

**MHR 859N BUSINESS ETHICS
AUTUMN QUARTER 2008
TUESDAYS 6:00-9:48 PM GE 305**

INSTRUCTOR AND CONTACT INFORMATION

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COURSE DESCRIPTION:

This course is designed to assist students in developing the intellectual and ethical perspectives in the business environment and to assist students in developing a background for use in managerial decision-making. The course consists of both theoretical and practical components and is taught with an interactive perspective. Students are familiarized with contemporary views and theories concerning business ethics, ethical decision-making, corporate social responsibility, and managerial practices. Readings, classroom discussions, case studies and group presentations are the primary methods of instruction in this course.

COURSE OBJECTIVES:

The course takes a critical look at contemporary American economic and management philosophies in the context of domestic and global business. The critical analysis and discussion of economic, social and ethical concepts are intended to provide a structure for application to the challenges facing organizations in the 21st century. Objectives include familiarization with a wide range of viewpoints and a search for applicable simplifying or unifying interpretations while keeping students skeptical (though not cynical) about finding them. The purpose is not to teach “correct” or “ethical” decisions or solutions but to use ethical processes and awareness of current business and social factors to arrive at a decision.

STATEMENT OF LEARNING OBJECTIVES:

Expected Learning Outcomes:

- Ability to recognize, analyze and apply ethical principles and approaches to domestic and global business decisions
- Understand approaches to reconciling diverse stakeholder interests in the process of managerial decisions
- Ability to evaluate current social, public and workplace issues and the effect on management actions
- Ability to analyze complex ethical, public and social issues in specific fact situations and summarize issues and conclusions in concise written communications

REQUIRED TEXTBOOK/READINGS/CASES:

- (1) Business Ethics, People, Profits and the Planet, First Edition, Kevin Gibson, McGraw-Hill, 2006
ISBN 0-07-299872-5
- (2) Course Pack from Uniprint; uniprintcustserv@osu.edu
- (3) Selected case studies, Harvard Business School Publishing or other sources

DUE DATES AND WEIGHTING OF GRADE COMPONENTS

Oct. 21	Business Ethics Research Paper	15%
Nov. 4	Take-home Writing Assignment	20%
-----	Response Papers	20%
Group Project:		35%
Nov.25	Project Paper and Case Hand-out Summaries	
Dec. 2	Project Presentations	
-----	Class Contributions	10%

STUDENT EVALUATION TECHNIQUES:

- (1) Business ethics research assignment—15% **Due Date: Oct. 21**

Description: A typed (two pages maximum, double spaced, stapled) description of a current ethical or social responsibility situation or issue in business or organizational context that you have encountered from postings or readings in the electronic or print media (e.g. *Wall Street Journal*, *Business Week*, *Forbes*, *Fortune*, etc). The paper should briefly: (a) describe the situation or issue (can be either a positive or negative development) and the media source of the article; (b) the ethical or social responsibility issue or dilemma you see in the situation; and (c) your reaction or opinion as to the ethical or social responsibility implications you see in the issue or situation. This assignment is intended to help integrate your thinking about ethical and social responsibility issues with events now occurring in business or organizations. The topics and viewpoints from the papers will be discussed in class. Please attach a cover sheet with your name. Please do not use plastic binders or folders.

Grading Criteria:

Clarity in describing the relevant facts of the situation

Clarity in identifying the significant ethical/social responsibility issue(s)

Description of the actions taken by the firm to date

Identification of what values or interests are at stake or are involved in the situation

Clarity in stating your opinion/reaction as to the ethical/social responsibility issue(s)

Evaluation of the actions taken and proposing suggestions for a better way to respond and why

Identification of source material

Clarity of writing and organization

(2) Take-home Writing Assignment---20% **Distributed Oct. 28, Due Date: Nov. 4**

Description: a written essay response to a fact situation involving ethical and/or social responsibility issues. Three pages maximum, double spaced, typed and stapled. Please attach a cover sheet with your name. Please do not use plastic binders or folders.

Grading criteria:

Identification of the ethical and/or social responsibility issues or dilemma(s)

Degree of response to issues identified

Degree of use of course readings/or course concepts discussed in class

Evaluation of the actions taken by the individuals or organizations described and proposing suggestions for alternative actions

Clarity of writing and organization

(3) Group case presentation/paper-- 35% **Paper Due: Nov. 25; Presentations: Dec. 2**

Project groups of 4-5 students. Each group will prepare a report on a published case study; and deliver an in-class presentation on the report and the findings. The project will be based on both the paper (60%) and the presentation (40%).

See group project guidelines.

(4) Response Papers---20%

Prepare three (3) two-three page papers (typed, double spaced, stapled) responding to any one reading assigned for a class session starting with readings for week 4. Please include a cover sheet with your name and number of response paper. Please do not use plastic binders or folders.

Response papers may raise and respond to questions left unanswered in the reading, apply ideas in the reading to business ethics issues, compare or contrast ideas raised in the reading to your experience or opinion; criticize the subject or conclusions of the reading; or otherwise present a critical evaluation or analysis. Response papers are due at the beginning of the class scheduled for discussion of the relevant reading.

