

MANG 474
Managing business ethics and diversity
Fall 2010

Instructor: Dr. Ernest O'Boyle (x2168; oboyleeh@longwood.edu) Office: Hiner 104.7 (hrs) MW 10:30-11:30 TR 11:00-12:00 and by appt.

Course description: Comparison of egoistic, deontological, and utilitarian ethical theories as well as the exploration of the perception of human differences based on concepts of demographic and cultural diversity. Methods and suggestions are analyzed for turning ethical and diversity issues into management opportunities.

Required text: Boatwright, J.R. (2009). *Ethics and the Conduct of Business*, 6th Edition. Upper Saddle River, NJ: Prentice Hall. ISBN:0-205-66750-3

TENTATIVE Class Schedule-This can be changed as needed

Week	Date	Reading	Cases	Assignments & topics related to paper	Quizzes
Week 1	8/22	Chapter 1	Tylenol Crisis		
Week 2	8/29	supplement	Zimbardo/Milgram	Plagiarism	
Week 3	9/5	supplement/ Chapter 2	Beech-nut apple juice	Library resources	
Week 4	9/12	Chapter 2			
Week 5	9/19	Chapter 3	Harvard Bonuses	APA style	Q1
Week 6	9/26	Chapter 4	Deep Throat vs. Big Tobacco		
Week 7	10/3	Chapter 6	Google & Privacy International	Annotated bibliography (5%)	
Week 8	10/10	Chapter 7	<i>Griggs vs. Duke Power</i>		
Week 9	10/17	Chapter 8	Health Benefits at Wal-Mart		Q2
Week 10	10/24	Chapter 10	Ford-Firestone		
Week 11	10/31	Chapter 11	Enron-"The Smartest Guys in the Room"	Outline due (5%)	
Week 12	11/7	Chapter 12	Starbucks and Fair Trade Coffee		
Week 13	11/14	Chapter 13	Cracker Barrel's shareholder rights	Rough Draft of Final Paper	
Week 14	11/21	Chapter 14	Merck and AIDS in S. Africa		
Week 15	11/28	wrap up		Final Paper due (20%)	
Finals Week	12/9		MW 11am @ 1 pm	MW 1pm @ 3 pm	Q3

Course objectives

- To introduce students to the theoretical concepts underlying how we view moral issues.
- To introduce students to a sampling of techniques used for moral reasoning and to analyze moral issues in business.
- To enhance the student's ability to apply general ethical principles to business cases in the course and to instill the confidence to apply these to future circumstances.
- To critically explore common ethical situations in business with an eye toward seeing multiple solutions and how to navigate multiple stakeholder needs.
- To help students develop the confidence and skill through which to make a compelling ethical/moral arguments.

Course Requirements and Grading

Grading Scale

A = 90-100

B = 80-89.9

C = 70-79.9

D = 60-69.9

F = below 60

Try to remember to turn your cell phone on vibrate before coming to class. Unless it is an emergency, please do not answer the call either in class or by stepping out into the hall. Texting is a bit of a pet peeve and disrespectful. So much so that if I see someone texting, instant messaging, tweeting, Facebook updates, etc, I knock a point off the final grade. This means if I were to see someone text ten times over the semester, they would lose one letter off their final grade (e.g., A+ becomes B+).

Class Participation

Ten percent (10%) of your final grade is class participation. This is evaluated with attendance, mini-quizzes, and class discussion. Come to class prepared and ready to discuss the topic at hand. Engage the material, instructor, and other students. Be respectful, but also be willing to stick to your guns. Just because I say something or the book purports some concept, does not make it correct. If you disagree, please say so. I have built in a lot of time for side notes, tangents, news topics, etc.

Finally, I know some students are talkative while others are a bit more reserved. The talkative students will get more attention and receive my thanks as listening to me drone on for a full class is boring even to me, but both types of students are needed. However, there will be some instances I reel in my more talkative students to give the reserved ones a chance to speak up. Point being, this is not a criticism or a devaluation of the talkative students, I just want to get lots of opinions and thoughts out in the open.

