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BGEN 220E.50: Busniess Ethics and Social Responsibility

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Department of Management and Marketing

SYLLABUS: BGEN220E - SPRING 2018 *ONLINE*
COURSE TITLE - *BUSINESS ETHICS AND SOCIAL RESPONSIBILITY*

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BASIC INFORMATION

- **Course Title:** Business Ethics and Social Responsibility
- **Credit hours:** 3 credits
- **Course designation:** BGEN220E
- **Professor:** Rob Walsh, Ph.D.
- **Semester:** spring 2018
- **Section/CRN#:** 50/38974
- **Office:** GBB 337
- **Office Hours:** M,T,W 12:30 – 1:15 (and by appt./online)
- **Phone:** 243-6679 (office)
- **Email:** rob.walsh@business.umt.edu (*PLEASE specify "Section 50" when emailing me*)

COURSE TEXTS

1. *ENTREPRENEURIAL ETHICS—Perspectives*, R.D. Walsh, Ph.D. (Available FREE on the Moodle website.)
2. *ENTREPRENEURIAL ETHICS—Topics*, R.D. Walsh, Ph.D. (Available FREE on the Moodle website.)
3. A few additional texts and videos will be assigned throughout the course.

COURSE OVERVIEW

1. PHILOSOPHICAL AND PSYCHOLOGICAL THEORIES

Since moral theory naturally informs moral judgment and consequent actions, we will begin our course of Entrepreneurial Ethics with an overview of various classical theories from the history of Moral Philosophy, including Virtue Ethics, Self-actualization theory, Deontology or Duty Ethics, Utilitarianism, Social Contract theory, Distributive Justice theory, Existentialism, Phenomenology, Cosmopolitanism, Human Rights, etc., along with some objections to the very possibility of there being any genuine rational foundation for moral reasoning at all, such as is found in Skepticism, Emotivism, Relativism, and Absolutism.

We will also investigate various moral perspectives derived from empirical research being done in Developmental, Social, and Cognitive Moral Psychology (e.g., the moral stage theory of Lawrence Kohlberg) as well as other sciences such as Paleontology and Neuroscience. In short, moral operations will be considered from cognitive, affective, rational and non-rational perspectives, and a phenomenological method for upgrading moral consciousness will be presented. Finally, we will see how these traditional moral philosophical and psychological theories provide an understanding for how we actually go about making moral judgments, how we can get better at this, and why we should.

You will be encouraged to distinguish, clarify, and develop your own personal ethical theoretical orientation—something that you already have in place right now and utilize every day, many times a day, often unconsciously. You will learn to see your own personal moral ‘system’ more clearly, to refine it as you see fit and as you choose based on our studies. You will come to understand how your theoretical moral orientation controls the everyday moral judgments you make and the actions you take—and what difference this makes to you ultimately insofar as you desire to be successful at living the best possible life.

2. CASE ANALYSIS/JUDGMENTS

We will study and evaluate numerous critical moral issues and/or issue contexts arising in the business world today, such as the true purpose of capitalistic business, whistleblowing, social media in the workplace, discrimination against women and other groups, advertising to children, sex on the job, sweatshops, etc., with a special emphasis this semester on moral issues arising in the global workplace. Issues will be presented generally in a pro and con format, using two or more texts drawn from recent literature, each presenting a different moral perspective on the issue. You will read, analyze, reflect upon, carefully evaluate, and judge a number of these moral issues.

A conscious effort has been made to incorporate a multicultural, censorship-free and gender-sensitive ethical perspective into the structure of this course.

3. PERSONAL DEVELOPMENT

There is a special emphasis in this course on the relationship between the study of moral philosophical principles and moral psychological theories, on the one hand, and the actual practice of living an ethical life on the other, as this is reflected in your everyday,

individual personal and professional growth and development. As Aristotle and other moralists have remarked: What good is it to study Ethics if you do not put this theoretical knowledge into practice in your life? Our power of moral judgment is a kind of mental muscle, and, like all muscles, it only develops through exercise and will atrophy from lack of use.

