

Scott E. Randolph, Ph.D.
Business 434: Applied Business Ethics
M-W
Sara Grace Parker Hall of Letters

IMPORTANT STATEMENT CONCERNING EQUITY OF OPPORTUNITY

Your success in this class is of the utmost importance to me. Anyone who faces challenges securing their food, housing, or personal safety and believes that this may affect their performance in the course is urged to contact Dr. Donna Eddleman, Dean of Student Affairs, for support (909-748-8281 and donna_eddleman@redlands.edu). Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

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Business Administration Department office telephone: 909.748.8015

Office Hours: to be announced on the first day of class. *Drop-ins are welcome any working day.* Given the nature of my chosen profession, if I didn't enjoy conversation with students I would be a miserable and bitter fellow. As a courtesy, please request appointments no less than twenty-four hours in advance (where necessary).

Course Description

Ethics, in its simplest construction, is the study of the spoken and unspoken rules and theories of personal behavior that underpin our individual and collective interactions with other individuals and with the institutions of human existence. All human societies, regardless of their size or degree of complexity, exist in part because they operate per generally accepted set of rules; albeit an acceptance that is fraught with multitudinous points of friction, vociferous disagreements, and, all-too-often, the subjugation or silencing of dissenting voices. As just decent human beings, and as future managers and entrepreneurs, you have faced and will continue to face a variety of ethical dilemmata. This course will introduce you to the formal study of business ethics, and, to a limited extent, the study of ethics in general. At no point in your future careers should you view this course *as the end of your responsibility* to study ethics. You should use the tools and the analytical skills you obtain here to continue your studies in ethics as a life-long avocation.

The structure of the course will include a mix of informal lectures, discussions, and projects, with significant, daily input required from the class. This is not a course in the light-hearted discussion of easy ethical questions, but rather one concerned with examining approaches to making a difficult decision among two or more bad options. As future managers, you will be personally, professionally, legally, and morally responsible for your actions and for those individuals working under your direction. Perhaps more frightening, you may come to be held personally responsible for the collective actions of the organizations in which you will spend your professional careers. Honest, ethical leadership builds honest, ethical workers, and, hopefully, a vigorous ethical culture within your organization. We will not only examine the theoretical underpinnings of contemporary scholarship in business ethics, but you will also develop and implement a training module on an ethical topic and deliver that module to your classmates. Recent history is replete with examples of companies that lost their moral compass (Can we say Enron? or Volkswagen?), in large part because the cultivation of an ethical worldview was deemed unimportant by the organization's leadership. Ethics, like a crop, must be cultivated carefully, consistently, and constantly to raise a bountiful harvest.¹

Course Objectives

1. To arrive at a basic, working definition of general business ethics.

¹ As many of you will recall from my sections of BUS 226, most critiques of capitalism, outside of those based in Marxist thought, are essentially moral in nature. Remember the populists and William Jennings Bryan?

2. To expose students to the cultivation of a life-long study of business ethics
3. Students will study the definitions, theories, and challenges of ethics as they relate to the modern business environment and to the system of exchanges commonly defined as capitalism.
4. Further student development in formal professional writing, oral presentation, and rhetoric.
5. Develop a working familiarity with applied business ethics using case studies.
6. Cultivate and encourage best practices in preparing and delivering training content for peers and those under your management.

Textbooks

- Blackburn, Simon. *Being Good: A Short Introduction to Ethics*. Oxford: Oxford University Press, 2001. ISBN: 978-0-19-285377-6
- Ciulla, Joanne, Clancy Martin, and Robert C. Solomon. *Honest Work: A Business Ethics Reader*, 3rd Edition. Oxford: Oxford University Press, 2014. ISBN: 978-0-19-994420-0
- Gini, Al and Alexei Marcoux. *The Ethics of Business: A Concise Introduction*. New York: Rowman & Littlefield Publishers, 2011. ISBN: 978-0-742-56162-5
- Sandel, Michael J. *What Money Can't Buy: The Moral Limits of Markets*. New York: Farrar Strauss and Giroux, 2012. ISBN: 978-0-374-53365-6
- Strunk, William and E. B. White, *The Elements of Style*, 4th edition, ISBN: 020530902X. You need not purchase the 4th edition; earlier editions will also serve our purposes. If you took BUS226 with me, then you should have a copy already at hand.
- Read “The Ethicist” column from *The New York Time* at <http://www.nytimes.com/column/the-ethicist>

Grading: To be eligible to receive a passing grade you must complete all graded assignments.

The course grade consists of the following:

“At Large” points (PR/PQ)	05 points
General Participation and Discussion through the end of week 6	10 points
General Participation and Discussion week 7 – end of term	20 points
One (1) final examination	20 points
On-line lesson	15 Points
One (1) Discussant Evaluation and materials	<u>30 points</u>
TOTAL	<u>100 points</u>

Grade Correlations [Grade Points (Letter) = 0-100 Numerical Range]

4.0 (A) = 93 – 100 points	3.7 (A-) = 90 – 92.99 points	3.3 (B+) = 88 – 89.99 points
3.0 (B) = 83 – 87.99 points	2.7 (B-) = 80 – 82.99 points	2.3 (C+) = 78 – 79.99 points
2.0 (C) = 73 – 77.99 points	1.7 (C-) = 70 – 72.99 points	1.3 (D+) = 68 – 69.99 points
1.0 (D) = 63 – 67.99 points	0.7 (D-) = 60 – 62.99 points	0.0 (F) = 0.00 – 59.99 points

To allow you time sufficient to read my (always) scintillating and instructive comments, I do not entertain questions concerning grade assessment on graded assignments during the first twenty-three (23) hours following their return.

