



Lincoln University

BA 309 – Ethics of Business Management

COURSE SYLLABUS

Spring, 2018

Instructor: Prof. Allan Samson, PhD
Lecture Schedule: Mon-Wed, 6:30 – 9:15 PM
Credits: 3 units / 45 lecture hours
Level: Mastery 1 (M1)
Office Hours: By Appointment
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Textbooks: Business Ethics, 4th edition, Crane and Matten (2016)
 Oxford University Press: ISBN: 9778-0-19-969731-1

Business Ethics, 9th edition, William H. Shaw (2016)
 Wadsworth Cengage: ISBN: 978-1-305-58208-8

Last Revision: January 12, 2018

COURSE DESCRIPTION

The course is an advanced review of ethical theories and value systems. Topics include moral issues, codes of ethics, conflict of interest, social and fiduciary responsibilities, the work ethics, and other situations which arise within business management. (3 units)

EDUCATIONAL OBJECTIVES

Introductory Questions

What's wrong with giving bribes? What's wrong with asking for bribes? What's wrong with paying money to a lower official if it will speed up bureaucratic regulations? What's wrong with large executive bonuses after company losses? What's wrong with exchanging promotions for sexual favors? What's wrong with giving expensive gifts to get a contract? What's wrong with hiring your less qualified relatives for important positions? What's wrong with using insider knowledge to buy or sell stock in a company? What's wrong with outsourcing jobs if it will increase your company's profits? What's wrong with allowing foreign contractors to hire children to produce your product if it will increase company profits? Should you report on the management of your own company if you know it is hiding or covering up hazardous chemicals if you risk losing your job? What's wrong with selling chemicals to other countries (where it is legal to do so) if it is against the law to sell these same chemicals in your own country? What's wrong with using your company's economic power to lower process in order to drive

competitors out of business? What’s wrong with deregulating government rules? What’s wrong with opposing government oversight? What’s wrong with setting up secret overseas bank accounts? What’s gone wrong with the “free market”?

Learning Objectives

This course will consider ethical behavior in American and international businesses. Topics will include awareness of ethical issues in organizations, stakeholder interests in organizations, the cultural background of business ethics, the ethics of income inequality, bribery and corruption, corporate dishonesty, corporate social responsibility, global ethics, codes of conduct, responsibility for foreign investors, transparency in global business, child labor, human rights in international business, regulating foreign contractors, business ethics in America, Europe, China, Japan and Islamic nations, developing a global code of conduct, socially responsible investment, ethics and the environment, whether multinational corporations can act in a socially responsible manner, and what is the relationship between ethics and capitalism.

Course Questions

1. Ethics in relation to social responsibility.
2. Values, ethics, and ethical leadership in relation to different situations.
3. Comparison of American ethical business values with those found in other international cultures.
4. Application of Corporate Social Responsibility and Socially Responsible Investing.
5. Ethical questions concerning Google, Shell IKEA, Walmart, Exxon, Pepsi, GlaxoSmithKline, Nestle, and Siemens.
6. How endemic are bribery and corruption?
7. Income Inequality - - how acceptable?
8. Capitalism and ethics

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Provide coherent reasoning using major ethical theories in support of firm’s decision-making process.	PLO 1	ILO 1b, ILO 2b	In-class debates, home assignments.
2	Assess ethical strategies employed in the business world			

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

3	Demonstrate an ability to clearly communicate the nature of ethical issues involved in decision-making as well as propose well-reasoned solutions.	PLO 3	ILO 2b, ILO 7b	In-class assignments, course project
4	Identify and employ various tools and techniques of internal and external stakeholder management.	PLO 4	ILO 4b, ILO 5b, ILO 6b	Case studies, home assignments, in-class assignments
5	Analyze cultural variables and their effects on ethical values within a team, firm's organizational culture and management practices.	PLO 5	ILO 4b, ILO 5b	Case studies, home assignments, in-class assignments
6	Develop research designs that allow ethically sound treatment of research participants	PLO 6	ILO 3b	Research Project Plan

INSTRUCTIONAL METHODOLOGY

This is a direct classroom instruction class.

Students are expected to read the assigned chapter and articles and case studies before each class. Case studies and hypothetical problems will comprise a part of each class session. Students will consider the case studies individually and in teams. Many of the case studies and articles will be available by downloading from their computers.

