



BUSINESS ETHICS
PHL 2043-03 (31087)
T-TH 1:35-2:50
CONGDON, ROOM 128

Prof. Joe Blosser
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Office: D. Hayworth Hall 200B
Office Hours: M-F 3-4 PM
Also by appointment

THIS COURSE FULFILLS YOUR *ETHICAL REASONING* REQUIREMENT

Course Description:

If you want a business ethics course that will give you a simple rubric for making ethical decisions or advice on how to avoid being sued, you are in the wrong course. This is a liberal arts course designed to immerse you in the particular nature of ethical thinking in your own life, not simply in abstract theories. The course contends that in our globalizing economy ethical leadership is one of the most vital forms of capital. The course cannot “make” you an ethical leader, but the course studies the concepts and practices through which ethical leadership can be formed and realized. Through the study of religious and philosophical models of morality, we develop tools to help you sympathize with and understand others’ ethical positions even as such tools help you decode the resources of moral reasoning and ethical action rooted in your life.

The course argues that ethical leadership necessitates that you be able to recognize, critique, and reconstruct the moral resources in your life through engagement with perspectives similar to and different from your own. To this end the course is constructed as a Service Learning course in which you will conduct 5-7 interviews with business people in the High Point community as part of a larger research project to benefit the High Point Chamber of Commerce. The interviews will give you real world ethical cases to consider, introduce you to a variety of professions, and put you face-to-face with the top employers in our area. You should leave the course with the ability to appreciate a wide range of moral approaches to business and a thick understanding of your own ethical perspective. This involves not only personal reflection but also an intense study of the different ways people understand economic and social situations.

Learning Outcomes:

After successfully completing this course, it is hoped a student will be able to:

1. Critically assess writings in the fields of ethics, economics, business, and leadership.
2. Develop and relate one’s own religious and/or moral commitments in regards to business cases in a clear and informed manner, both in speech and writing.
3. Be able to defend one’s ethical position in a particular case against the objections of others, using the ethical tools and skills learned in class and through the service project.

4. Synthesize knowledge about different ethical models learned in the class with the real cases discovered through the service experience to reflect on our local business and civic environment.
5. Analyze complex ethical cases, differentiating the essential ethical issues from the non-essential.
6. Make recommendations to the High Point Chamber of Commerce about how best to understand and respond to the business ethics issues in our community.

Required Course Materials (On Reserve at Smith Library):

Hartman, Laura P., Joseph DesJardins, and Chris MacDonald. *Business Ethics: Decision Making for Personal Integrity and Social Responsibility*. 3rd ed. McGraw-Hill, New York: 2014. ISBN 9780078029455.

Colby, Anne, Thomas Ehrlich, William M. Sullivan, and Jonathan R. Dolle. *Rethinking Undergraduate Business Education: Liberal Learning for the Profession*. Jossey-Bass, San Francisco, 2011. ISBN 9780470889626.

PDF Readings are Posted on BLACKBOARD

Service Learning Placements and Procedures:

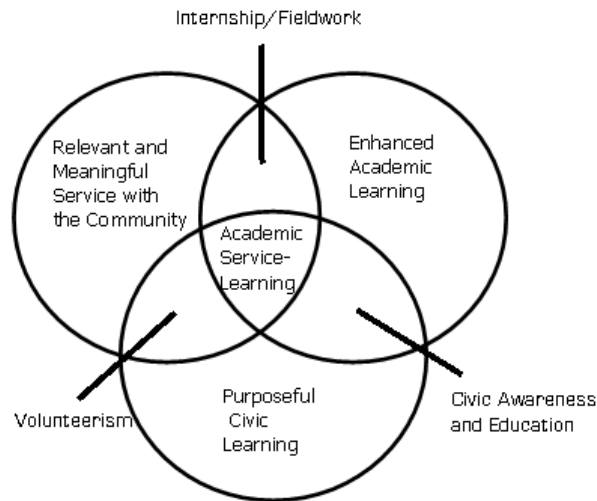
All students in the course are required to spend 25 hours in service to the research project the course in conducting in partnership with the High Point Chamber of Commerce. Before beginning their service hours, students will be introduced to a representative of the organization, receive an orientation to service learning as a pedagogy, agree to the Service Learning Code of Professional and Ethical Behavior, complete their Human Subjects Research Training, and sign a Partnership Agreement. They must complete their first interview and transcript by **Friday, Sept. 21st**, as it is necessary for the first SL Case Study Reflection.