I *may* offer supplemental credit during the semester for attending specific campus events such as lectures and movie screenings. Should this occur, students who wish to take advantage of this opportunity must submit a written business memo providing a synopsis and analysis of the event within seven days (inclusive). I will determine the required length of this assignment on a case-by-case basis. If offered, students *may* receive a maximum of three (3) points toward their final exam grade for each event. You may accumulate a maximum of six (6) such points. Because these assignments are formal written assignments—not opinion pieces—assessment includes grammar, content, and argument. You are expected to follow the suggestions on writing as found in *The Elements of Style*.

There is no “curve” on the course grade or any graded assignment; your final grade is the total of points earned. If you earn a total of 79.94 points, then your grade will be a “2.3.” If you require a specific grade, then you need to do the work necessary to earn that grade. As most of you are aware, I do not negotiate grades.

Ill-tempered end-of-semester e-mail messages lamenting or challenging final grades are especially unwelcome. In most cases, they will simply be ignored; the semester is over and your grade reflects the sum of your work over the semester, no matter how hard or for how long you studied for the final exam. However, I am happy to discuss your final grade, in-person, in the first weeks of the following semester or May Term. I am surprised by the foolishness of students who assume that angry or nasty e-mails will somehow yield the desired (but entirely un-earned) grade. I regret that I must make this kind of announcement as most you would never stoop to such a level, but every year I have a few and it is a nasty, unpleasant business that mars what are otherwise pleasant memories of the class and of the individual student.

Make-up policy for all graded assignments

If you should have a verifiable illness or other significant emergency *on the day* of an examination or in-class assignment, you may complete an alternate exam or assignment if you have notified me by telephone or email *before* the administration of the assignment and supply an approved university excuse at the next earliest opportunity. You are all seniors, if this is still a problem for you, then I weep for the future.

If you have a scheduled conflict such as a job interview, Military Reserve, National Guard, ROTC responsibilities, or a varsity sports absence you must provide me with appropriate written verification no later than one week in advance. The burden lies upon you to be aware of the dates of graded assignments and assessments and to make your plans accordingly. It is your responsibility to arrange for, and complete, any make-up within 7 days of the missed graded assignment. Please note that make-up assignments and tests may differ substantially from the original assignment in form, content, and level of difficulty.

Many of you will be interviewing for jobs and internships, and I understand that this may take you away from campus or class with relatively short notice. However, it is a rare (almost unheard-of) situation where you cannot have at least 48 hours of notice. Please, when making your arrangement for an interview (most potential employers are more than reasonable in working with your class schedule), be aware of the day that you have selected to serve as discussant. Do not leave your partner in the lurch, she or he will be rather sore about it and I will be mightily displeased.

Expectations and Format for Written Assignments ²

Every assignment page must be paginated in the lower right-hand corner; the first page must include your name (last name, first name), and both the course and section number in the top right-hand corner. All assignments (examinations and quizzes excepted) must include a word count (of the text only, do not include notes or bibliography) at the bottom right-hand corner of the last page of text (but not within the footer). Do not include a title page. Non-general text materials such as your name, course number, opening citations, and annotated bibliography entries must be single-spaced. Do not (unlike this syllabus) include extra blank lines between paragraphs unless the document is to be completed as a memo. Most word processing programs add this extra space in their default settings; it is your responsibility to change those settings. All quoted, paraphrased, or referenced material must include a properly formatted *Chicago Manual of Style* superscript number and complementary footnote. You may use standard or omnibus footnotes so long as you are consistent. I require the use of the Oxford comma; call me old-fashioned.³ Assignments that require a Memo format for submission must follow the conventions for that style.

Unless otherwise stated, all word total requirements for out-of-class papers *are minimums* that assume the use of 11 or 12 point Times New Roman font and double-spaced lines with one (1) inch margins on all sides. Page requirements are for full pages of text. Written material in the footer or header, and footnotes must be in 10 point Times New Roman Font. While I am cognizant of the environmental questions at stake, please submit your assignments, unless otherwise specified, printed on only one side of a sheet of paper. When grading hundreds of pages of assignments, I have found that assignments printed double-sided consume nearly half again as much time to grade as those printed on but one side. When required, electronic submissions of assignments must be in

² The following section should be “old hat” to those of you who passed through the crucible that is my sections of Business 226.

³ Yes, I am aware that Vampire Weekend has recorded, released, and performed a song entitled “Oxford Comma.” And I know as well that they don’t care for this essential, traditional, and unfairly maligned bit of punctuation; a pity really.

the [.doc], [.docx], or [PDF] formats only. I will return papers for revision that fail to abide by these standards as well as those with spelling errors and grammatical problems such as those discussed in *The Elements of Style*. It is your responsibility to verify that assignments submitted via Moodle are in fact submitted; the system has a two-step process that you must master. I may assess a penalty for these errors against the final grade for the assignment. Papers that do not receive a grade due to your failure to meet minimum writing standards are not considered “completed” for the purposes of eligibility for a passing grade. In the working world, you may simply be fired peremptorily for failing to abide by instructions, so get in the habit of checking and double-checking formats and expectations now so that the practice becomes ingrained, a form of mental “muscle memory.” **You should be embarrassed by sloppy work**, especially since the format requirements are simple and straightforward. Straight spelling errors should be a thing of the past since every word processing program contains a spell-check feature.

