

INTERNATIONAL ETHICS AND CULTURAL ISSUES (BETH 521)

Winter 2008

Wednesdays: 6:00-8:40 pm

Piggott 202

Office Hours: After class and by appointment in P508

<https://angel.seattleu.edu> check for additional readings and notices

John T. McLean

(206) 296-5711

mcleanj@seattleu.edu

COURSE DESCRIPTION: The course examines both the ethical implications and cultural challenges confronting individuals and enterprises that conduct business in nations and cultures outside the "home" country.

REQUIRED TEXTS: Kline, John M., ETHICS For International Business, Routledge, 2005 ("Kline"); Gannon, Martin J, et al., Understanding Global Cultures, 3rd Edition, Sage Publications, 2003 ("Gannon").

RECOMMENDED TEXTS & RESOURCES:

Rachels, James. The Elements of Moral Philosophy, 3rd ed. New York: McGraw-Hill College, 1999. A brief, but lucid, exposition of basic ethics.

Deinhart, John W. Business, Institutions, and Ethics: A Text with Cases and Readings. New York: Oxford University Press, 2000.

Carroll, Stephen J. and Gannon, Martin J., Ethical Dimensions of International Management. Thousand Oaks, CA: Sage Publications, 1997. While embarrassingly weak analytically, the work is a treasure-trove of examples of cross-cultural ethical problems.

Hofstede, Geert. Cultures and Organizations: Software of the Mind. New York: McGraw-Hill, 1991. Seminal work on cultural differences in business. Any of his works would be good.

www.business-ethics.org; www.scu.edu/SCU/Centers/Ethics

GRADING & ADMINISTRATION:

Class Discussion (20 points) - A significant portion of your grade will be based on class participation. Particularly in a values-oriented class, such as ethics, mere listening will not suffice to master the material. Discussion creates the tension needed to stimulate intellectual sophistication and its related moral development. Thoughtful questions are as valuable as substantive responses. Participation can be accomplished in the large group or the small groups; although, it is more likely to be noticed in the large group.

Reflection Log (10 points) - You will be broken out into small groups, each of which groups will be assigned a specific week's assignment. Each individual in the group will be responsible to submit a two page (or less) typewritten piece that addresses the following:

Identify the one or two points covered in the assigned readings for that class that most struck you and how do they relate to your work life. As an alternative, identify what point(s) most puzzled you. (Volunteering the questions and observations in the class will improve the instructor's assessment of the effort.)

Group Presentations (35 points) - Each group will develop and present an international marketing campaign related to the cultural analytics proposed in the Gannon text. I may require that the group evaluate each individual's contribution. More will be said on the matter in class.

Midterm Exam (35 points) -There will be a midterm exam on. We can discuss whether you want a take-home exam or an in-class exam.

Disability - If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Academic Honesty -I expect that you will abide by the University's Academic Honesty Code. "Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process and that violations in this area should be dealt with in the appropriate manner." (Undergraduate Bulletin)

Link: <http://www.seattleu.edu/registrar/page.aspx?ID=87>

If you are not sure whether a particular action is acceptable according to the Academic Honesty Code, you should check with me before engaging in it.

GENERAL COURSE OUTLINE-SCHEDULE MAY CHANGE TO FIT CLASS PROGRESS

Week 1-January 9

Introduction and Class Overview

Kline:

Ch. 1 – The value foundation for a global society

Ch. 2 – Ethics and international business

Articles on Angel, outlining some of the common ethical theories.

Week 2-January 16

Kline

Ch. 3 –Human rights concepts and principles

Week 3-January 23

Kline:

Ch. 5 – The foreign production process

Ch. 6 – Product and export controls

EACH GROUP SUBMITS ITS CHOICE OF A COUNTRY TO PRESENT

Week 4-January 30

Kline:

Ch. 8 – Culture and the human environment

Ch. 9 – Nature and the physical environment

Midterm:

Handout/post midterm exam, due Week 5

Week 5-February 6

Gannon:

Ch. 1- Understanding Cultural Metaphors

Midterm:

Turn in midterm exams & work on presentations

Week 6-February 13 (Market Pricing Cultures)

Gannon:

Ch. 16 – American Football

Ch. 17 – The Traditional British House

Week 7-February 20 (Authority Ranking Cultures)

Gannon:

Ch. 4 – India: The Dance of Shiva

Ch. 6 – The Turkish Coffeehouse

Week 8-February 27 (Asia-Uncategorized)

Gannon:

Ch. 3 - The Japanese Garden

Ch. 27 - China's Great Wall and Cross-Cultural Paradox

EACH GROUP SUBMITS ITS WRITTEN PRESENTATION

Week 9-March 5

CLASS PRESENTATIONS

Week 10-March 12

FINISH GROUP PRESENTATIONS

RUBRIC FOR CLASS PARTICIPATION

- 10 A student receiving a 10 comes to class prepared; contributes readily to the conversation but doesn't dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups. Thoughtful questions are "thoughtful contributions."
- 8-9 Comes to class prepared and makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for others' views; participates actively in small groups. An 8-9 score may also be appropriate to an active participant whose contributions are less developed or cogent than those of a 10, but still advance the conversation.
- 7 A student receiving a 7 participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt the instructor with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructor or students.
- 6 A student receiving a 6 comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless these students show interest in the discussion, listen attentively, and take notes. Students in this category may be shy or introverted. The instructor may choose to give such students an 8 if they participate fully in small group discussions or if they make progress in overcoming shyness as the course progresses.
- 5-4 Students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a 5 often don't participate because they haven't read the material or done the homework. Students receiving a 4 may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.