

## DRAFT SYLLABUS

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Troy State University

# COURSE SYLLABUS

## MAN 6674 Ethics in Business

**PROFESSOR:** Todd Grubb Ph.D., SPHR; home phone (813) 926-0044; office (813) 835-6220 (Tuesday and Wednesday afternoons); E-Mail: [tgrubb@troyst.edu](mailto:tgrubb@troyst.edu); or [Todd\\_Grubb@msn.com](mailto:Todd_Grubb@msn.com). I am available for student consultation by email and telephone. For additional information about me, and my views on education, go to my web page: <http://spectrum.troyst.edu/~grubb>.

**CATALOG DESCRIPTION:** Examination of the ethical problems and conflicts encountered by managers attempting to relate their organizations to the larger social environment. Considers values and ethics, situation ethics, personal ethics, codes of ethics, international ethics, and morality in competition. Focuses on the means of analyzing the social environment with its interaction of business, government, and society, and developing the managerial skills necessary to promote responsible and effective corporate activity.

**OVERALL OBJECTIVES:** To study the most significant forces in the environment (external and internal) of business organizations to understand how they are changing the managerial job, how they are altering the "rules of the game," and how they are modifying the role of business government in society. This involves, among other things, an understanding of the ways in which a business' organization, policies, strategies, procedures, decision-making processes, plans, and controls are changing in response to environmental forces.

**SPECIFIC OBJECTIVES:** Upon completion of this course, you will be able to:

1. Recognize how businesses influence, and are influenced by, their environments;
2. Define, describe, and apply the various ethical and philosophical bases for decision making;
3. Tolerate ambiguities in dealing with business-government-society (BGS) issues about which reputable observers come to different conclusions and with problems for which there are no clear solutions;
4. Recall significant milestones and historical patterns in changing BGS interrelationships and the major issues in this mixture for today and tomorrow;
5. Articulate your analysis of forces in the BGS interface;
6. Demonstrate ability to research complex ethical issues and present information orally and in writing.
7. Demonstrate the ability to use computer and Internet technology to support ethical business planning, analysis, and decision-making.

**TEXTBOOK:** Steiner, G.A. & Steiner, J.F. (2003). *Business, Government, and Society: A Managerial Perspective* (10<sup>th</sup> Edition). New York: McGraw-Hill. ISBN 0-07-248834-4.

**REQUIRED ADDITIONAL READING:** As necessary to complete assignments.

**RECOMMENDED ADDITIONAL READING:** Some suggested books are listed in this syllabus and at <http://www.tsufl.edu/library/7/ethics.htm>. Also, see text footnotes and current periodicals and scholarly professional journals. I encourage you to search the Internet for related scholarly readings.

**RESEARCH COMPONENT:** The term research paper (see below, Course Requirements) will require use of library and Internet resources.

**ENTRANCE COMPETENCIES:** I expect you to have varying degrees of prior knowledge about your major field obtained from undergraduate courses in management, public administration, psychology, history, and sociology. I expect you to be able to write clear, error free, grammatically and syntactically correct papers following appropriate form and style (i.e., APA); and to be able to present ideas orally.

**AMERICAN WITH DISABILITIES ACT (ADA):** If you have any disability that falls within the ADA, you must inform me and the TSU distance learning (DL) Administrator at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of this seminar.

**HARDWARE and SOFTWARE REQUIREMENTS:** Online access to the Internet for electronic mail (e-mail) capability is required. On-demand access to a PC with an operating system compatible with Windows '95, '98, or XP is required. Any e-mail software such as Netscape or Internet Explorer will work. Application software compatible with Microsoft Office '95, Office '97 or Office 2000 is required. Computer must have CD-ROM capabilities.

**COURSE REQUIREMENTS:** (There are individual and group assignments.) I expect you to:

1. **Learn and Apply a Body of Knowledge.**
  - a. **Read** all text and supplemental **assignments**. I also encourage you to read related periodicals and develop an awareness of ethical business-government-society (BGS) practices in your own and other organizations. Complete the Business Ethics Pre-Course Quiz (in final syllabus). (Individual)
  - b. Prepare and participate qualitatively with your group in assigned **case studies** and chapter discussions. Your group will analyze and prepare a 3-4 page brief on **every** assigned case and post it to the Blackboard Discussion Board each week according to the schedule. (Group)
  - c. Complete the weekly individual quizzes and final comprehensive essay **examinations**. (Individual)
2. **Become Aware of Current Developments in the Field.** (Individual) Identify, summarize, and present (a) one organizational practice OR (b) one business ethics article from scholarly/professional journals or the current literature--viz.:
  - a. **Organizational Practice.** Apply the concepts discussed in this course to your current (or a former) employing organization and prepare a 1-4 page synopsis of some unique, unusual, special ethical practice, aspect, dilemma, or event and post it on the Blackboard Discussion Board. OR,
  - b. **Scholarly Article Reports.** Write 1-4 page reviews of a scholarly business ethics articles and post it on the Blackboard Discussion Board (along with a copy of the scholarly article reviewed).
3. Conduct **significant scholarly ethics research** and prepare a term research paper. (Group) Research and prepare a term **research paper** (20-34 pages) plus an executive summary and post it on the Blackboard Discussion Board. The term research paper may be on any ethical issue identified in the text, or by special permission of the instructor. Draft written term papers are due the seventh week and final written term papers are due at the end of the last class.