“Re-writes” of assignments, where permitted or required, are due *one week* following the return of the original. When submitting a re-write you must include the original marked version to which it is connected with a paper clip. If I return a written assignment with the suggestion that you visit with the tutors in the Writing Center, please be aware that this is a “*demand by way of a request*.” You must provide proof that you met with a tutor when you submit your revision or your next assignment if no rewrite is permitted. Failure to do so will result in a retroactive grade of zero (0) for that assignment. I will not badger students about this requirement, so please pay careful attention to my comments on your assignments. The Writing Center is located on the first level of the Armacost Library Building and is a component of the Academic Success Center. Please visit their website: <https://redlands.mywconline.com/>

Generally, your failure to address *all* grammatical, format, and spelling errors noted in the first draft when submitting a revised draft will result in a failing grade for that assignment. I spend a great deal of time in reading your papers and assignments (*which I do with great joy*),⁴ and much of that time is spent in making specific suggestions and comments for improvement.

Banta Center for Business, Ethics and Society Event⁵

The Banta Center for Business, Ethics and Society in the School of Business coordinates a bi-annual lecture series on topics in applied ethics. As a requirement of this class, you will attend the lecture scheduled for **TBA** beginning at **TBA**, with the location **TBA**; please plan accordingly. If you cannot attend due to a previously scheduled engagement (in other words, an engagement for which you are **already** [provably] **obligated** as of the first day of classes, **and** whose cancellation will cause you to suffer significant financial or personal damage if you are forced to reschedule for a different time or date) then you must make application in writing for an excuse and complete an alternate assignment. Business Professional attire is required. Details will be forthcoming as soon as they are available.

Discussant Evaluation

You must submit a detailed **Lesson Plan** for the day you serve as discussant, a detailed set of **Notes**, an **Executive Summary/Talking Points Memo**, and a **Commentary** on the reading materials for the chapter in question. These are formal written assignments and are due one week *prior* to your selected discussant date. Failure to submit these assignments on-time will result in an immediate twenty (20) point penalty against your total grade for the discussant evaluation. Partners will submit a single lesson plan, a single set of notes, and a single commentary but must provide separate Executive Summary & Talking Points Memos. Assessment of these materials will comprise a minimum of one-half of your grade for the Discussant Evaluation. You are expected to move beyond mere regurgitation of the materials and to draw connections across the other readings, previous class discussions and with materials from other courses where appropriate. Haphazard and poorly constructed materials will be returned for revision with a significant penalty assessed against the grade.

Lesson Plan

⁴ I am in earnest.

⁵ Many thanks are due to Dr. Carlo Carrascoso from the School of Business at the University of Redlands for his efforts in developing and coordinating this event.

The lesson plan is a simple, mechanical document, however not one that simply paraphrases the notes. You are not teaching the chapter; you are using the material in that chapter (and previous course materials) as a springboard for a lesson. You must provide, in detail, a schedule for the module that you have prepared. The schedule should include a minute-by-minute break-down of the module (which means you and our partner will need to rehearse the plan), the specific questions that you will be posing to your employees, indicate which partner will perform which tasks, descriptions of all break-out sessions including topics, questions, and goals, descriptions of all interior assignments and goals, rubrics for assessing your employees' work, and other items as necessary. Where you are drawing on, or pointing to specific sections of the chapter, you must indicate that within the lesson plan. The lesson plan should provide, in total, a clear and convincing answer to the following question: What is it that you propose to accomplish while discussant, and how will you go about doing so? More than anything else, it will help me help you while you are leading discussion. The greater the level of detail, the more support I can provide during your turn as the discussant. A document less than four pages in length is likely insufficient to the task. I encourage you to take advantage of the materials in the following link when preparing your lesson plan. Please read through the portion of the section entitled, "Essentials to Learning: Practice and Closure," up to Figure 7.2.⁶

<http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx>

Another useful source is: http://writing.colostate.edu/guides/teaching/lesson_plans/

Discussant Notes, Executive Summary/Talking Points Memo, and Commentary

These are three separate but linked documents. The Notes are a detailed, extensive, organized, and accessible synopsis and outline of the materials from the entire chapter, *including the case studies* and any material from *The Ethics of Business* assigned for that day. They should make evident that you have read and understood the chapter -- detailed notes are the best evidence of this. I encourage the use of parenthetical asides and expository footnotes where appropriate. In preparing the Notes you should assume that the recipient, your boss, does not have the time to read the chapter and must lead a public discussion -- where the other participants *have* read the chapter in its entirety-- based on the materials in your notes and commentary. The Notes should be as lengthy as is necessary to complete the task; that having been said, I do not need an exhaustive thirty-page set of single-spaced notes. A document that balances clarity, quality, and comprehensiveness should be your goal in completing this assignment.

The Executive Summary & Talking Points Memo is a one-page, single-spaced document you must e-mail to all classmates no later than twenty-four hours (24) before your selected discussant performance. This may be but one (1) page in length. The Executive Summary is a three to five-sentence synopsis of your lesson and plan for the day. Crafting a useful Executive Summary is a difficult task. You must convey an enormous volume of information in 30-60 words. Take your time with this, make every word a winner. Do not take this segment of the discussant assignment lightly as it will reveal much of your understanding of the chapter. The talking points are bullet points (although you need not use the actual "bullet point" format) appropriate for the use of your imaginary boss as a quick reference guide during their leadership of the public discussion. *It cannot be only random sentence fragments.* In combination, *the two portions of this assignment should encapsulate the "point," "take-away," or meaning of the chapter.*

