinking** skills to solve ill-structured problems. To be successful in this course and in the job market, you will need to develop the capacity to evaluate skillfully and fairly the quality of evidence and detect **error, hypocrisy, manipulation, dissembling** (lies), and **bias** (prejudice). In other words, distinguish Truth from “Truthiness.”

- Identifying issues and prioritizing which to address;
- Using evidence, experience, and values to analyze these issues;
- Managing uncertainty and risk; and
- Making rational decisions (i.e., finding the most productive solution that is sensitive to uncertainty & risk)

### **Course Objective:**

An overview of the ethical environment for business operations, with a special emphasis on the legal environment. Explores decision-making frameworks for managers in addressing ethical and legal issues that confront modern business organizations. Provides students with practical knowledge of ethical and legal principles and issues that arise in business. Businesses are subject to employment and contract disputes, negligence claims, regulatory compliance, and other legal claims, yet many business owners and managers are ill-equipped to identify legal risks before they arise. Without legal sophistication, business cannot identify and implement strategies to prevent problems from occurring or, at least, from spiraling out of control. While litigation is an inevitable cost of doing business, it is controllable. Students will develop the ability to spot potential legal problems and manage risks, enhancing their marketability to the businesses that employ them, and increasing their effectiveness as entrepreneurs.

### **Program Learning Goals:**

1. Demonstrate high proficiency in critical thinking, oral and written communication, personal ethical conduct and collaboration skills.
2. Demonstrate orally and in writing analytical and integrative skills in making business decisions.
3. Demonstrate an understanding of the global operating environment of business.
4. Produce written innovative and integrative business plans that adapt to uncertain and unpredictable environments.
5. Demonstrate an understanding of relevant disciplines.
6. Demonstrate leadership skills in a variety of situations and settings.

### **Student Learning Outcomes**

At the completion of this course, students will be able to:

1. Read business cases and legal cases and describe orally and in writing the issues of the cases (1,5).
2. Describe in writing alternative ethical frameworks and their implications for managers (1,5).
3. Demonstrate in writing an understanding of the inter-relationships among the disciplines within business economics (1,3,4,5).
4. Identify orally and in writing key alternatives to business actions based on ethical and legal theory and justify recommended actions (1,3,4,5).

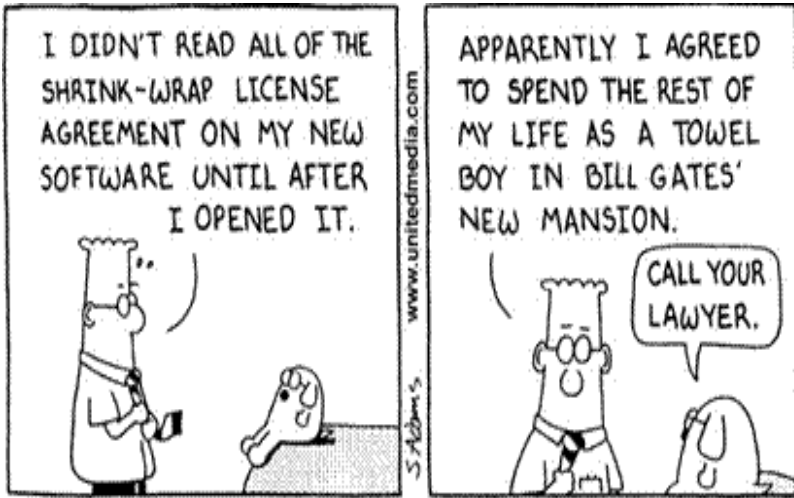
**Use of AI Tools, Cheating, Plagiarism and Other Forms of Academic Dishonesty:** Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to CSUCI's academic integrity scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty. Don't copy another student's assignment or test and don't let another student copy your assignment or test. CSUCI characterizes its graduates as creative in developing imaginative self-expression and independent thinking and dedicated to maintaining principles of intellectual honesty. Academic dishonesty is incompatible with these characteristics. Accordingly, you are expected to complete your own work, and you will be subject to sanctions if you cheat or assist others in cheating. If a student is suspected of submitting work containing word-for-word or closely paraphrased language from another student's work, OR if a student is suspected of assisting another student in copying, **both student(s) will receive no credit for any such suspected assignments//tests and will be reported to CSUCI's Judicial Affairs for adjudication / sanctions, up to and including a failing course grade.** See <https://policy.csuci.edu/sa/01/sa-01-003.htm>.

**Disability Statement:** If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, call 805-437-3331 or email [accommodations@csuci.edu](mailto:accommodations@csuci.edu). All requests for reasonable accommodations require registration with DASS in advance of needed services. Faculty, students, and DASS will work together regarding classroom accommodations. Please discuss approved accommodations with me ASAP.

**My Bio:** I am an attorney with 25 years of civil litigation/trial experience. I have taught business law, ethics and bioethics to CSUCI undergrads and grads for over 20 years.

**My Office hours.** I have listed office hours at the top of this syllabus. Please send an email if you'd like to schedule a time to meet. I encourage you to talk to me in person if you have any questions or concerns regarding this class.





©Cartoonbank.com



*"On the Internet, nobody knows you're a dog."*