For additional information, see Assignment Schedule; and Scholarship Guidelines, and Term Research Paper Evaluation later in the final course syllabus.

**METHOD OF INSTRUCTION:** This distance-learning (DL) course facilitates your learning through (1) individual reading, research, and study; (2) active leadership and participation in development and presentation of group work products (evidences of scholarship) and associated group dialogue; (3) active regular participation and total course participant dialogue through the Blackboard Discussion Board (an on-line community); (4) individual examinations on course material; and (5) significant serendipitous learning through the process of exploring the literature of the field in libraries and on the Internet. Emphasis is on both theory and practice to better understand concepts and models and how they may be applied in operational situations. Please note that this on-line DL format can only be completed if you have on-demand access to electronic mail (email). It is designed to be simple in structure, requiring only email capability for communication with the instructor and classmates.

Emphasis is on both theory and practice to better understand the ethical issues and models in BGS, and how they may be applied in operational situations. It is NOT the role of the professor in a graduate course

to "feed" the course material to you. Rather, it is characterized by self-directed inquiry and subjecting your opinions to the test of dialogue with others. Your willingness to participate constructively in the seminar in small group dialogue with thoughtful, relevant observations (i.e., opinions substantiated with an analysis of relevant facts and evidence) will be reflected in your course grade.

**METHOD OF EVALUATION:** Grading is criterion-referenced, not norm-referenced. That means that your work (evidence of your scholarship) will be compared to a standard expected of graduate students; you are not competing against one another. In fact, you will learn most from one another. I encourage you to cooperate and help one another so everyone can meet/exceed graduate standards on the course requirements and receive a high grade. Grading will be based on the scale presented below. Note that if you wish, you may do a "special projects" to earn extra credit toward your final grade by submitting any combination of: (1) a written case brief on a case NOT already assigned for group preparation (see assignment schedule); (2) a review of a scholarly BOOK (not article) or substantive GAO Report of business ethics; (3) a review of a movie/video or streaming video presentation (e.g., Frontline or Lehrer Report).

**ASSIGNMENT OF GRADES:** Grades will be based on class participation, oral and written assignments, special projects, weekly quizzes, and the final examination. Points will be deducted for errors in grammar, spelling, syntax, etc. All work, including make-up, must be completed before a grade will be assigned.

#### GRADING SCALE

(I) = Individual Products; (G) = Group Products

1.	Case Brief Presentations (G)	36%	91-100 A
2.	Organizational Practice or 2 Article Reviews (I)	4%	81- 90 B
3.	Term Research Paper (G)	20%	71- 80 C
4.	Quizzes and Final Examination (Quizzes 20%, Final 10%)(I)	30%	61- 70 D
5.	End of Course Peer Evaluation of Contributions (I)	10%	Under 61 = F
5.	Optional "Special Projects" (I)	up to 10%	

**INCOMPLETE GRADE POLICY:** Missing any part of this schedule may prevent completion of the course. If it becomes necessary to an incomplete ("I") for this course, YOU should complete and submit to me the *Petition for and Work to Remove an Incomplete Grade* form. Submission is your responsibility; it is not automatic. There must be a valid reason for such a request. If you foresee difficulty (e.g., an illness, an employment change, unanticipated TDY, etc.) that may prevent completion of this course, notify me as soon as possible. Failure to do so could result in a failing grade.

**RESEARCH INVOLVING HUMAN SUBJECTS:** "The Troy State University Human Rights Review Board was established to evaluate all research projects involving human subjects for compliance with guidelines and regulations established by the Department of Health and Human Services and the Food and Drug Administration of the United States Government, All research involving human subjects whether conducted by the faculty, staff, or students must be reviewed and approved by the Troy State University Human Rights Review Board before human subjects may be involved. Neither the source of funds nor lack of funding for such research has any bearing on this requirement. Information may be obtained by contacting the office of the Dean of the Graduate School, Adams Administration Building, Main Campus."

**OTHER INFORMATION:** Information regarding deadlines for adding or dropping a course, holidays, comprehensive examination dates, cheating policy, and other pertinent information is available in the current TSU Graduate Bulletin.