Students will work in teams of two to conduct 5-7 30 minute face-to-face interviews with business leaders in the High Point community. Students will record the interviews and then transcribe the recordings into the Qualtrics database where all the interviews will be stored. Students will then help synthesize the interviews and prepare a presentation for the Chamber at the end of the semester. Students will satisfy their 25 hours of service through their interviews, time spent transcribing, coding, and analyzing the data, and time spent preparing the final presentation.

Service learning is not an internship or simply volunteering – it is a pedagogical model that will deepen students’ understanding of the course material by exposing them first-hand to the ethical issues discussed in class. Students will perform research that serves the local community and that service will advance their thinking about business ethics. The following Venn Diagram illustrates the three central components of a service learning pedagogy and how it is different from other activities. The Diagram is a synthesis of two sources:

http://www.csus.edu/cec/director_msg.stm and

http://mgmoses.com/Jumpstart/SectionII/Chap1%20Overview%20SL/Defining_SL.html



Our community partner is the **High Point Chamber of Commerce**

High Point Chamber of Commerce
 1634 N. Main St.
 High Point, NC 27262
 Phone (336) 882-5000 Fax (336) 889-9499
<http://www.highpointchamber.org/>

Course Requirements and Grading:

1. Plagiarism Course 0% (Pass/Fail)

You must successfully complete the Indiana School of Education plagiarism test at the following website before any grade will be given to you in the class: <https://www.indiana.edu/~istd/test.html> (a link to the test can also be found on BLACKBOARD). Once you complete the test with a 100%, you must print off the certificate verifying your completion, sign it, and turn it in by **Thursday, August 29th**.

2. IRB Training and Certification 0% (Pass/Fail)

In order to participate in the Service Learning part of the course, all students must complete the NIH training module. Please go to the website: <http://phrp.nihtraining.com/users/login.php>. Once on the website, you will need to fill out a new application, complete the training, and print off the certification. Hardcopies of the certificates are due in class on **Thursday, August 29th**.

3. Classroom Participation 15%

This grade includes several elements:

1) Attendance is mandatory and the only way to succeed in the course. You are allowed two absences without penalty or question (if you come in after attendance has been taken, you may be penalized for half an absence). I will issue an attendance probation warning upon your third absence, and the fourth absence can result in your withdrawal from the course.

2) You must be prepared for class by completing the assigned reading material before class begins and *bringing the reading!* To aid your reading, each student should come to class with one critical question about the reading he or she is prepared to discuss. I also often call on students to answer basic reading questions to ensure that all have read.

3) You are expected to participate in large and small group discussions as well as the frequent in-class writing assignments.

4. Blackboard Reading Quizzes (10%)

There will be a reading/viewing quiz due before class. Quizzes will be live on Blackboard by 10 PM the night before class, and the quiz must be completed by 11 AM the morning of class. Each quiz contains 5 True/False or multiple choice questions, and it times out after 30 minutes.

5. Transcripts (20%)

As part of the service learning project, students will be asked to complete between 5 and 7 face-to-face interviews with business leaders in the community. These interviews are to be recorded and then transcribed into the Qualtrics research database. Students must have their first transcripts completed by **Thursday, September 26th**. All additional transcripts must be submitted by **Thursday, October 31st**. Transcripts must be typed by one member of the team and verified for accuracy by another.

