

# SOCIAL & ETHICAL ISSUES IN BUSINESS (MGMT 567)

## Important Information

Meets:	Wednesdays, 6:20-8:50pm, in Rosenstock (RO), #123		
Professor:	David Gurzick	Office:	RO, #118
E-mail:	gurzick@hood.edu	Office Hours:	Monday and Wednesday 4-5pm;
Phone:	(301) 696-3857		online and by appointment
Website:	<a href="http://blackboard.hood.edu/">http://blackboard.hood.edu/</a>		
Texts:	There is no textbook for this course. Readings (2-3 per class) will be available online and helpful reference texts will be placed on reserve at the Hood Beneficial library.		

## Course Description and Objectives

Introduces principles of ethical thinking and applies them to situations and models for business decision-making. Explores and analyzes business ethics issues relating to the interaction between the organization and society. Provides a conceptual and systematic study of business ethics to develop consistent criteria for business ethics decision-making.

At the conclusion of the course, students will be able to:

- Review the fundamentals of the institutionalization of ethics in organizations
- Discuss the role of corporations (formal organizations) in today's global society and the relationship among corporations and their various stakeholders and constituencies
- Comprehend the complex, controversial, dynamic, multifaceted, and dilemma-ridden nature of the various ethical issues in corporate governance and in the various functional areas in organizational environments
- Locate and identify topical and salient resources required for ethical analysis and problem solving
- Have an understanding of how the external environment, especially the economic, ethical, legal, political, regulatory, and international dimensions of the environment, affects managerial decision-making and how it presents opportunities and challenges for the organization
- Link theory to practice by critically examining the ethical/socially responsible activities of a specific organization
- Articulate and defend opinions on a wide range of contemporary topics including environmentalism, privacy, labor rights, community involvement, advertising, and technology

Throughout the course business applications and case studies will be emphasized.

## Course Policies

### OFFICE HOURS

Students are encouraged to take advantage of office hours. While I have arranged my hours to best support the class sessions, I can usually meet at many other times of the week. Please request an appointment via e-mail to ensure that I will be available. Students are welcome to raise any issues related to the course or their studies, however, as a policy I do not reiterate lecture material from classes that you have missed. It is best to download the lecture notes from Blackboard and check with your fellow classmates to cover absences.

### COURSE FORMAT

This course will utilize a variety of instructional formats including mini-lectures, in-class exercises, case analyses, learner presentations, panel discussions, and videos and other multimedia. It is very important that you understand this is not strictly a lecture course. Rather, it is an intensely interactive course that resembles a seminar or workshop, requiring active participation. As such, the role of the instructor will be to introduce material, facilitate

informative discussions, and offer resources to the class that they might not have seen but may be interested in. It is expected that all students will actively participate in class discussions and will come to class prepared with resources that contribute to the conversation and topic understanding.

#### **ATTENDANCE**

Active class participation is very important to your success in this class and regular class attendance is expected. I realize that unexpected circumstances may cause you to miss an occasional class. If you know in advance you will miss class, please let me know. Consistently arriving late for class will result in lowering of your grade by ten points. Unexcused absences in excess of 3 will result in a failing grade.

#### **CLASS PARTICIPATION**

Participation entails class attendance and active involvement in class discussions. Students are expected to question, challenge, argue, and debate the viewpoints and issues presented in class. Undoubtedly there will be those with dissimilar views. I expect all discussion to remain on topic and handled in a respectful manner.

#### **TECHNOLOGY**

You must have Blackboard access in order to follow the course material. Regular announcements will be posted and emailed via Blackboard (please ensure that you have linked your blackboard account to the email you check most frequently). Assignments, and copies of course assignments and sample papers will be posted on Blackboard as well. Course slides for each class will be available on Blackboard prior to each class.

#### **ADA STATEMENT**

Hood College complies with the Americans with Disabilities Act of 1992. Students who are in need of special assistance/accommodation should contact the instructor by the end of the first week of classes. Appropriate reasonable assistance/accommodation will be provided for such students.

#### **ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in Hood College's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty and integrity. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty and they are wrong. Academic misconduct will result in disciplinary action that may include failure of the course, suspension, or dismissal.

#### **STUDENT CONDUCT AND PERFORMANCE POLICY**

"As part of Hood's mission to prepare students for lives of responsibility and leadership, the Graduate School expects students to maintain a high standard of academic integrity and student conduct. Graduate Students are adults and are expected to take personal responsibility for their own conduct. Hood College reserves the right to suspend, dismiss or otherwise discipline a student who violates the policies or regulations with respect to academic or student conduct. In addition, the Graduate School may request that a student withdraw for reasons of conduct detrimental to the college community.