The Commentary is a separate document where you will engage the chapter and **all the previous readings** intellectually. Your Commentary should show you and your partner working through the connections between the chapter, previous chapters, other assigned readings from the course, ancillary readings from the course Moodle page, drawing comparisons to contemporary and historical examples of germane corporate and business ethical issues, and any other materials you find salient. You should attempt, where appropriate (and in most cases this will be the case), to answer questions posed by the chapter selections. Since this document will necessarily reference materials beyond those provided in the chapter it must be documented in the appropriate format. Material from *Honest Work* may be cited parenthetically. Think of this as a document prepared for your

⁶ In fact, let's just go ahead and say that this is a required reading. Dr. Randolph says, "This is a required reading." There, done. The fact that this source is intended for new elementary and high school teachers is immaterial.

boss to provide them with a holistic understanding of the material in the chapter. It should deepen and render more nuanced their understanding of the topic and illustrate your ability to weave the material into the larger tapestry of business ethics. As for length, please refer to my comments regarding the Notes. As above, I encourage the use of parenthetical asides and expository footnotes where appropriate.

On-Line Presentation

You will prepare, record, and post to *YouTube* a six (6) to eight (8) minute lesson related to your assigned discussant chapter from *Honest Work*. Partners must prepare and post separate video lessons, or may, upon application with a full script worthy of consideration, prepare a joint video of no less than twelve (12) minutes in length. The video lessons may be linked to one another, or stand alone. One of the partners must take on the responsibility of sending an e-mail message to your classmates and to me containing the link(s) to your video(s) (please be certain that you have set the YouTube options to “public”) no later than seventy-two (72) hours prior to your day of service as discussant. This is essential to give your classmates the opportunity to review the material in advance. The video must remain public and available until the end of the assigned final exam slot for this course. You must use the following title format: BUS434 [Your last name], chapter “x.” *e.g.*: **BUS434 Marx on Chapter 25** for your video. Failure to do so will result in a reduction of the grade for the assignment.

The video lesson should supplement, complement, and introduce the materials, concepts, and ideas that you wish to develop during your performance as discussant. **They should not, under any circumstances, be a reduced version of your lesson plan.** You are expected to refer to the videos in a substantive and integrated fashion as discussant. The presentation should provide someone with a general knowledge of the business world, the workings of a firm, and a general grasp of formal ethics (much as you have obtained to that date) a workable sense of the main themes, issues, and arguments found in your chapter of the text. It should draw our attention to and explain the connections with related readings in previous chapters or other books as necessary. It should encapsulate the main themes of the chapter. If it merely regurgitates what you plan to discuss in class, then you have failed to complete this assignment. Again, *take the time to prepare this*; do not slap it together the night before.

This assignment is intended to provide you with some practice in creating a video presentation, and with a document that you can use for a job interview or as part of a professional portfolio. There is no specific format that you must use; in fact, if you wish to use clay-mation or stop-action animation and have the requisite skills — then go for it. I am not impressed by a string of mostly un-interpreted extended clips from movies and popular television shows. This is not to say that you cannot take that approach, but that you should be aware that I will view them with heightened critical eye. The same can be said for available voice-over animation applications. You need not appear throughout the entire video, although a strong presence should be part of your considerations.

I look forward to seeing what you come up with in fulfilling this assignment. Please think broadly and freely in your approach to the extent that I will take an expansive view of success on this assignment. This is not to say that anyone should take it lightly (that would be a terribly short-sighted attitude to take in your last year of college). **Both vision and clarity of execution will be rewarded.**

When you serve as discussant and when you are on-screen (with artistic exceptions as permitted upon application), you must dress appropriately, which is to say, **business formal**). Speaking generally, you should cultivate a look that is tasteful, clean, refined, timeless, and *forgettable*. Women and men alike must wear clean, pressed, coordinated, conservatively cut and styled garments and formal footwear that allow you to stand and sit with ease. You are dressing to impress business colleagues, *not a date*. Fashion forward does not enter the business-wear lexicon. **DO NOT** show up on-screen wrinkled, wearing clashing items, un-tucked or unbuttoned shirts, skirts well-above the knee, in khakis, open or casual shoes, hair that looks like you just exited a roller coaster, or with an air of careless disinterest.⁷ Facial hair, where present, should be trimmed, groomed, and neat. Failure to dress appropriately will result in a reduction of your overall grade.

Attendance, Participation, and Discussion

⁷ With thanks to Janelle Julagay for her extensive revisions of and insights regarding this paragraph and subject matter.

As adults, you have free will. Consequently, you may attend class at your discretion, bearing in mind the following repercussions and caveats. You *must* attend on the day of your service as a discussant; only approved university excuses or your full and complete demise will be accepted as excuses. Failure to do so will result in a course grade of 0.0 or “F” regardless of the actual points earned. You are permitted one (1) unexcused absence *only as an abject emergency*.⁸ Additional unexcused absences will result in the reduction of your final course grade by five (5) points per day up to fifteen (15) points and the forfeiture of any supplemental credit earned. After that threshold, has been reached, the penalty jumps to ten (10) points per day. Students not in the classroom at the time I record the roll will be marked as “absent” with the penalties as noted above. I understand that you may well be tired after Capstone, and this is your last semester, but it is also my last semester before sabbatical (hopefully), and I do not want to police adults about basic kindergarten tasks such as showing up on-time.

If you have a legitimate and provable reason for missing class let me know in advance and I will give your application due consideration. All such applications must be made in writing (by e-mail attachment) and are considered formal writing assignments. They must be submitted in a memo format.