6. Mid-Term Exam 15%

This will be an in-class, closed book, multiple choice and short answer examination covering the different religious/moral models presented in the first part of the course. **October 11th**.

7. Service Learning Case Studies 2 x 10%

Students will be required to submit two SL Case Studies via Blackboard during the semester. The SL Case Studies are 1000 word papers that do four things:

- i. Briefly describes a case the student finds compelling that they have heard from one of their interview subjects. The description should convey the relevant ethical facts of the case.
- ii. Describe which ethical approach covered in class the interviewee used to deal with the issue (this will likely not be an exact match, but the paper should make a case for which view is most similar to the interviewee's).
- iii. Contrast the interviewee's approach with a different ethical approach covered in class to illustrate a different way to approach the problem.
- iv. Finally, the student should articulate his or her approach to the case, saying why it is preferable to or compatible with the other approaches already described.

The SL Case Study will be graded on these four areas as well as on a fifth area of grammar and clarity of thought. Each of the five areas will be worth 20% of the overall grade.

First SL Case Study Due **October 1st at 9 AM** uploaded to Blackboard.
 Second SL Case Study Due **November 5th at 9 AM** uploaded to Blackboard.

IMPORTANT: Papers must have one inch margins all around, be double-spaced, and written in a Times Roman font. You should be within 10 words of the stated limit. Business and professional writing often requires strict adherence to word limits. This course intends to help you prepare to meet those demands.

You should **submit papers via BLACKBOARD. Papers must be submitted in Microsoft Word (.doc or .docx), text or rich text (.txt or .rtf) formats, or as a PDF file** (to convert any file to a PDF file for free go to www.cutepdf.com). Please be aware that any written work submitted in this course may be verified using plagiarism detection technology in order to ensure that the work is not in violation of the Honor Code.

8. Final Presentation 20%

Students will work in teams of four to five to prepare a final memo and presentation for the Chamber of Commerce. Each team will focus on a different part of the research project and present on a different aspect of our findings. Each team, however, will submit two documents for the Chamber's use.

1. The team will compose a "White Paper" detailing its findings in regard to the specific aspect of the research project. A white paper includes a description of the project, its connection to the social context, the findings, and relevant suggestions for the Chamber. The white paper will be between 1000 and 1500 words, but may also include graphs and appendices. All of the team's white papers will be combined into one overall course research portfolio. **Due Tuesday, December 3 uploaded to Blackboard by Noon.**
2. The class will make a final presentation to the Chamber and each team must contribute a series of PowerPoint slides to the presentation. Each team will also have to have a representative or two speak about that team's findings in front of the Chamber. **Due Tuesday, December 3 uploaded to Blackboard by Noon.**
3. Each student will submit a final reflection on what they learned through the project, detailing their ethical perspective, the tools they've learned to deploy it, and its pitfalls.

Teams will be graded as a whole and all members are expected to carry their weight. The grades will be based on the following criteria:

1. Quality of the white paper (based on grammar, data analysis, and creativity of the proposals for the Chamber).
2. Quality of the PowerPoint slides (based on creativity and interest level)
3. Quality of the oral report to the Chamber
4. Quality of the level of team work throughout the process
5. Grade given by our Chamber of Commerce partners

Required Readings, Writing Assignments, and Grades are located on BLACKBOARD.