MOODLE

There is a Moodle web site for this course. You are expected to have taken the Moodle tutorial and be able to log onto the class web site on a daily basis. This is an important course component.

UM EMAIL ACCOUNT There will be frequent Announcements sent to your UM email address. *You should check this email account daily* for course updates, addendums to the course material, and other pertinent information.

LEARNING OUTCOMES:

1. Students will gain a working knowledge of various mainstream ethical theories including Virtue Ethics, Deontology, Utilitarianism, Existentialism, Phenomenology, Cosmopolitanism, Pragmatism, Social Contract, Distributive Justice, etc., focusing on applying the principles of these theories to real-world business situations.
2. Students will learn to see the connection between best business practices and the implementation of social responsibility through the study of alternative business models.
3. Students will learn to see and evaluate various aspects of the business world from an ethical and socially responsible perspective.
4. Students will learn how to effectively read, analyze, synthesize, and evaluate numerous specific issues involving Business Ethics questions.
5. Students will learn to see the connection between best business practices and the roots of social responsibility through the exploration of various case studies of national and international firms from an ethical perspective.
6. Students will learn to make better moral judgments in their personal and professional lives by successfully advancing from pre-conventional and conventional sources of moral judgment to making moral judgments based on moral principles in the service of maximizing both personal welfare and social responsibility.
7. Students will become more emotionally intelligent and will be able to perceive, reason, understand, and manage emotions better and will clearly recognize the connection between emotional reactions and moral judgment.

MY EXPECTATIONS

I have high goals and expectations for myself as a professor. I also have high expectations for you as a student in this course. I expect that you will read the text, attend all classes and do all the writing and research assignments by the due dates. I expect that you will spend a minimum of one hour of philosophical focus time outside of class—reading, writing, talking, thinking—for every hour of focused classroom time. I expect that you will participate in class by taking notes, asking questions, contributing to discussions, and participating in class interactive assignments. I expect that you will actively work with the Moodle online interactive feature of this course. Finally, I expect that your efforts will pay off and that you will successfully achieve a real boost to your intellectual and moral musculature.

MY COMMITMENT TO YOU

I consider it an honor and privilege to be able to engage in philosophical inquiry with you this semester. I promise you that I will do my very best to make it worthwhile for you to come to every class. Regarding the necessity to grade your work, I promise you that I will evaluate your work fairly, impartially, and to the best of my professional ability without prejudice. I hope that you enjoy this course, that you do well, and that you benefit from it personally. I hope the same for myself. Ultimately, as I am sure you already realize, the benefit you get out of your philosophical study of Ethics—as with any endeavor—will be proportionate to the amount of effort you put into it. The same goes for me. I always have more to learn. I look forward to working with you in this collaborative educational effort.

*I BELIEVE THAT WHAT YOU LEARN IN THIS COURSE WILL
BE OF REAL, PRACTICAL VALUE TO YOU FOR THE REST OF
YOUR LIFE AND WELL-WORTH THE INVESTMENT OF YOUR
TIME AND EFFORT NOW.*

GRADING

POSSIBLE POINTS

Two (2) Exams (100 points each) = 200 points

- Late online exam submissions: -5 points
- See **Volunteer Option** for the EXAM 2 below.

Ten (10) Assignments (9 points each) = 90 points

- Late posts not accepted. No exceptions.

Ten (10) Quizzes (10 points each) = 100 points

- Late posts are not accepted. No exceptions.

Final Project = 100 points

- See directions below

Course Survey = 10 points

- Will be available near the end of semester

Total number of possible course points = 500 points.

FINAL GRADE CALCULATION

Your final numerical grade, based on the 100-point scale, will be determined by adding together all of the points you earn during the course and dividing by 5. Final grades with fractions .5 or less will be rounded down and .6 and over will be rounded up to next whole number; no exceptions. (See Rounding Scale below.)