Grading criteria:

Degree of complexity of the reading

Description of the main theme(s) of the reading

Identification of principal reasons supporting the author's contention

Degree of critical evaluation or analysis of the reading

Degree of comparison or contrast with your own experience or other viewpoints

Response to questions left unanswered in the reading

Clarity of writing and presentation

(5) Class Contributions---10%

Description: Contributions to the classroom discussions and active contribution to the assigned group case project. Students are expected to participate actively in all class discussions. The contribution grade will be determined by the frequency and quality of comments made in class. You are expected to read the material assigned before class and be prepared to provide thoughtful contributions in class to advance our understanding. This includes listening to the views of other students concerning the assigned material and in class exercises. Students may be called on to

summarize key points from the readings. Students who actively contribute to the class discussions, provide useful and insightful comments, and are evaluated 'excellent' or 'good' by their peers in contributing to the group project will receive maximum points. Students who never or rarely contribute to the class discussions; who are not prepared when asked to contribute, and/or who are evaluated by at least two of their peers in the group project as 'fair' or 'poor' will receive reduced points depending on the degree of non-contribution. Peer evaluator names will not be shared with other students.

GRADING SCALE AND GRADE DETERMINATION

Fisher College of Business grading policies

METHOD OF INSTRUCTION:

Lectures, case studies, seminar-type discussions, interactive dialogue among students and instructor, and class presentations by students are the primary methods employed.

CLASS ATTENDANCE AND ASSIGNMENTS:

Class attendance is required. Please inform the instructor if you have to miss a particular class date. Attendance may be periodically taken by the instructor. The business ethics research assignment and the take-home writing assignment are due on the date assigned and no extension will be granted except for personal or family emergency but then only to the next class session. Late submission will result in a grade reduction regardless of cause. Response papers are due prior to the class session that is scheduled to discuss the subject reading.

CLASSROOM REQUESTS

Cell phones, Blackberries, iPhones, and other electronic communication devices should be turned off during class (or placed on silent alert if urgent messages are anticipated). Recording devices are not permitted during class sessions. Students are asked to listen to the comments and views of others and treat each other with mutual respect in the expression of viewpoints and opinions.

STATEMENT OF ACADEMIC INTEGRITY:

Students are expected to conduct themselves in the completion of assignments and in participation in the class with the highest, personal integrity. The response papers, the business ethics research assignment and the take-home writing assignment are to be completed by each student independently without the assistance of any other person.

TOPIC AND ASSIGNMENT SCHEDULE (Class held on these dates T = Tuesday)

Students are expected to read and be familiar with the assigned readings and participate in the class discussions

T 9/30 Course Introduction-- review of syllabus and course requirements,
introduction of class, defining business ethics, ethical decision making exercises, class discussions

T 10/7 Foundations of the Market System and Capitalism

(All author and page references are to readings in the text)

*(Denotes *Supplemental readings*: located in course pack from Uniprint or posted on Carmen)

Chapter 1 pg. 9-12

Buchholz and Rosenthal, pg. 13
 Smith, pg. 25
 Rand, pg. 27
 Cohen, pg. 39
 Ulrich and Thielemann, pg. 52
 Merck and River Blindness, pg. 650

T 10/14 Foundations in Traditional Ethical Theories

Rawls, pg. 33
 Mill, pg. 76
 Kant, pg. 83
 Aristotle, pg. 87
 Forsyth, pg. 67

T 10/21 Foundations in Ethical Decision-making

Covey, pg. 97
 Velasquez, pg. 64
 Koehn pg. 91
 Nash, pg. 137
 *"The Analyst's Dilemma" (A), HSB 9-394-056

Business Ethics Research Paper Due

T 10/28 Stakeholder Analysis and Selected Issues in Social Responsibility

Friedman, pg. 206
 Freeman, pg. 211
 Snider, et al, pg. 445
 Wulfson, pg. 453
 Buchholz, pg. 463
 Malden Mills pg. 645

Selected Issues in Leadership and Organization Culture

Murphy and Enderle, pg. 148
 Gibson pg. 250
 Sims, pg. 172
 Jackall, pg. 184
 *"The Parable of the Sadhu", Harvard Business Review, Case No. 97307

(Take-home writing assignment distributed)

T 11/4 Selected Issues in Corporate Morality/Compliance Programs

Neilson, pg. 264
 Lacayo and Ripley, pg. 287
 Izraeli and Schwartz, pg. 313
 Murphy, pg. 306
 *Danville Airlines, Univ. of Virginia , UVA –E-0265