SCHEDULE

Tuesday August 20	Introduction	<i>Readings are due on the day listed. Readings listed (online) can be found on Blackboard.</i>
Thursday August 22	Introduction to Business Ethics	Hartman, pp. 3-26 (No Boxes)
Tuesday August 27	Introduction to Service Learning <i>Chamber of Commerce Visits Organize Interview Teams</i>	Howard, "Academic Service Learning" (online) Colby, pp. 94-95 Interview reading Explore: http://www.highpointchamber.org/
Thursday August 29	Thinking about Business Ethics <i>Plagiarism and NIH Training Certificates Due in class</i>	Duska, "Business Ethics: Oxymoron or Good Business?" (online) Hartman, pp. 40-43 Explore: http://mbaoath.org/
Thursday August 29	Viewing: <i>The Smartest Guys in the Room</i> 3-5 PM	
Tuesday Sept. 3	Business Ethics and Liberal Education	Colby, pp. 14-50 Glenn, "Skating Through B School" (online)
Thursday Sept. 5	Business Ethics and Liberal Education	Colby, pp. 51-69 Peck, "How a New Jobless Era Will Transform America" (online)
Tuesday Sept. 10	Ethical Decision Making	Hartman, pp. 46-64 (NB)
Thursday Sept. 12	Stockholder V. Stakeholder Theories	Friedman, "The Social Responsibility of Business Is To Increase Its Profits" (online)

		Carr, "Is Business Bluffing Ethical" (online)
Tuesday Sept. 17	Stockholder V. Stakeholder Theories	Hartman, pp. 74-97 (B)
Thursday Sept. 19	Consequentialist Approaches	Hartman, pp. 102-113 (B)
Tuesday Sept. 24	Categorical Approaches	Hartman, pp. 113-123, 140-145 (B)
Thursday Sept. 26	Religious/Virtue Approaches <i>First Transcript Due</i>	Hartman, pp. 123-130 (B) US Bishops' Pastoral Letter (online) Wesley, "On the Use of Money" (online)
Tuesday Oct. 1	Corporate Culture <i>First SL Case Study Due @ 9 AM</i>	Hartman, pp. 148-163 (B)
Thursday Oct. 3	Corporate Culture	Hartman, pp. 163-180 (NBB)
Tuesday Oct. 8	SL Business Case Day I	Hartman, pp. 128-130 (NB)
Thursday Oct. 10	Mid-Term	
FALL BREAK October 12-19		
Tuesday Oct. 22	Leadership in a Global Economy	Heifetz, pp. 1-3, 13-46 (online)
Thursday Oct. 24	Leadership in a Global Economy	Heifetz (online)
Tuesday Oct. 29	Leading as a Professional	May, <i>Beleaguered Rulers</i> (online)
Thursday Oct. 31	Leadership and Liberal Learning <i>ALL TRANSCRIPTS DUE</i>	Colby, pp. 132-160
Tuesday Nov. 5	Corporate Social Responsibility <i>Second SL Case Study Due @ 9 AM</i>	Hartman, pp. 216-236 (NB)

Thursday Nov. 7	Corporate Social Responsibility	Hartman, pp. 239-248, 256-259
Tuesday Nov. 12	Race and Gender Discrimination	McIntosh, <i>Women's Voices</i> (online) Rosin, "The End of Men" (online)
Thursday Nov. 14	Dangers of Myopic Leadership	Arendt, "Eichmann in Jerusalem," pp. 36-55, 277-279, 287-290 (online)
Tuesday Nov. 19	SL Business Cases II	Read Transcripts (online)
Thursday Nov. 21	SL Business Cases III	Read Transcripts (online)
Tuesday Nov. 26	SL Business Cases IV	Read Transcripts (online)
THANKSGIVING BREAK Nov. 27 - Dec. 1		
Tuesday Dec. 3	Presentation Prep <i>White Paper and PowerPoint Slides Due by Noon (Blackboard)</i>	
FINAL PRESENTATION TUESDAY, DECEMBER 10 NOON – 3 PM		

****THIS SYLLABUS IS OPEN TO REVISION AND IS POSTED ON BLACKBOARD****

COURSE POLICIES

(See the Student Guide to Campus Life for more information)

SERVICE LEARNING AGREEMENTS

All students in the course will be required to abide by the policies set forth by the HPU Service Learning Program in its Code of Professional and Ethical Behavior and Partnership Agreement. Students will sign the documents near the start of the semester. Failure to abide by these policies will be treated as a breach of the University's Honor Code and students may be referred to the Honor Council for punishment. Students are expected to take the initiative to complete their service hours, and they are responsible for the penalties to their assignment grades if they do not complete the required service.