COMPUTE YOUR GRADE ANYTIME

How to compute your grade at any point in the course: 1. Add up the total points that have been offered so far. 2. Add up the total points you have earned so far. Divide the total number of points you have earned so far by the total number of points offered so far. 3. Multiply by 100 and consult the scale below. For example: $311 \text{ points earned} \div 350 \text{ points offered} = 0.888 \times 100 = 88.8 = B+$ at that point.

GRADING SCALES

	100 Point Scale	Rounding 100 pt. Scale	500 pt. Scale
A	100-93	100-92.6	500 – 463
A-	92-90	92.5-89.6	462 - 448
B+	89-87	89.5-86.6	447 - 433
B	86-83	86.5-82.6	432 - 413
B-	82-80	82.5 – 79.6	412 - 398
C+	79-77	79.5 - 76.6	397 - 383
C	76-73	76.5 – 72.6	382 - 363
C-	72-70	72.5 - 69.6	362 - 348
D+	69-67	69.5 - 66.6	347 - 333
D	66-63	66.5 - 62.6	332 - 313
D-	62-60	62.5 - 59.6	312 - 298
F	59	59.4	297

HONOR CODE

The Honor Code is a centrally important feature of this course. You will do many of the course assignments “on your honor,” so the HONOR CODE asks for your explicit agreement to act honorably. Please read it, and, if you agree with the terms and conditions, do nothing further. If you do not agree with the terms, please see me asap before continuing with the course. Thank you for your cooperation and collaboration in creating a successful and fair learning environment for all.

Here is the 3-R Honor Code for this course*

RESPECT, REASONABLENESS, RESPONSIBILITY

The 3-R Pledge

I accept this Honor Code and the terms and
Conditions of the Syllabus for achieving success in this course.

I agree to work to the best of my ability in this class. I accept that the benefit I
get from this class will be proportionate to the effort that I put into it.

I agree to honestly do the work that is assigned; to complete assignments by the
due date; to cooperate with other students in group activities; to act honorably;
to actively participate in and contribute to the class success.

NAME _____ DATE _____

*N.B. - Your signature is tacitly inscribed on this document by
virtue of your continued participation in the course. Thank you!

Disability Services: This course is accessible to and usable by students with disabilities. To request reasonable program modifications, please consult with the instructor. Disability Services for Students will assist the instructor and student in the modification process. For more information, contact Disability Services at 406-243-2243 in Lommasson Center 154.

ACADEMIC MISCONDUCT

All students tacitly agree—by their participation in the course and acceptance of the terms and conditions of this Syllabus—to practice academic honesty as stated in the Honor Code for this course. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University, including expulsion from the course. All students need to be familiar with the Student Code of Conduct.

STUDENT CODE OF CONDUCT

The [Student Code of Conduct](http://www.umt.edu/vpesa/Dean) is available for review online at <http://www.umt.edu/vpesa/Dean>. It is your responsibility to be familiar with the Student Conduct Code.

READING AND EXAM SCHEDULE

The daily topic and exam schedule—as well as all texts to be read—are available in the most up-to-date mode on the Moodle website for this course. Please check the Syllabus on Moodle as final arbiter of discrepancies. Assigned readings should be read prior to the class in which they will be discussed. All texts can be accessed and downloaded through the Moodle web site for this course.