Consider the following math. The approximate full cost to attend the University of Redlands is \$63,932.00 *per annum*. If we assume that the normal course load is eight courses *per annum*, and further, that the average class meets twenty-six (26) times per semester, each time you miss class you have burned approximately \$307.37 without receiving anything in return. That, my friends, is a mighty poor return on investment (ROI). The cost is lower for those commuting from home of course, and does not account for any scholarships, but overall that should be in your mind any time you consider skipping any of your other classes.⁹

In the end, it is your responsibility to take attendance seriously. My ego may suffer some damage from repeated mass absences, but that is repairable given time and the uncritical affection and loyalty of my loved ones. It has been my experience that students who do not attend lecture diligently usually fail the course (and life). Please consider the following: if you cannot arrive on time and attend a class for a grand total of 160 of the 10,800 minutes in a week (1.5 %), why would any rational person want to hire you? *Your eyes do not deceive you; class attendance consumes less than 2% of the total number of minutes in a week.* Many of you spend more time each week playing video games, “working out,” on Facebook, texting, tweeting, doing whatever one does on *Instagram*, burning precious electrons on Snapchat¹⁰, eating, showering, wandering aimlessly, engaging in reckless and disgusting behavior, or simply gazing at the walls of your room.¹¹

Participation is more than simply attendance without tardiness (placing your butt in a seat on-time). On-time arrival means that you are in your seat, settled, and prepared to begin learning when class time begins. The adage stands true: if you are merely “on-time” then you are late in fact. I expect you to arrive at class having completed all assigned readings and writing projects. You will be prepared at all times to answer factual, text-based questions and to contribute to class in a manner that furthers our discussion. You are not engaged in a meaningful discussion of the topic at hand if you simply parrot statements made by previous discussants or offer opinion. I expect you to press your colleagues, seeking to find the assumptions that lie behind their assertions. Likewise, I expect you to be fully engaged in the ethical modules that your colleagues will present. Discussion is a wonderfully effective mechanism for learning so long as all participants are adequately prepared and fully engaged.

⁸ “I forgot to set my alarm” does not constitute an emergency. You are all seniors. You should have excised that sort of idiocy out of your life by the end of your freshman year.

⁹ Why do I say “any of your other classes?” Because you will not miss this class, the consequences are simply too onerous.

¹⁰ Perhaps we can consider the ethics of sending disappearing communications at some point in class. Is anything ever gone for good? Does the NSA collect snapchats?

¹¹ As you all well know, I wander around my classrooms while I teach; woe unto the student whom I find engaged in the use of any of these social media or other messaging applications while class is in session. I will ask you to leave the classroom and suggest strongly that you drop the course. I will use stern language, you will be embarrassed. Again, you are seniors...

I understand that public speaking is not something that everyone has a knack for, or enjoys; however, in this class you will need to master your fear of public speaking. Public speaking is something that anyone can learn so long as they are willing to make the effort. The business world (and life) is a place of communication and discourse, much of it oral. I can help if you have concerns in this regard, but the onus is on you to approach me. I can assure you that if you do not work to master your fear of public speaking then you will never overcome that fear. As my dearly-departed maternal grandfather John Hodges was fond of saying, "...it's the hardest job that never gets started."

Attendance and participation account for one-quarter of your course grade. If you attend every class, and do not speak except to answer direct questions incorrectly you can expect an A&P grade of fifty (50) points out of a possible one hundred (100). The same student who provides correct answers to the same questions can expect an A&P grade of 60. In other words, attendance and participation are separate but related components of this grade and are weighted. An A&P Grade of 80 or above requires daily, meaningful, and analytical contributions to the discussion. You are expected to link lecture materials to your readings, and draw connections between readings. I expect you, as seniors, to pull in material and information from other courses, such as BUS-310, BUS-336, BUS-430, and BUS-459. You may inquire as to your performance in this regard during office hours.

Regardless of the circumstances, you are responsible for submitting assignments on, or before, their due date. Last minute emergencies *may* excuse you from attending class on a particular day, but not from the timely completion of an assignment. Penalties will be assessed against your grade for that assignment, in addition to additional penalties assessed against your course grade. Simply put: plan, do not leave the completion of assignments to the last moment and you need not fear the grade consequences of an emergency.

In this modern age, attendance and participation also includes the regular (at a minimum, daily) use of your **redlands.edu** email account and the course management software Moodle. "I didn't check my email" is not an acceptable excuse for missing an assignment or for a lack of awareness of alterations to the syllabus and reading schedule. I also expect you to check my Twitter account and anything posted under the hash-tag #BUS434. You are required to add a picture *in which you are clearly visible* to your Moodle profile before the end of the first week of classes.¹² With the switch to the new Moodle platform, your older Moodle profile picture has been lost into the electron mist, so please go and check, *you know*, like now.

Special Note to Student-athletes, Student-thespians, and Student-musicians¹³

In-season Student-athletes will provide me by the end of the first week of the semester an annotated schedule of games or matches that *may* interfere with their ability to attend class. The same obligation falls on students involved in the theater and music programs with in-semester performances. You may not miss a class meeting for practice, lifting, or conditioning, **ever**. Please be aware that you do not have blanket permission to miss any class period for a game, match, or performance as some course events cannot be replicated or replaced. *Each absence requires my specific permission*. If you miss a class meeting for a game, match, or performance without having obtained formal permission in advance you are subject to the possible penalty of failing the course. Under no circumstances are you permitted to submit an assignment after its deadline because of a game, match, or performance (or related travel) or to miss your selected oral presentation time. You are required to remind me (this clause is operative only if you have obtained my permission to miss that class meeting) in person and by email of your expected absence no later than the lecture class period prior to the day in question.