Case studies and articles will be sent to the students' e-mail addresses several days before class. Hard copies of some cases will be provided a week before.

There will be class discussions and group presentations by students on the case studies and articles.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

PROJECT

Case study problems on ethical issues will be assigned to students on an individual basis and on a group basis. Answers will be turned in and graded.

There will be a final project on a topic to be decided by the students and the professor. The projects will be presented by teams on the last day of class. The project paper will be submitted before the end of the semester. The project will comprise approximately 20 per cent of the final grade. Students' work is expected to be original.

TESTING

There will be one mid-term examination and one final examination. Both will be essay examinations. Homework assignments will be turned in. Questions on ethical case studies will be given and answered in class.

GRADING

Grading will be based on the following criteria:

Mid-term	: 30 per cent
Final Examination	: 40 per cent
Class Attendance and Homework	: Discretionary Evaluation
Case Studies Analysis	: 10 per cent
Presentation	: 20 per cent

Grading Standard

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-	59 or <	F
79-77	C+		

CLASSROOM PROTOCOL

Courtesy is expected. This includes no cell phone usage. Excessive talking will be punished by immediate beheading.

COURSE SCHEDULE AND ASSIGNMENTS

The assigned material for each date should be read before the class with the exception of the first class. Class participation in discussing the material and case studies and hypothetical questions is expected.

<u>Date</u>	<u>Assignments</u>
Jan. 17:	Hypothetical Ethics Problems
	Crane & Matten: Chapter 1 (Introducing Business Ethics)
Jan. 22:	Crane & Matten: Chapter 2 (Framing Business Ethics)
Jan. 24:	Crane & Matten: Chapter 3 (excluding pp. 112-125) (Normative Ethical Theories)
	Discussion problems: The Runaway Trolley; The Mignonette; The Girl in the Basement
Jan. 29:	Shaw: Chapter 4: The Nature of Capitalism
Jan. 31:	Movie: “Inequality for All”
Feb. 5:	Shaw: Chapter 5: Corporations
Feb. 7:	Mid-Term
Feb. 12:	Crane & Matten: Chapter 6 (Shareholders & Business Ethics)
Feb. 19:	No Class
Feb. 21:	Crane & Matten: Chapter 7 (Employees & Business Ethics)
Feb. 26:	Movie: “Inside Job”
Feb. 28:	Crane & Matten: Chapter 8 (Consumer & Business Ethics)

Case: “Ethics of Offshore Clinical Testing”

Discussion Case: As CEO of your company you must decide whether to market a product that could cause cancer but is economically beneficial (as in the case of some pesticides) to a less-developed country. The death rate could increase over many years but the use of the product will result in an increase in agricultural productivity and income. It is legal to sell that product inside the less-developed country, but it is not legal to sell the same product in your own country. What should you do?

**March 5: Topical Issues: Inequality of Income;
 Corruption: Executive Compensation;
 Race to the Bottom**

**The following articles can be accessed at:
<https://goo.gl/W6S37X>**

Economist: “Capitalism and Inequality” (Oct. 13, 2012)

John Cassidy: “Pope Francis’s Challenge to Global Capitalism” The New Yorker, Dec. 3, 2013

Thomas Donaldson: “Values in Tension”: HBR (Sept.-Oct. 1996)

Bodrick: “The Shakedown” (Harvard Business School Case Study)

Case: “Boycott the Baby Killers,” Crane & Matten, 3rd edition

Transparency International Corruption Perception Index 2016
(look it up on Google)

Three NYT articles on Executive Compensation (see Articles Link in site above))

Four NYT articles on garment manufacturing in Bangladesh exemplifying concept of “Race to the Bottom”. (see Articles link in site above)

March 7: Presentations

March 12: Final Examination

FACULTY INFORMATION

Professor Samson has a B.A. in Economics from the University of Illinois, an M.A. in Economic Development from the East-West Center of the University of Hawaii, a Ph.D. in Political Science from the University of California-Berkeley, and a J.D. from the University of San Francisco. He has been professor at Lincoln University since 2001 and has taught Business Ethics at Lincoln University for the past eight years. He is Chairman of the Board of Trustees at Lincoln University. He is a practicing attorney in San Francisco.