CREDIT HOUR POLICY

High Point University operates according to a semester credit hour system and is required to use the Federal Government's definition of the credit hour (because as a school we accept students who use federal student loans), along with generally accepted practices in higher education, to determine credit for all coursework. Specifically, one semester credit hour is defined as "Not less than 50 minutes of classroom (also known as "direct" or "face-to-face") faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time."

Academic Credit Contact Equivalencies for Service Learning Courses							
Semester Credit Hours	Face-to-Face Classroom Minutes per Week	Out-of-Class Work Minutes per Week	Service Learning Minutes Per Week	Total Face-to-Face Classroom Minutes per 15-Week Semester	Total Out-of-Class Work Minutes per 15-Week Semester	Total Service Learning Minutes per 15-Week Semester	Total Minutes Required for Credit (Face-to-Face + Out-of-Class + Service Learning)
4	150	480	100	2,250	7,200	1500	10,950

Thus, in addition to attending class, students are expected to spend at least 2 hours engaged in out-of-class work (i.e., reading, studying, doing homework, etc.) for every hour in class (though we are only in class 150 minutes a week, the government rounds it up to the equivalent of 3 hours, so you have to do 6 hours of out of class work each week).

PLAGIARISM

To be frank, plagiarism is stealing (remember the eighth commandment?). Assuming it is a student's first offense at HPU, the first time I catch him or her plagiarizing in my class the student will receive an automatic F on the assignment, and then he or she must provide proof that he or she has visited the Writing Center for all ensuing eligible writing assignments or the student will fail the course. The second time I catch a student that student will receive an F for the course. Period. If a student has been caught plagiarizing before and are caught in my class...it will not be pretty...the Honor Court awaits them!

Papers taken off the internet are easy to find (I too can use Google, and I also use Turnitin.com). If a student uses a ghost-written paper, that student will fail my course immediately, and I will press the University to investigate every written assignment the student has ever submitted. Most instances of plagiarism, however, are not intentional, and here is where students must be careful because ignorance is not an excuse! I assume students know what constitutes plagiarism and I therefore assume all instances of plagiarism are intentional. College students are expected to know what constitutes plagiarism and how to avoid it. There are also campus resources to help, like the Writing Fellows or the University Tutoring Program (see <http://www.highpoint.edu/academics/asc/> for more information on both programs).

This course is bound by the definitions and procedures for dealing with plagiarism and other issues of academic integrity outlined in the High Point University Honor Code and Student Guide to Campus Life (<http://studentlife.highpoint.edu/sga/the-university-honor-code>). A full definition of the university's understanding of plagiarism can be found in the Handbook.

Check out these helpful sites to understand plagiarism better:

<http://academicintegrity.depaul.edu/Resources/Students/index.html>

http://www.nyu.edu/classes/op/writing/CourseBuilder/plagiarism/delfattore_frame.htm

GRADING

Though only a rough guide, I have the following standards in mind as I grade:

A student will receive an "A" on work that illustrates incisive critical thinking. This work will demonstrate a clear grasp of the core material and offer creative insights into the theological views we've covered. To deserve an "A," a student must offer a careful analysis and evaluation of the material, synthesize his or her experience with the theological sources, and offer his or her own perspective and argue for its validity. This work will be free of grammatical errors and will use proper citation. (A- = 90-93%; A = 94-99; A+ = 100%)

A student will receive a "B" when he or she has demonstrated competency in the course material. This student's thesis and evaluation will not be as strong as work that receives an "A," but he or she will have a working thesis, include reflection on the theological concepts and challenges we've covered, and offer some creative insights into the material. This work may have some grammatical errors but the overall structure of the argument will be coherent. (B- = 80-83%; B = 84-87%; B+ = 88-89%)

