

MGT 326 - Scientific and Professional Ethics – Spring 2024 - Syllabus

Instructor & contact information

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Email is the best way to reach me and I will do my best to get back to you within 24 hours. I am not on Facebook, Twitter, Instagram, or basically any social media sites – its not that I'm unfriendly just old and such things don't really appeal to my communication habits or style.

Please check your CI email and CI Learn regularly for additional announcements and communication.

Course description

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

Program learning goals

CSUCI's Smith School of Business has five Program Learning Goals – 1) Critical Thinking, 2) Oral Communication, 3) Written Communication, 4) Collaboration, 5) Conduct (Personal Ethics) and 6) Competencies in Discipline (so in the case of this class, that's Management)

Course learning objectives

Students who successfully complete this course will be able to do the following (which link to the school's Program Learning Goals):

1. Describe the major elements of ethical theories (1,2,3,5)
2. Analyze and present results of complex ethics cases (1,5)
3. Conduct research and write a multi-page paper on an aspect of ethics (3,5)

Textbook

James Brusseu, **The Business Ethics Workshop**, The Saylor Foundation. I have included a free .pdf version of this textbook on CI Learn.

How the course is run

This syllabus serves as the guide for how the course is organized and what is expected. The textbook and all of the other readings, exercises, assignments can be found on CI Learn. We will hold ourselves (that's me and you) to a high standard, work hard and have fun. Every effort will be made to uphold the responsibility of the faculty to foster an environment of mutual trust and fairness. Students are responsible for acting *ethically* and not tolerating dishonesty on the part of others. If you have any questions, please contact me. Specific policies ARE:

General Professionalism/Class Policies

1. Work is due when it is requested. **NO LATE WORK WILL BE ACCEPTED.** You will always have a two week widow to submit early BUT no late 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 final 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). Are you reading closely? The first student to go to the office of the Business Program chair and ask for the MGT 326 letter will be rewarded upon showing me proof of the letter.
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.**

Grading

The course is divided into 10 modules with multiple things due for each module (assignments, cases, etc. – details including the points possible and due dates for each module can be found in CI Learn). each case, assignment, exercise, exam, reading quiz earns X points. At the end of the semester add the points up thus final grades are determined as:

For the final grade I include +/- and the grading scale for the course is as follows:

	>940 = A	900-939 = A-
870-899 = B+	840-869 = B	800-839 = B-
770-799 = C+	740-769 = C	700-739 = C-
670-699 = D+	640-679 = D	601-639 = D-
<600 = F		

Note this is also the general CSUCI policy on grades, which can be found here:
<http://senate.csuci.edu/policies/2012-2013/senate-policy-12-07.pdf>

Exam (300pts)

A single exam covering notes, text, readings, and discussions will be given on the dates noted in the course outline (see module 10 ten). Further, to encourage timely and diligent engagement with the class, **there IS an opt-out option for the final**. Here's the deal: if on 5/08/24 you have 560+ points you can decide not to take the final. If so, your final grade would be the total points you have as of 5/08 divided by 700. So for example: on 5/08 you have 600 points; your final grade would be $600/700$ or $.857=B$. To get to 560 5/08 you **MUST** submit all work timely (FYI not taking the final with less than 560 as of 5/08 would lead to failing the class since $560/1000=.56$ Got it?

Class Debates & Exercises (200 pts)

Exercise 1: Code of Professional Ethics (100pts)

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 2-3 typewritten (1000 words or so) 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?

Debates (2 at 50pts each):

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 business/ethics 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 2 debate questions and the debate write-ups are due on the dates noted in the course outline. Bullet-points are fine but may sure your support your points (approximately 500-750 words should do it). **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 excellent debate paper from a prior class will be uploaded to a course module.**

Debate 1: 2nd Amendment: Liberty or Chaos

Debate 2: Businesses have an ethical obligation to "give back" in some way, either to the communities in which they operate or to charity? Yes/No?

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 exercises is a function of two things: The debate papers (worth 25pts per debate) will be graded on the (a) extent to which your written analysis captures key/critical points; (b) points are supported through explicit connection back to text/notes/readings; (c) sources used prove interesting/influential/credible/current. Debate participation (worth 25pts per debate paper). Debate participation includes taking a leadership role, encouraging group engagement, assuming a speaking role, etc.

INDIVIDUAL DEBATE (100 PTS)

Each student will be assigned (although I will allow you to volunteer for a suggested topic as long as there is another to argue the opposite position – that is one pro/one con). Below is a list of suggested debate topics. Each student will make an oral argument on their topic. Good performance consists of:

Spoken not read

Points supported with citations/research

At least THREE direct and explicit references back to class materials

Logical conclusions

Appropriate pacing and time used wisely – not too short, not too long (4 minutes min/5 max).

- Visuals can be used but not required

We will rock/paper/scissors to determine who goes first on a topic– pro or con. The class will be given 5-10 minutes to ask any questions. Class votes to decide who won. Winning position earns +10 bonus points (this is independent of debate grade). These will be done during the last two weeks of the semester – expect to have 2-3 debate presentations per day.