On Reading

Reading is not a passive activity. You are to seek constantly for connections across the readings and with the lecture materials. If you are reading and not thinking simultaneously then you may as well burn the book for all the good it will do for you. The readings *should be* a challenge to you; if they are not then the most likely explanation is that you are reading them neither carefully nor thoughtfully. Many of the assigned readings are

¹² It is a course requirement that you add a recent portrait (that has a clear and recognizable view of your face) to your Moodle profile by 5:00 pm on the first Friday of the semester.

¹³ Note that in all three instances I have capitalized the word "student" while leaving the terminal word of the pair in the lower-case. This is a not-so-subtle reminder that you are always students first, everything else is secondary.

difficult, and rightfully so as they discuss complex ideas. You will struggle with them, and in that struggle you will improve as a student and a scholar and you will increase your capacity to attack difficult problems in the future. Some you may find boring (which I cannot begin to understand), but that is the reality of the world at times, and “it’s boring” will quickly get you fired from a job. Find a way to make them interesting. The most effective way of doing so is to think about the readings in connection to other readings and to the world around you. We study ethics because it is the life-blood of human societies. The brain is an amazing biological machine that is both lazy (we seek patterns and assume that the world fits into those that we already know) and infinitely capable of enhancement through effort, struggle and deliberate effort to reconcile ourselves to new and dissonant information.

I have selected the readings because they dovetail with one another, provide illumination to issues raised in lecture, or because they address important issues, events, or ideas that we will not have the opportunity to raise during class lecture but which are essential to your understanding of the course. On any given lecture day, I hope to learn that you have read the assignments before attending class. That you bring the reading or your notes with you to class and that you do not rely on ad-libbing so much as actually demonstrating an understanding of content are what really matter when it comes to earning a positive participation and discussion grade.¹⁴

Points of Conduct

Repeated or excessive tardiness, *packing up before the end of class*, answering a cell phone, allowing a cell phone to ring, leaving your cell phone on the desk or in view, sleeping, texting, reading and surfing the internet during class are disrespectful and disruptive. I will order repeated or egregious violators (recidivists) to leave the classroom. If you cannot survive 80 minutes without viewing, fondling, or otherwise manipulating your cellular mobile telephone then you should take another class and reconsider whether you are ready for college. It isn’t a lover; it is a device, so let’s have some perspective. Save those caresses for someone that cares about you and whose affections aren’t purchased monthly. The only exception I have ever allowed regarding phone use in class was for a student whose spouse was serving on a forward base in Afghanistan and therefore could not call on a predictable schedule given the Taliban’s nasty habit of attacking without warning. I doubt very much your call or text message meets that threshold of need.

I am baffled by the constant stream (pun intended) of students who walk in and out of classes while they are in session. By baffled, I mean annoyed, and by annoyed, I mean angered. I suppose other faculty permit this, but the practice infuriates me to no end. Attend to your bodily functions prior to class. Medical reasons are, of course, accepted without debate.

While I do not have a dress code *per se*, I am deeply skeptical of the seriousness of students who cannot manage to get showered and dressed in day-time attire prior to arriving at class. The last time that I investigated this issue, most employers do not permit on-site employees to work in their pajamas (however one conceives of this genre of clothing). I dislike the wearing of hats and hoods while in class. Head coverings worn as an observance of faith are of course permitted without question. This is not a baseball game, rodeo, boxing match, or a meeting of the Red Hat Society. I also dislike attire with slogans or images that would make your grandmother uncomfortable. However, far be it for me to constrain your desire to express your “individuality” through the sloppy wearing of mass-produced casual apparel. Please consider the messages that your sartorial selections convey.

This course requires significant and daily input from you; consequently, our discussions must adhere to the highest standards of decorum and respect. Students who cannot defend their positions vigorously without resorting to personal attacks, mockery, or condescension will be removed from the course roster after one warning and reported to the appropriate university administrators. To be an educated and mature individual is to understand that on most issues there are a variety of perfectly logical, rational, and valid views, and to be able to function with that knowledge and interact with others with whom you vehemently disagree. If you cannot

¹⁴ I have borrowed portions of this paragraph from my good friend and former Purdue University Graduate Program in History colleague, Dr. Ryan Anderson. He is member of the faculty in history at the University of North Carolina at Pembroke.

respect the opinions of those with whom you disagree or recognize the validity of opposing view-points, then you are not sufficiently mature for collegiate work. We can (and will) disagree without rancor. Likewise, critique of your peers is an essential aspect of this course, and requires you to uphold the highest standards of professional behavior. Whatever mistakes, errors, logical fallacies they may have committed, yours are just as legion. Finally, this course involves discussion of materials over which you may have strong feelings and an inclination to assume moral or political absolutes. Give vent to those inclinations in an abusive or anti-intellectual fashion *at your peril*. Do not test my resolve on this point.

Many students, when seeking mercy (which they will not receive) because their grade for participation and discussion is low, explain that they didn't contribute to discussion because they "don't want to be wrong." This line of reasoning is utterly flawed. We learn best when we are asked to perform our knowledge, and when such knowledge is subject to the critique and engagement of others. To be blunt, we learn most deeply through error in our writing, in our statements, in our practice, not in our successes. Frankly, success makes us lazy and overconfident. This is especially the case in the academic environment. To avoid participating in our public discourse is to miss much of the essence and beauty of the academy and learning. Consider the following: the genesis of the modern university lies in the public discussions led by Socrates in the Agora of late 5th Century Athens. He taught by posing provocative questions and encouraging communal critique of answers and responses. We will seek to emulate this model in class, minus the chitons and dust (and the many other less-savory aspects of classical Athenian culture).