Selected Ethical Issues in International Business

Nickel, pg. 100
 Donaldson pg. 503
 DeGeorge, pg. 513

Werhane, pg. 518

Rivoli, pg. 535

Nike, pg. 655

*Caux Principles

Take-home writing assignment due

T 11/11 No Class Veterans Day Holiday Observed

T 11/18 Selected Ethical Issues in the Environment

Baxter pg. 566

Elkington, pg. 571

Sagoff, pg. 583

Freeman, et al, pg. 607

Love Canal, pg. 644

Selected Ethical Issues: Business and Consumers

Mills and MacLean, pg. 407

Ebejer and Morden, pg. 412

Masek, pg. 425

Hans, pg. 434

Ford Pinto, pg. 630

*Ford Pinto--Supplement

McDonald's and the Stella Liebeck Scalding, pg. 648

T 11/25 Selected Ethical Issues in Finance and Accounting

Leeds pg. 325

Enron, pg. 624

*Affidavit, Spitzer v. Merrill Lynch

Project Paper and Case Summary Due

T 12/2 Group Project Presentations—Course Wrap-up

**Possible Cases for Group Presentations
(Each member of the project team must purchase the case.)**

"ChoicePoint (A)." Paine, Lynn; Phillips, Zack. Case No. 9-306-001. Published 02/10/2006, Revised 01/16/2007. Harvard Business School Publishing,

"IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A)." Bartlett, Christopher A.; Dessain, Vincent; Sjomann, Anders. Case No. 9-906-414. Published 05/03/2006, Revised 11/14/2006. Harvard Business School Publishing

"Google, Inc.: "Figuring Out How to Deal with China"" Lawrence, Anne T. Case No. BAB131. Published 08/01/2007, Babson College

"Killer Coke: The Campaign Against Coca-Cola." Lane, Henry W.; Wesley, David T.A. Case No. 9B07C003. Published 01/31/2007, Richard Ivey School of Business

"McDonald's Corp.: Managing a Sustainable Supply Chain." Goldberg, Ray A.; Droste Yagan, Jessica. Case No. 9-907-414. Published 03/02/2007, Revised 04/16/2007. Harvard Business School Publishing

"Antegren: A Beacon of Hope." Margolis, Joshua; DeLong, Thomas; Heymann, Terry. Case No. 9-408-025. Published 11/14/2007, Harvard Business School Publishing

"De Beers at the Millennium", Ghemawat, Pankaj; Marciano, Sonia; Case No. 9-706-518; Published 06/29/2006, Revised 02/05/2007; Harvard Business School Publishing

"Starbucks and Conservation International", Austin, James E; Reavis, Cate: Case No. 9-705-018; published 10/02/2002; Revised 05/01/2004; Harvard Business School Publishing

GROUP PROJECT GUIDELINES

1. Students are encouraged to form their own teams of four or five students (maximum 5). Students without a team will be randomly assigned.

2. Each team is assigned a case study (Harvard Business School Publishing or other source) to address in a paper and in a presentation to the class. Each member of the project team must purchase the case study. The instructor will select the case for each group. Each student will receive the collective grade assigned to the group.

3. Each team will prepare a "team paper" of 10 pages maximum, typed, double-spaced. Each team will also deliver a team presentation to the class on the assigned class meeting date. Presentations should not exceed 30 minutes per group. In addition, each team will prepare a 1-2 page case summary handout for distribution to the class one week prior to the case study presentations. The summary should identify the core purpose of the presentation and identify the key issues and dilemmas to be discussed. The summary should clearly state what should be learned from the presentation. The summary handout should not be a copy of presentation slides.

4. Both the presentation and the paper should consist of at least these four parts:

Statement and/or analysis of the principal facts of the case

An identification of the ethical, social responsibility and business issues involved

A discussion of the alternatives

Recommended action(s)

5. In addition to the full text of the team paper, the team should also prepare a one-page "Executive Summary" at the beginning of the paper. (The Executive Summary page is not included in the page limit.) The Executive Summary should describe the critical problem, the critical issues, and state the recommended course of action.

6. The paper should properly cite and identify all reference and research material used in preparation of the text. A bibliography page must be attached listing complete citations of all materials and research sources used. Please use a cover page with the case title, names of group numbers and date. Please do not use binders or plastic covers.

7. Each team member is expected to equally contribute to the team's presentation and written report. This includes attending team meetings, presenting his or her portion of the work by the necessary due dates, and actively participating in the planning and discussion of the project. If a team member is not actively contributing to the effort, the team should immediately bring the issue to the attention of the instructor. Each student will be asked to complete an evaluation of other students' participation in the group project.

8. Each team should include applicable course materials or concepts relevant to the discussion of the case and provide an update on the status of the particular company and the situation discussed in the case. In addition, teams are encouraged to expand on the situations presented in these cases by: (a) comparing or contrasting the situation presented in the case with other similar situations either occurring at the same time as the case or occurring currently; and/or (b) suggesting alternative approaches or overall solutions to the case other than what is suggested by the questions or issues presented in the case.

9. Grading criteria will be based on: (a) organization and delivery of the oral presentation and responding to questions (40%) and (b) analysis and discussion of case components in the written report (60%). Project evaluation will consider: clarity and originality in presenting issues; development and discussion of potential or alternative solutions; appropriate use of concepts discussed in the course; use of resources or additional material found from independent research; depth of analysis and thought in developing a solution or recommended course of action; and degree of audience interaction by provoking discussions, questions and responses.

DISCLOSURES:

The stated schedule and procedures in this course are subject to change in the event of extenuating circumstances.