Suggested debate topics:

Should obesity can considered an individual moral failure

Too many people own dogs

Should the slogan “from the river to the sea” be seen as anti-Semitic?

Social media posts are relevant hiring criteria

College loan forgiveness – societal good or unfair to taxpayers

- High reward credit cards are not socially responsible
- Cancel culture is a myth
- Shoplifting: moral crisis or moral panic
- Should “free” speech be considered a form of violence?
- Pro/Con – Immigration: more is good, less is racist
- California’s failure to invest more in higher education is racist
- Should higher education be considered a private good?
- Should trigger warnings be used on class syllabi?
- Should education aim for equality of opportunity or outcome?
- Academic merit: real or a false construction
- Physician assisted death – moral good or moral bad?
- Prenatal testing: moral good or moral bad
- Producing legal porn: morally neutral or morally bad
 - You can suggest your own topic – may allow as long as there is one pro/one con for that topic

Case Analyses (best 4 out of 6 – each case worth 50pts=200pts)

Over the course of the semester we will discuss 6 short ethics related cases. Students are to have read all cases (could be on a reading quiz) but must submit a 1-2 **typewritten page analyses of any four of the assigned cases. STUDENTS may turn in all 6 (or some number above 4) and I will take the grade of the best 4 -- however, ALL cases have specific due dates and can’t be submitted late.** An example of an excellent prior case has been uploaded to help you with this. 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%

Assignments 80 points

There will be a number of assignments listed in the modules. Each assignment earns around 20pts. Although the requirements vary.

Reading Quizzes (20 pts each @ 6 =120pts):

To nudge you into more active reading during the semester there will be 7 unannounced in class “reading quizzes”. These will be some combination of multiple choice/ true/false or fill in the blank drawing solely from the assigned readings for that day. Typically 4 or 5 questions to be completed in the first ten minutes of class. You may NOT use class materials during the quiz but the questions will be of a general nature – I just want to check to see if

you are reading. **TO BE CLEAR:** to take the quiz you must be in-class on-time! Otherwise the grade is recorded as zero. **HEADS UP – poor performance on the reading quizzes pretty much guarantees you will be taking the final exam.**

Extra Credits Points: At the end of the semester I give myself permission to “nudge” student points up by +10. Only students who have attended class regularly, engaged in class discussion, asked questions, perhaps came by to visit during office hrs etc. earn these points. To be clear these points are extra – you are not punished for not doing these things only a small reward for engagement. Completely subjective perhaps but by the end of the semester it will be pretty clear who engaged in these actions and who did not (plus I keep a written record noting student engagement).

ADA Statement: Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Disclaimer

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor. I will let you know if advance if changes are needed.

Tentative Course Schedule (all work for each module has a specific due date)

Module	Dates
Module 1: Introduction & syllabus review	
Module 2: Why are business ethics important?	
Module 3: Ethical standards, judgment, & biological influences theories	
Module 4: Ethical models & dilemmas	
Module 5: Individual level factors	
Module 6: Organizational Factors & Codes of Conduct	
Module 7: Social Responsibility & the morality of markets	
Module 8: Privacy & Marketing	
Module 9: Environment Ethics	
Module 10: Wrap-up and final exam	

COURSE OUTLINE AND ASSIGNMENTS*

DATE	TOPIC	Reading	Assignment
1/22	Review syllabus		
1/24	What are ethics & why do they matter	Chapter 1	
1/29	Ethical Standards: Majority Views; Feelings: Conscience; Cultural	Chapter 2 Readings: Ethics Past & Present; Sword	
1/31	Biological influences on ethics;	Reading: Pinker	Assignment: TRUST
2/5	Foundations for judgment & moral responsibility	Reading: Role of Emotion	
2/7	Ethical Models:	Chapter 3 & 4; Reading: Those who walk away	
2/12	Ethical Models		Case 1
2/14	NO CLASS		PREP for Debate
2/19			DEBATE 1
2/21	Ethical Dilemmas	Chapter 7 & 10, Reading: Sadhu,	
2/26	Moral courage	Reading: Character Building	
2/28	Individual factors	Reading: Volkswagen	Assignment: Dilemmas
3/4	Ethical Decision Making		Case 2
3/6	Organizational Factors	Chapter 9; Readings: Up to Code & Jerks	
3/11	Codes of Conduct		
3/13			Exercise 1/Case 3
3/18-20	Spring Break		
3/25 & 27	The Morality of Markets & Social Responsibility	Chapter 13; Reading: Market as God; There is No Social Responsibility	
4/1	Holiday – No class		
4/5			DEBATE 2
4/8	Privacy, Consumption, & Marketing Ethics	Chapters 11 & 12	
4/10			Case 4
4/15	Environmental Ethics	Chapter 14; Reading: Easter's End	Assignment: Sans
4/17	Sustainable Development	Reading: Greening	
4/22			Cases 5 & 6
4/24	NO CLASS		PREPARE FOR DEBATE
4/29-5/8	TEAM DEBATES		
5-8	TEAM DEBATES		EXAM REVIEW
5/13	FINAL EXAM	12pm class 10:30-12:30 3pm class 1-3	You may come to either one Sadly not both