January 22 – January 29

M-T - Course overview; meet and greet; Syllabus

W-Th - *EE-Perspectives*: INTRODUCTION & Chapter 1. MORAL PHILOSOPHY

January 29 – February 4

M-T: *EE-Perspectives*: Chapter 2. MORAL PSYCHOLOGY

W-Th: *EE-Perspectives*: Chapter 3. JUSTICE, CARE, & MORAL SUBJECTIVITY

February 5 – February 11

M-T: *EE-Perspectives*: Chapter 4. PERSONAL MORAL DEVELOPMENT

W-Th: *EE-Perspectives*: Chapter 5. RATIONAL MORAL DECISION-MAKING

February 12 – February 18

M-T: *EE-Perspectives*: Chapter 6 - STOICISM AND PERSONAL MORAL POWER

W-Th: *EE-Perspectives*: Chapter 7 - LIMITS OF PERSONAL MORAL POWER

February 19 - February 25

M-T: NO CLASS - President's Day

W-Th: *EE-Perspectives*: Chapter 8 - SOCIAL JUSTICE: THE GOOD SOCIETY

February 26 – March 4

M-T: *EE-Perspectives*: Chapter 9-SOCIAL JUSTICE: RESPONSIBILITY FOR THE OTHER

W-Th: EXAM 1

March 5 – March 11

M-T: *EE-Topics*: TOPIC 1. CAPITALISM, SOCIALISM, AND CORPORATE SOCIAL RESPONSIBILITY

W-Th: *EE-Topics*: TOPIC 2. CREATING SHARED VALUE

March 12 – March 18

M-T: *EE-Topics*: TOPIC 3. CONSCIOUS CAPITALISM

W-Th: *EE-Topics*: TOPIC 4. GENDER DIVERSITY AND BIAS IN THE WORKPLACE

March 19 – March 25

*** M-T: *EE-Topics*: TOPIC 5: CODES OF ETHICS & TOPIC 6: QUOTAS FOR WOMEN ON BOARDS OF DIRECTORS ***

W-Th: *EE-Topics*: TOPIC 7: ARTIFICIAL INTELLIGENCE ETHICS

March 26 – April 1

>>>SPRING BREAK<<<

April 2 – April 8

M-T: *EE-Topics* - TOPIC 8. MORAL AGENCY AND BIG DATA ANALYTICS

W-Th: *EE-Topics* - TOPIC 9. TARGETING CHILDREN AS CONSUMERS

April 9 – April 15

M-T: *EE-Topics* - TOPIC 10. BLOWING THE WHISTLE AND COMPANY LOYALTY

W-Th: *EE-Topics* - TOPIC 11. ARE MULTINATIONAL CORPORATIONS (MNCs) FREE OF MORAL DUTY?

April 16 – April 22

M-T: *EE-Topics* - TOPIC 12. MNCs DUTIES TO WORKERS IN SUPPLY CHAIN SWEATSHOPS

W-Th: *EE-Topics* - TOPIC 13. GLOBAL JUSTICE AND THE ROLE OF MULTINATIONAL CORPORATIONS

April 23 – April 29

M-T: *EE-Topics* - TOPIC 14. FOOD FIGHT: AGRIBUSINESS AND ARTISANAL FARMING

W-Th: *EE-Topics* - TOPIC 15. GLOBAL EXTRACTION ETHICS: MISSING-IN-ACTION

April 30 – May 6

M-T: Course summary; Volunteer presentations; EXAM 2 review; course evaluations

W-Th: NO CLASS **FINAL EXAM** ('Take-home' online)

VOLUNTEER INSTEAD OF TAKING TEXAM 2



WANT TO SKIP THE FINAL EXAM 2? HERE'S HOW...

Many would agree that donating some portion of your income, wealth, or time to help those in need (equal to about 1-10% of your annual gross income), is a moral duty for every capable member of society. Therefore, in conjunction with our study of philanthropy and other forms of charitable giving as an integral part of living the best possible life, you may choose to engage in a voluntary service learning project in lieu of taking EXAM 2. Here is how it works:

1. Locate and contact a *bona fide* organization that uses volunteers. Missoula organizations preferred but I will be flexible about that. I heard that Missoula has a greater number of non-profit organizations per capita than any other city in the U.S., so there are plenty of volunteer possibilities. Some local organizations looking for volunteers are listed below. Also, try a Google search: Volunteer Missoula. Also, UM's Office of Civic Engagement can help you with this. Call 243-5531
2. Engage in a minimum of 20 hours of volunteer service with your chosen organization. Your volunteer position may extend beyond the semester, but a minimum of 20 hours must be completed starting now and before the last day of class.
3. Write up a 3-5-page report of your volunteer experience to be posted on Moodle and give a brief (2-5 minute) informal report to the class about your experience at the end of the semester. At a minimum, your written report will include brief descriptions or depictions of the following points:
 - the nature of the volunteer activity, name of organization, contact person;
 - people that you met and worked with including those who benefitted from your volunteer work, etc.;
 - why you think your volunteer work was worthwhile (or not);
 - what your feelings were about the experience, before, during, and afterward;
 - whether you would recommend this to others;
 - how this was a moral benefit (or burden) for you;
 - anything else you think would be pertinent and interesting, I would love to hear it!!!