Paper

Business ethics is classified as a writing intensive course. As a result, 30 percent (30%) of your grade is based on a final paper and the work building up to it (i.e., annotated bibliography (5%), outline (5%), final draft (20%)). The paper itself will be an in-depth analysis of a case study of your choosing that involves a real life scenario either in the news or from an archival source.

You cannot use any cases in the textbook, but other than that, you have carte blanche on the topic. What we want is a single case that you can apply multiple theories and perspectives. For example, the BP oil spill is rife with ethical issues. If you chose this case, then you would spend no more than a page and half on background introducing the relevant actors and environments. Next, you would want to describe the ethical issues that you will focus on in the paper. Then, through critical examination discuss the issues with a focus on theory. Research position papers of this kind are not judgmental, rather they are describing and analyzing a specific event or phenomenon.

Quizzes

There will be three (3) in-class quizzes worth twenty percent ($3 \times 20\% = 60\%$). These quizzes serve only to ensure understanding of the principles and vital components of the theories of business ethics. In other words, the purpose of the quizzes is to make sure that when it comes to the final paper, you understand the theory so that it can be applied to the topic.

Several points on the paper worth mentioning...

1. The paper will need to be prepared in APA or MLA style. We will cover APA in class and I will give you some sample papers you can use as examples.
2. The paper will be 6 pages minimum of text. I really cannot imagine a well thought out ethical argument from multiple perspectives that would take less than six pages. The page count does not include title page, abstract, tables, figures, or references.
3. This is a position paper, which means that you will need to draw strongly from empirical and theoretical bases. The words, "I think" really should not appear in the paper. One, it is redundant (you wrote it, so obviously you thought it), and two, your personal views are irrelevant unless you can back them up with a theoretical grounding or past research. Any statement that purports a relation or causal statement (i.e., X causes Y) needs to be supported by empirical work. Empirical work can be found in peer reviewed journals. We will cover how to search, retrieve, and read a research article in class.
4. Spell check and grammar check are necessary for even experienced writers. If using Word 2007, go to spell check settings and where it says 'Grammar only', turn on 'Grammar and Style'. Then click on 'settings' and make sure that everything is checked except 'use of first person'. At the top, also make sure that you are checking for 'one space between sentences'.

Longwood Honor Code: All students must obey the Longwood Honor Code diligently. The Honor Code is based on the need for trust in an academic community. Longwood's Honor Code is a system developed by and maintained for the welfare of its students, and all students should make sure that they read and understand the provisions outlined in the Student Handbook. All work completed for this course will be considered pledged.

CBE Academic Dishonesty Policy: Cheating in any form will not be tolerated in the College of Business and Economics. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the entire course and the student can be referred to the University Honor Board. "Cheating" is the use of unauthorized resources and/or work of another including but not limited to homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all coursework is to be the

work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Disability Policy: Any student who feels that he or she may need accommodations based on a learning disability should make an appointment to discuss the disabilities with the instructor or Dr. Sally Scott at The Office of Disability Services (434-395-2391).

Closing Points

People get sick or need to miss class. That okay, but you are responsible for everything that is covered in class. If you miss class just make sure to get the assignment from a peer. I am not your go to source for what we covered. I make my lecture slides and readings available on Blackboard and your peers can fill in the rest.

The following things range from inconvenient to tragic, but do not have a bearing on your grade or the due date of assignments.

1. You need a (insert grade) in the class in order to avoid academic probation
2. You need a (insert grade) in the class in order to stay on the (insert athletic sport) team
3. You need a (insert grade) in the class in order to stay in your parent's good graces
4. It's rush week and you are tired/hung-over/still intoxicated and would like an extension
5. A disability disclosed at Week 14 of the semester
6. Your parents bought tickets to Hawaii for four weeks during the semester

Internet resources to help as you go.

MultiMedia Resources on Ethical Theory-

<http://ethics.sandiego.edu/theories/Intro/index.asp>

Center for Ethics and Business

<http://www.ethicsandbusiness.org/links/>