A student will receive a "C" if it appears he or she has an acceptable grasp of the course material. Work that receives a "C" fails to demonstrate the author's voice in a clear and compelling manner or thoroughly synthesize the student's experiences with the theological material we cover. "C" work evidences grammatical and structural flaws as well as errors and omissions in the author's argument. (C- = 70-73%; C = 74-77%; C+ = 78-79%)

A student will receive a "D" if he or she shows some effort in completing the assignment. The work will not constitute acceptable collegiate level work as it will lack clarity, accuracy, and insight. The receipt of a "D" on any assignment should be cause for concern and the student should immediately schedule office hours with me. (D- = 60-63%; D = 64-67%; D+ = 68-69%)

A student will receive an "F" when his or her work does not demonstrate a concerted effort to meet the course requirements or no work is submitted. (F = 50%- 0%)

GENDER-INCLUSIVE LANGUAGE

Believe it or not, sexism is embedded in the very fabric of our language. It is part of my ethical commitment as a teacher to help students recognize, reflect on, and then eliminate sexism in their use of language. This includes, but is not limited to, avoiding the use of the gender-specific personal pronoun “he” in cases where the gender of the antecedent is unknown (e.g., I use the phrase “he or she” when referring to a student in this syllabus because a particular student could be either male or female). It also means being intentional about the kinds of examples one uses. Many of our authors wrote before the presence and danger of sexism in language was understood. While you must use these sources in your work, you must not continue their sexist use of language.

LATE WORK

Because it is the official HPU policy that there are NO excused absences, a student will be penalized one letter grade (for example, an “A” will become a “B”) on an assignment for each day after the deadline that it is submitted. After four days all work will receive an “F.” Remember an “F” may still receive up to 50% but an unsubmitted assignment is a 0%. It is still to a student’s benefit to turn in an “F” paper. The only exception to this policy requires a note from the Dean of the College of Arts and Sciences.

IMPORTANT: All assignments are posted on BLACKBOARD and papers must be turned in on BLACKBOARD. Papers are considered late one minute after the stated deadline. Thus, if the deadline for a paper is 9:00 AM, the paper will be considered late and be docked 10% at 9:01 AM. The deadline should be treated as the last possible minute in which a student can turn in a paper.

INCOMPLETES

These are VERY difficult to receive. I do not grant them except in the most extraordinary of circumstances. If a student does not ask for an incomplete and have one approved in writing before the Due Date of the Final Exam the course grade will reflect whatever assignments the student had completed at that time.

WRITING CENTER

One of the objectives of this course is to improve students’ abilities to write in a clear, informed manner. I strongly recommend students use the Writing Center. The Writing Center, with locations on the first floor of Smith Library and in the University Center Learning Commons, provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations during various hours throughout the day, Sunday through Thursday. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting September 2, 2013. Writing consultants do not proofread or edit students’ papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact the Writing Center Director, Dr. Leah Schweitzer, at lschweit@highpoint.edu or (336) 841-9106.

STUDENTS WITH DISABILITIES

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. A student's need for accommodations must be submitted to the instructor at the beginning of a course. Accommodations are not retroactive. (<http://www.highpoint.edu/academics/asc/>)

CLASS CONDUCT AND ELECTRONIC DEVICES

It is expected that all members of the class arrive promptly as you would for a day of work. A good classroom environment demands that all students be invested in the learning process. Even one distracted student texting on his or her phone, surfing the net, or falling asleep in class can disrupt everyone's learning. So please silence all cell phones and make it a personal challenge to go the entire course without texting anyone during class. Laptops are allowed, but if students are caught surfing the net or if phone calls or texting become a nuisance, I will ask them to leave the room, and they will receive an absence for the day. If students' full attention is given to the class discussions and material, I expect we will have a great semester!