Failure to prepare for a class meeting is a serious matter, and will be treated accordingly. If you fail to complete a reading assignment (such that you can be engaged fully in the discussion) by the beginning of the class period, you are required to inform me in writing at that time and you may not participate in the discussion, although I may waive that stipulation in certain circumstances. This is not a draconian rule; if you did not read the last few pages of a book, or had to skip a few paragraphs here and there then you are fine so long as you understand the material *writ large*. At my discretion, you may receive a "Participation and Discussion" grade of zero (0) for the day and be assigned an additional writing and research project. Failure to complete this supplemental project will result in a failing grade for the class. If you fail to inform me of your lack of preparation and this becomes apparent, you will suffer the penalty as though you did not attend and will still be required to complete a substantial supplemental project. Honesty is the best practice. Unlike Business 226, the reading load for this course is not onerous.

Failure to prepare for your service as discussant, as evidenced by a disorganized, ill-informed, informal, or otherwise poor performance will result in a failing grade for the course regardless of the actual points earned. Prepare in advance, rehearse your materials, and be serious about your performance. Your work here is the fullest expression of the course. I could have assigned a multiple-draft 30-page formal written assignment, but mercy entered my heart. Please don't make me regret this moment of lamentable weakness.

Do not slide papers and assignments under the door of my office. These must be handed to me in person, or deposited in my mailbox in the Business Department office on the third floor of Duke Hall. Papers slid under my office door are not considered "on-time," they will be ignored and likely stepped upon; eventually the custodial staff will dispose of the tattered remnants of your failure. Don't be a failure.

When communicating with me via email you must include a descriptive subject line and indicate the course number: e.g. "BUS434, question concerning the assignment of 12 February." I prefer the salutation "Dr." (which I have earned through many years of effort), not "hey," (which is available to anyone with a pulse regardless of their sentience). Emails must conform to the patterns of General Written English. Avoid the mangled and idiotic syntax common to text messages. Do not expect me to decipher your digital shorthand, as I can be deliberately, persistently, and unapologetically obtuse when I desire to be so. Since most email programs indicate when you have made an error in spelling there is no excuse for sending a message containing such monstrosities in plain view. This is simply good practice, it should become second nature, so that the day doesn't arrive when you realize too late that you used the word "pubic" inadvertently in an email to a potential employer when you meant to write "public." Success is one reward for those who pay attention to detail.

Computers and Recording Devices

You may use a laptop computer or tablet to take notes during class. If I find that you are using these devices for different purposes, I will rescind this permission. You may not use any device to record a video, still, or audio record of the class without my express written permission. I grant such waivers only in extraordinary circumstances and for a limited duration. Generally, this requires that you have been struck by a bus and injured such that you have lost the function of your primary writing limb. I would be remiss in failing to note that recent research suggests that students who attempt to take verbatim transcript-style notes on computer in class rarely comprehend the material as thoroughly as students who take reflective notes on paper. Research indicates that verbatim note-takers are more concerned with the words than they are with their meaning and context. The exams, I can assure you, are about meaning and context. Take that under advisement and act as you see fit.

Students with Disabilities

Please inform me in a timely fashion if you have a permanent or temporary physical, sensory, cognitive, or psychological disability and require accommodations. You will need to provide documentation of your disability to the Office of Disability Services located in the Student Success Center at Armacost Library, lower level. You *must obtain* an Advocacy Letter from that office before I can implement any formal accommodations. All the nationally-recognized learning disabilities fall within the purview of this requirement as well as temporary physical or mental impairment caused by illness or injury. This is especially important regarding examinations. You cannot receive formal accommodations before the process of evaluation is complete and that process takes some time.

You may have decided that you will attempt the course without accommodations, even though you had access to them in previous years. This is a serious (and rarely correct) decision and one that you should take only after consultation with the appropriate university staff. It is far wiser to complete the process for accommodations and then to decide to proceed without them than it is to discover in week ten that you *do* want an accommodation for your discussant turn by which time it will be too late to make those arrangements.

Academic Dishonesty

Familiarize yourself with the University's definition of academic dishonesty and your responsibilities and rights therein, which you may review in the *University of Redlands Catalog*. I will not tolerate any form of academic dishonesty in this class. Be assured that I will report and prosecute all violations *to the fullest extent* permitted by University regulations. The *minimum* punishment for academic dishonesty in this course is an "F" or 0.0 for the final grade, regardless of the points earned. While you may believe that the risk is worth the reward I can assure you that this is not the case. This is a hard lesson that someone learns just about every year, so don't be that fool this time around. You all appreciate the idiotic irony of committing academic dishonesty in an ethics course, right? RIGHT...?

Discrimination, Harassment, Sexual Misconduct, and Retaliation

These policy statements support the University's commitments to equality of opportunity and maintaining an academic environment and workplace that is free from unlawful discrimination, harassment, sexual misconduct, and retaliation. Each person to whom this policy applies shares a responsibility for upholding and enforcing this policy.

A. No Discrimination. The University prohibits and will not tolerate unlawful discrimination on the basis of age, color, race, ethnicity, national origin, ancestry, sex, marital status, pregnancy, status as a complaining party of domestic violence, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information, religion/creed, citizenship status (except to comply with legal requirements for employment), military/veteran status, or any other characteristic protected by law.

