COURSE SYLLABUS
PROFESSIONAL ETHICS
CLASS: MGT 326
Fall 2018

Instructor: J. Andrew Morris
Office Hours: M 1:30-5:30; other times as needed.
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Texts: The text for this class is a free open-source text "The Business Ethics Workshop". You will find it in canvas, subsection: files. However, you are to purchase the book: **Nomadland: Surviving America in the Twenty-First Century** by Jessica Bruder. Kindle and Hardcover versions can be found for approximately $17.00 on Amazon @ https://www.amazon.com/Nomadland-Surviving-America-Twenty-First-Century/dp/039324931X. Further, there are notes, cases, and other readings that have been uploaded to your canvas accounts – also 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. 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)

5. 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/Policy on Academic Honesty. This can be found at: http://www.csuci.edu/studentlife/judicial-affairs/

6. **We exhibit appropriate demeanor, and never accept offensive, sarcastic, or belittling behavior of each other. [This is a Test: The first five students to email me with the email subject: I AM ETHICAL earn +10pts to the first quiz]**

GRADING:	2 Exams	45%
	Quizzes	10%
	Exercises, Debates, Cases	35%
	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 (45%)

Two examinations, covering notes, text, readings, and discussions will be given on the dates noted in the course outline. Depending on the maturity of the class and the extent to which the class has demonstrated active engagement and personal integrity, I may allow up to 20% of each exam to be done before class (as an individual project – of course). Students should (must) make every effort to attend the examinations when scheduled. Should extreme circumstances prevent a student from taking that exam, a make-up exam may be taken, **subject to the approval of the instructor.**

In canvas in subsection files you will find a partial copy of a previous exam – perhaps helpful. Exams will be some combination of objective choice (either multiple choice or fill-in-blanks) and short answer/essay. With essay questions, it is not about spitting back data but about applying facts to generate creative solutions. Learning at its finest. **The final exam will be partly cumulative,** that is, several short answer and/or essay questions will come from earlier materials (there will be a few fill-in-the blank questions on the final but they will only come from materials covered since the last exam.)

Reading Quizzes (10%)

6 times this semester, I will ask you 2-4 questions about that day's reading assignment(s). I simply want to ensure that you have read since reading materials before we discuss them helps enhance learning and provides a foundation for application. Your ability to correctly answer the questions positively impacts your final class grade. I will drop the lowest quiz grade thus each quiz is worth 2 of your final grade. **There is NO option to make up a missed quiz.**

Debates, Exercises & Cases (35%)

You will have 8 written assignments (3 debate papers@5% each, 2 Exercises@5%each, choose any 3 of 10 cases@3.33%each=35%). **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. Each student will be assigned to research and develop arguments surrounding several especially controversial topics. Students are tasked with generating 2-3 position points for the pro side of a debate question and 2-3 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 noted in the course outline. Bullet-points are fine but the work must be typed (approximately 2-3 pages). **Students must also cite and document at least 2 sources to support their arguments (exclude my notes, text, and WIKI as sources).** The best debate papers identify critical points from creditable/current sources that relate back to topics covered in class. An example of an prior debate grading rubric has been uploaded to Canvas subsection files.

Debate 1: Legal weed (pot/cannabis): Good for California or not so much.
Debate 2: Student need for "safe spaces" & trigger warnings trumps free-speech rights
Debate 3: Two Options – class chooses:
Option A: Businesses have an ethical obligation to "give back" in some way, either to the communities in which they operate or to charity? Yes/No?
Option B: Free markets are better at determining the worth of labor thus minimum wage laws hurt society. YES: Free markets. NO: Need minimum wage.

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 25 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 20 minutes to develop rebuttals
- Groups present 4 minute rebuttal
- Judges: have 5 minutes after both rebuttals to seek clarification, ask questions etc. Judges then have 5 minutes to determine winner and indicate why.
- Winning group members earn some reward TBD

Grading on the debate papers is a function of three things. One, the extent to which your written analysis captures key/critical points; Two, points are supported through explicit connection back to text/notes/readings; Three, are the sources used interesting/influential/creditable/current.

Exercise 1:

A 2-3 typewritten page review of the book **Nomadland.** In that review, I want you to:

(A) One-two paragraph summary of the book.
(B) Three specific and detailed ways the book connects back to topics we have discussed in class. Be specific, provide support, dig deep – the more so – the better
(C) The SINGLE most interesting thing you learned from the book
(D) One specific weakness of the book
(E) Draw from our class discussions/text/notes/readings to suggest:
   (1) One business solution to the problem(s) noted in **Nomadland**. As always support your answer.
   (2) One political/social solution to the problems(s) noted in the book. Again, support your answer.
   (3) One specific thing that you could do to avoid the problem(s) noted in the book. Really, why this one?

Exercise 2: Code of Professional Ethics

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 exercise, 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 typewritten page review of your profession's code of conduct (please attach the code to the exercise) 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?

Case Analyses:

Over the semester we will discuss 10 short ethics related cases. Students are to have read (or in *Chasing Ice* watched) and actively engage in class discussion of these cases and **MUST** submit a **1-2 typewritten page analyses of any THREE.   Students decide which THREE, however, once a case has been discussed in class it can no longer be submitted for write-up.** The written analyses should:

Content	Percentage
Identify the main issue or problem in the case.	20%
Identify 2 concepts discussed in the textbook, readings, notes that the case illustrates and/or helps explain why the problem identified has developed	40%
Discuss and support the action you "will" take to fix the situation; recommend course of action to the company/manager.	40%

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.

To encourage collaborative/appropriate classroom behaviors, 10% of your final grade will be based on your: coming to class on time, getting engaged in classroom discussion/debates, not leaving class early (without letting me know), appropriate use of technology (i.e. no web surfing of outside class materials) etc. To help me best capture this aspect of your classroom performance, I will keep a daily roster and will make notes regarding good/poor classroom behaviors.

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	Review syllabus; What are ethics and why do they matter?	Chapter 1
9/3	**LABOR DAY – No class**	
9/10	Ethical Standards: Majority Views; Feelings: Conscience; Cultural	Chapter 2 **Reading: Ethics Past to Present & Sword** *Practice Case: Take the Promotion*
9/17	Biological influences on ethics; Foundations for judgment & moral responsibility	Chapter 3 & 4 **Reading: Moral Instinct** *Case: Humor or Harassment*
9/24	Ethical Models:	**Debate 1**
10/1	Ethical Dilemmas; The importance of moral courage	Chapter 10, **Reading: Sadhu, Building Character, Walk Away** *Case: Culture Clash*
10/8	Whistle-blowing & Exam Review	Chapter 7, **Reading: McKinsey** **Debate 2** *Cases It wasn't Race; Zero*
10/15	**Mid-term Exam**	
10/22	Individual factors impacting ethical D-M	*Case: Follow Dubious Orders* **Reading: Volks-Wagen** **Return Exam**
10/29	Organizational Factors & Codes of Conduct	Chapter 9**, Readings: Up to Code, Jerks, Inside Uber** *Case: Life Choices*
11/5	The Morality of Markets & Social Responsibility	Chapter 13; **Readings: Market as God; There is No S.R.** **Exercise 1**
11/12	**Veteran's Day – No class**	
11/19	Privacy, Consumption, & Marketing Ethics	Chapters 11 & 12 **Exercise 2** *Case: Patagonia*
11/26	Environmental Ethics & Sustainable Development;	Chapter 14; **Reading: Easter's End** *Case: Sell that Product*
12/3	Wrap-up & Review	*Cases: How to Help; Chasing Ice* **DEBATE 3**
12/10	**FINAL EXAM**	**6:30-8:30**