**LIBRARY SUPPORT.** To access TSU online library services, go to <http://tsulib.troyst.edu>. You may also use the TSU Florida and Western Region Library at: <http://www.tsufl.edu/library/default.htm>.

**ADMINISTRATIVE AND TECHNICAL SUPPORT:** Please contact the TSU Distance Learning Center (334-670-5674, or 5876) or [tsulearn@trojan.troyst.edu](mailto:tsulearn@trojan.troyst.edu) for administrative support—e.g., address changes, registration and tuition payments. Please contact Susan Campbell (334-670-5866) or [scampbell@troyst.edu](mailto:scampbell@troyst.edu) for technical questions regarding the use of the TSU Blackboard 6.0 distance learning system.

**OTHER INFORMATION:** Information regarding deadlines for adding or dropping a course, holidays, comprehensive examination dates, cheating policy, and other pertinent information is available in the *TSU Graduate Bulletin* and the DL Planning calendar at <http://www.tsulearn.net/Calendar/Calendar2003-2004.pdf>

**ADDITIONAL SYLLABUS COMPONENTS:** Additional components of this draft syllabus will be provided in the final course syllabus when it is posted. These will include: (1) Scholarship Guidelines, (2) Term Research Paper Evaluation Form, (3) End of Course Peer Evaluation Form, (4) Suggested Course Websites, and (5) Pre-course Quiz. Significant other information will also be provided on Blackboard including: (1) Frequently Asked Questions (FAQs), (2) Ten Top Tips for DL Students, (3) TSU Writing Center Handout Directory, (4) Reference Shelf, and more.

**COURSE/SCHEDULE CHANGES:** I reserve the right to change or modify the course content or schedule.

## STUDENT RESPONSIBILITIES

**INTRIGITY AND PROFESSIONALISM:** Plagiarism and cheating are unprofessional and violations of TSU's Standards of Conduct and may result in disciplinary action. You are responsible for maintaining the highest standards of academic integrity and to refrain from cheating, plagiarism, or any other form of academic dishonesty, including representing another's work as your own, active complicity in such falsification, or violating test conditions. Plagiarism is stealing and passing off the ideas of others without clearly crediting the source (in footnotes, endnotes, or appropriate citation in accordance with a style guide). This includes copying someone else's work (even the textbook) and using it in your paper without attribution. (See Standards of Conduct in the *TSU Graduate Bulletin*.) For help on avoiding plagiarism, see Sharon Williams' web site: <http://www.hamilton.edu/academic/Resource/WC/AvoidingPlagiarism.html>.

**ON-LINE PARTICIPATION POLICY:** This is an intensive 10-week distance-learning seminar; timely on-line participation in Blackboard discussion boards is mandatory. Non-participation will be reported to appropriate officials and maybe reflected in the course grade. You need to inform me in advance if you expect to be unable to attend a portion of the discussions or quizzes, and arrange make-up work. Likewise, a good deal of the course work requires group/team participation in the development and preparation of assignments for Blackboard Discussion Board posting. Failure to actively participate in group assignments may impact your grade (see Peer Evaluation below).

**TASK GROUP MANAGEMENT:** Your interaction is critical to effective learning in this course format. You will be assigned to small groups for the duration of the course. Each work product (lesson module) requires you to dialogue (by Blackboard Discussion Board, direct email, and/or AOL Messenger) with other members of your team to complete the assigned tasks. Each week's group assignments (see Assignment Schedule) must be posted, as a single group response, on the appropriate Discussion Board Forum by mid-night, Eastern Standard Time, of the last day (Sunday) of the week. For the first week of the course, the group leader will be assigned alphabetically (first letters of last name lowest in the alphabet). For subsequent weeks, the leadership will rotate around the group, as arranged by each group. Everyone is expected to constructively participate in the group's work. Documented lack of participation can adversely impact grades (see peer evaluation).

**PEER EVALUATION:** At the end of the ninth week, you will complete and email directly to me (or post in the Blackboard Drop Box), An End of Course Peer Evaluation indicating each of your team/group member's contribution. Peer evaluations will be reflected in the overall grade (see Grading Scale above).

**SELECTING EXAMINATION PROCTORS:** The final examination in this course must be proctored during the dates announced by TSU Distance Learning. You must arrange this. People suitable to use, and often called upon, as examination Proctors include (1) officials/counselors at local technical or community colleges—one who might administer CLEPs—they are frequently called upon for this task; (2) those who administer certification or continuing education credit tests in professional fields (e.g., allied health services); (3) a local ETS or Sylvan Learning Center official (although these are certain to have a cost you will have to incur). Other choices lower on the list might include a local high school counselor or proctors of ACT/SAT and Advanced Placement examinations, or finally, your facility's Human Resource Manager. People who serve as your supervisor, librarian, or members of the clergy are NOT a suitable choice.