B. No Harassment. The University prohibits and will not tolerate unlawful harassment based on the characteristics identified above.

C. No Sexual Misconduct. The University prohibits and will not tolerate sexual misconduct. Redlands is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and

dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support may be obtained from the Chaplain's Office and Counseling Center. Reporting should be done through the Title IX Office – contact listed below.

D. No Retaliation. The University prohibits and will not tolerate any retaliation against any person who, in good faith, complains about discrimination, harassment, or sexual misconduct. Similarly, the University prohibits and will not tolerate any retaliation against any person who, in good faith, demonstrates opposition to, or participates in an investigation of, alleged discrimination, harassment, or sexual misconduct.

When in Doubt...

...ask questions! If you are uncomfortable with asking a question during the class period, please visit me during office hours or inquire via email.

LECTURE/READING SCHEDULE
(Subject to change as necessary)

13 weeks, 24 class sessions

BG = *Being Good*; EB = *Ethics of Business*; HW = *Honest Work*, WMCB = *What Money Can't Buy*

Three Notes of Significance:

- 1. I expect that you will have read the material listed on the schedule by the beginning of the period noted. Failure to complete the reading will result in denial of your opportunity to contribute to discussion, and therefore to receive credit for participation on that day.**
- 2. There is no scheduled discussion date for Chapter 7 “When Technology Bytes Back” from *Honest Work*. I will expect that you have read the chapter by the end of week 9, and you will be responsible for the material in discussions from that point forward.**
- 3. Note where the reading schedule deviates from the normal progression and act accordingly.**

Week 1:

Monday – Introduction, best practices, expectations, the normal formalities, and dramatic readings

Re-acquaint yourself with *The Elements of Style* and peruse the Moodle link: “What Are Values?”

Wednesday– WMCB, introduction and Chapter 1, pages 1 – 41, Moodle: “NPR Weekend Edition on Ethics,” and “Architecture and Ethics.”

Week 2:

Monday– BG, Section I, pages ix – 55

Wednesday – BG, Section II, pages 56 – 107, and Moodle link: “The Debate over Genetically Engineered Babies”

Week 3:

Monday – BG, Section III, pages 108 – 162

Wednesday – BG, redux

Week 4:

Monday – WMCB, chapters 2 – 3, pages 43 – 130, and Moodle link “”Ted Talk on ‘Why we think it’s OK to cheat and steal (sometimes)’”

Wednesday – WMCB, chapters 4 – 5, pages 131 – 203

Week 5:

Monday – **no assigned reading**

Wednesday – EB, chapters 1 – 3, pages 1 – 50, and Moodle link: “The Ethics of Big Data”

Week 6:

Monday – EB, chapters 4 – 6, pages 51 – 100

Wednesday – HW, **Chapter 15**, pages 633 – 682, and Moodle link, “‘Re-inventing Ethics’ article from the *New York Times*”

Week 7:

Monday – HW, introduction and Chapter 1, pages xix – 38

Wednesday – HW, Chapter 2, pages 39 – 84

***** “SPRING” Break *****¹⁵

Week 8:

Monday – HW, chapter 3, pages 85 – 127; EB, chapter 8, pages 117 – 128

Wednesday – HW, chapter 4, pages 128 – 188, and Moodle link: “NYT on an Insider Trading Conviction.”

¹⁵ Don’t do anything stupid, criminal, immoral, unethical, senseless, or shameful. That picture (and the stunt that it depicts) was amusing when you posted it on *Facebook*, *Instagram* or *Tumblr*, it won’t be so humorous when you are asked to explain it during a job interview. And you will be asked about it, rest assured.

Week 9:

Monday – HW, chapter 5, pages 189 – 246, and Moodle link: “The Real Cost of Manufacturing an iPad”

Wednesday – HW, chapter 6, pages 247 – 289

Week 10:

Monday – HW, **chapter 8**, pages 327 -- 362

Wednesday – HW, chapter 9, pages 363 – 409

Week 11:

Monday – HW, chapter 10, pages 410 – 448; EB, chapter 7, pages 101 -- 116

Wednesday – HW, chapter 11, pages 449 – 498; EB, chapter 9, pages 129 -- 148

Week 12:

Monday – HW, chapter 12, pages 499 – 537

Wednesday – HW, chapter 13, pages 538 – 579; EB, chapter 10, pages 149 – 158

Week 13:

Monday – HW, chapter 14, pages 580 – 632

Wednesday – Wrap-up, catch-up, friendly sarcasm, heartfelt accusations, desperate recriminations, moments-of-doubt, shouted screeds, tender tidbits of revelation, and distribution of the final exam. We have also had songs and visits from children.

Final Examination: Take-home due, on paper, to my department mailbox by the end of the scheduled examination period.

It is your responsibility to read and understand the information contained within this syllabus as it serves as the only official guide for the course.

Final Note

As will, I hope, become almost annoyingly obvious to all of you before long, I derive immense personal satisfaction from teaching. Furthermore, I believe, to the very core of my being, that a firm grasp of ethics is an essential component of a thorough collegiate education, regardless of your chosen academic discipline. I sincerely hope that through my enthusiasm for the subject, combined with an earnest effort on your part to see, hear, and think about the issues, we may come to the end of the semester with a mutual sense of respect for one another and for the intricacies of our subject. Let us keep this hope in mind as we take this intellectual journey together.

Congratulations! You read the entire syllabus, now go start reading.

.....really, I wasn't kidding.....

.... stop playing *Titan Fall*...