4. You may volunteer individually, with a partner, or in small groups. Partners and groups may submit a single report, but each participant must submit the report separately in order to get credit.

5. Grading: If you complete all aspects of this assignment as described above, you will be guaranteed a grade of A as your FINAL EXAM 2 score (with a guaranteed point value between 100-93).

DEADLINE TO APPLY

6. **Deadline to apply: March 1, 2017.** You must apply for the Volunteer alternative. Inform me by email that you wish to do this assignment. List the organization that you have contacted and with which you have made plans to volunteer. State whether you will be volunteering individually, with a partner, or as a small group. Thanks!

7. Deadline for submission of your volunteer report.

VOLUNTEER ORGANIZATIONS

A FEW LOCAL VOLUNTEER ORGANIZATIONS

- University of Montana Office of Civic Engagement
- VolunteerMatch.org
- VolunteerMissoula.org
- Missoulaunitedway.org
- YMCAMissoula.org
- volunteerLinkedin.com
- MissoulaFoodBank.org
- Habitat for humanity
- BuddhaGarden.org
- Humane Society
- Missoula County Public schools
- Open Aid Alliance, Missoula www.openaidalliance.com
- Etc.

FINAL PROJECT ~ THREE CONVERSATIONS

“Conversation should be pleasant without scurrillity, witty without affectation, free without Indecency, learned without conceitedness, novel without falsehood.” William Shakespeare

Although there are definitely some benefits to online classes, one of the obvious drawbacks is the lack of face-to-face discussion of the subject matter, which is a particularly important form of informal learning. No better way to get our ideas, beliefs, and values clear *to ourselves* than to explain them to someone else; especially to someone who does not agree with us. Also, important, of course, is to listen respectfully with an open mind to opposing views. As Cicero, a renown Roman philosopher and statesman put it: “Silence is one of the great arts of conversation.”



With that said, I hear from students in this course that things we are discussing in class often come up naturally in their everyday conversations with friends, family, co-workers, etc. That makes sense to me. One of the things I hope you get from this class is that moral issues are often intrinsically interesting and fun to talk about, as well as engaging and developing a skill that is vitally important to achieving the best possible life. The Final Project for this course builds on this natural conversational phenomenon.



What I would like you to do is to have three conversations with three different people (preferably people who are NOT associated with this course) about three different moral issues or topics raised in this course, and then write up three brief reports of these conversations. Reports, not transcripts. Summarize the conversations. See directions below. I will create a drop box on Moodle.

Copy and paste your reports into the drop box; don't just leave a file. Please don't wait until the last minute to complete this project.

You do not need to reveal the personal identity of your interlocutors (conversation partners), but you should indicate who the interlocutors are: friends, roommates, family member, person you ran into at the bar, whomever. Conversations may be face-to-face (preferred) or by phone (NOT text or email or carrier pigeon) and should be a minimum of twenty minutes long.

You don't need to be slavish about the conversation topic, and maybe your conversation will cross over into several topics, or take some other turn. That's fine. You might begin by saying: "We were discussing X in my Business Ethics class and I was wondering what you think...." Basically, I want you to have three meaningful, substantial conversations with at least three other intelligent human beings like yourself about some interesting topic(s) in Business Ethics, and write up three separate summaries in a docx file, and then copy and paste the file text (not just the file hotlink) into the text box I will provide.

Summaries of your conversations should include a description of what were the topics of each discussion; what positions interlocutors took up; whether anyone changed their opinion as a result of the conversation; what kind of emotions were involved on both sides and how these manifested in the conversations; and whatever else you think pertinent or interesting. Thanks 😊



DEADLINE FOR SUBMISSION: Sunday, April 29, 2018 @ 11 PM (late: -5 points) (Each of your conversation reports should be 400-500 words.)