# Assignment Schedule

Week	Reading Assignments	Activity
1	<p><i>I. A Framework for Studying BGS</i> Text Chapters 1-2</p> <p>Skim entire text for answers to pre-course quiz</p>	<p>Review course requirements and plan to accomplish tasks on time:</p> <ol style="list-style-type: none"> <li>1. Pre-course quiz (Skim entire text for answers); Submit answers to Blackboard Assessment.</li> <li>2. Introductions and Formation of Groups</li> <li>3. Consider and propose term research paper topics to other members of your group.</li> <li>4. Become familiar with Blackboard--Skim Blackboard Online Manual (in Assistance Section)</li> </ol>
2	<p><i>I. A Framework (continued)</i> Text Chapter 3-4 and Case: Genetically Modified Foods</p>	<ol style="list-style-type: none"> <li>1. Groups agree on topic (hypothesis), develop pro-forma outline of research approach and outline, and put on Discussion Board.</li> <li>2. Groups respond to Genetically Modified Foods case and put on Discussion Board.</li> <li>3. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>4. Individuals may put their Organizational Practices (OP) or scholarly article reviews on the Discussion Board at any time up to the eighth week of the term.</li> </ol>
3	<p><i>II. Nature and Management of Social Responsibility</i> Text Chapters 5-6 and Case: General Electric Under Jack Welch</p>	<ol style="list-style-type: none"> <li>1. Groups engage in dialogue on the General Electric Case and post their responses on the Discussion Board.</li> <li>2. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>3. Groups continue work on Term Research Papers.</li> <li>4. Individuals may submit extra credit work any time up to the ninth week.</li> </ol>
4	<p><i>III. Managing Ethics</i> Text Chapters 7-8 and Case: HCA—The Healthcare Company</p>	<ol style="list-style-type: none"> <li>1. Groups engage in dialogue on the HCA Case and post their responses on the Discussion Board.</li> <li>2. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>3. Groups continue work on Term Research Papers.</li> </ol>
5	<p><i>IV. Business and Government</i> Text Chapters 9-11 and Case: Microsoft Corporation and Antitrust</p>	<ol style="list-style-type: none"> <li>1. Groups engage in dialogue on the Microsoft Antitrust Case and post their responses on the Discussion Board.</li> <li>2. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>3. Groups continue work on Term Research Papers.</li> </ol>
6	<p><i>V. Global Management Issues</i> Text Chapters 12-13 and Case: The World Trade Organization and Its Critics</p>	<ol style="list-style-type: none"> <li>1. Groups engage in dialogue on the World Trade Organization Case and post their responses on the Discussion Board.</li> <li>2. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>3. Groups continue work on Term Research Papers.</li> </ol>
7	<p><i>VI. Pollution Control and Environmental Management</i> Text Chapters 14-15 and Case: Johns Manville Corporation and the Asbestos Nightmare</p>	<ol style="list-style-type: none"> <li>1. Groups engage in dialogue on the Johns Manville Case and post their responses on the Discussion Board.</li> <li>2. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>3. Groups post their DRAFT Term Research Papers on Discussion Board, and continue working on them.</li> <li>4. Individuals read and offer constructive suggestions on posted draft Term Research Papers.</li> </ol>
8	<p><i>VII. Business and The Consumer</i> Text Chapters 16 and Case: Commercialism in Schools Final Examination--Proctored</p>	<ol style="list-style-type: none"> <li>1. Groups engage in dialogue on the Commercialism in Schools Case and post their responses on the Discussion Board.</li> <li>2. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>3. Groups continue work on Term Research Papers.</li> <li>4. All individual OP and scholarly article reviews should have been posted.</li> </ol>
9	<p><i>VIII. Human Resources</i> Text Chapters 17-18 and Case: Workplace Drug Testing Final Examination--Proctored</p>	<ol style="list-style-type: none"> <li>1. Groups engage in dialogue on the Workplace Drug Testing Case and post their responses on the Discussion Board.</li> <li>2. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>3. Groups continue work on Term Research Papers.</li> <li>4. All extra credit work must have been submitted.</li> </ol>
10	<p><i>IX. Corporate Governance</i> Text Chapter 19 and Case: Disney Shareholders Attack Executive Pay Skim and use as appropriate, APA style manual</p>	<ol style="list-style-type: none"> <li>1. Groups engage in dialogue on the Disney Shareholders Case and post their responses on the Discussion Board.</li> <li>2. Individuals answer Weekly quiz on Blackboard Assessment.</li> <li>3. Groups' Final Written Term Research papers due</li> <li>4. End of Course Peer Evaluations Due</li> </ol>