*The Graduate School defines disruptive conduct in the following way:*

The disruptive student is one who continues to make unreasonable demands for time and attention from faculty and staff and habitually interferes with the learning environment by disruptive verbal or behavioral expressions, threatens or abuses members of the college community or willfully damages college property. The result is a disruption of academic, administrative, social or recreational activities on campus. Students are asked to refrain from behaviors that include, but are not limited to:

- Behaviors which disrupt or interfere with teaching, research or other academic activities
- Behavior that can lead to physical harm
- Physical or verbal threats, intimidation that may interfere with another's full participation in the life of the College
- Conduct that constitutes sexual harassment or any violation of policy 55
- Refusing to comply with directions of school officials, instructors, administrators or staff

Complaints of alleged student misconduct can be filed with the Dean of the Graduate School by a member of the faculty, staff or student. All allegations should be filed in writing within 10 business days of the incident. The Dean will provide a thorough investigation of the incident and take appropriate action. These sanctions may include:

- Warning: written notice to the student that continued and/or repeated incidents/violations may be cause for further disciplinary action (reprimand, dismissal). A permanent record of the incident report will be retained in the student’s file. Additionally, the warning may include referrals to appropriate office for assistance.
- Reprimand: written reprimand for the violation of specified conduct or policy including notice to the student that repeated violation may result in further disciplinary action
- Dismissal: termination of student status at the College

### *Appeal Process*

Within 10 business days of receiving notification from the Associate Dean concerning the decision concerning the formal complaint, the student may request a written request to the Graduate Council Subcommittee for reconsideration. This reconsideration must be based on procedural errors or new information not available at the time the complaint was lodged with the Dean. The matter of academic or student conduct resides with the Graduate Council. The Graduate Council Subcommittee will then appoint a 3-person committee composed of members selected from the Graduate Council. This committee will then hear the case. The hearing committee will review the sanction and proceedings and report its findings to the student and Dean. The student can appeal the outcome to the Provost.”

## **Course Assignments**

MGMT 567 is intended to be a highly interactive, hands-on class where knowledge is co-constructed through collaboration and shared experience. Contributions that bridge the gap between theory and practice, personal experiences that add new insights into how topics work in the "real world," and discussions that further the theoretical foundation of the discipline, will be rewarded. Please note that "perfect" attendance does not equal "perfect" participation.

Course assignments are therefore designed to provide students with experience with social and ethical issues in business at both a theoretical and practical level. Three assignments are incorporated into the semester:

1. Complete an ethical case study on an area of personal interest (within the confines of the major topics covered in the class) and complete reviews of other student’s cases.
2. Develop and facilitate a lesson (discussion, lecture, exercise, simulation, case) of one of the major topics covered in the course
3. Conduct an assessment on the ethics strategy of a major corporation.

Instructions and detailed scoring rubrics for each of these assignments are included at the end of the syllabus.

## **Grading Policies**

### **GRADING DETAILS**

Your course grade will depend upon your performance in the following activities:

#### *Case Analysis*

Case study on ethical issue	25 points
Peer reviews of case studies	10 points

#### *Class Leadership*

Develop and facilitate lesson	25 points
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<i>Corporate Analysis</i>	25 points
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<i>Class Participation</i>	15 points
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Individual activity grades will be available via Blackboard (<http://blackboard.hood.edu>).

Semester letter grades will be assigned as follows:

Total Points	Grade
100 – 93	A
92 – 90	A-
89 – 86	B+
85 – 83	B
82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
<70	F

Final grades will be made available via IQweb (<http://iqweb.hood.edu>) at the conclusion of the semester.

## Tentative Schedule

Following is a tentative schedule of lecture topics, readings, and assignment due dates. This schedule is likely to evolve to match the availability of guest lecturers and panelists. The most updated schedule will be available on Blackboard under “Course Information.”

<b>Session # / Date</b>	<b>Class Topic</b>	<b>Assignments Due</b>
1: 8/26	Course introduction: the business and society relationship	
2: 9/2	Corporate citizenship: social responsibility, responsiveness, and performance	
3: 9/9	The stakeholder approach to business, society, and ethics	
4: 9/16	Strategic management and public affairs	
5: 9/23	Ethical issues and crises management	Case study due
6: 9/30	Ethics and the health care industry	
7: 10/7	<b>No class</b>	
8: 10/14	Corporations and public policy	
9: 10/21	Environmental policy issues	Peer Reviews Due
10: 10/28	Researching ethical policy	
11: 11/4	Corporate social responsibility in the non-profit world	
12: 11/11	The community as a stakeholder / trends in US society	
13: 11/18	Media and advertising	
14: 11/25	<b>No class</b>	
15: 12/2	Workplace issues: employee rights, privacy, safety, health	
16: 12/9	Technology and the digital divide	
17: 12/16	Global Business	Corporate Analysis Due

## Assignment 1: Ethical Case Study

In the first assignment, students will complete an ethical case study/position paper on an area of personal interest (within the confines of the major topics covered in the class, or list below) and complete reviews of other student's cases. The papers will be assessed on the articulation of the stance, the strength of the argument, and the use of supporting sources according to the following rubric. A moderated peer review system will be used to help grade the papers and provide students with experience in providing, and receiving, critical feedback.

- Position papers should be a maximum of 6 pages long double-spaced, with standard fonts and margins. References and figures will not count against the page limit.
- The paper should contain a bibliography citing all sources used to complete the paper. It should include at least 5 references. These should be recent (published within the last 4 years), with the exception being classic texts.
- You are not permitted to "recycle" a paper from a previous course to fulfill this requirement.
- All papers and peer reviews will be submitted electronically. Instructions on this process will be made available through blackboard.

*Potential topic list (this is a collection of terms meant to "seed" ideas for position papers)*

Executive Pay and Compensation  
Corporate Social Audits  
Ethics training  
Corporate ethics officers  
Labor unions  
Equal opportunity regulation  
Whistle blowing  
Work/life balance  
Medical liability  
Green-washing

Genetically modified foods  
Pandemic planning  
Workplace spirituality  
Physician performance measures  
Unethical consumer behavior  
Responsible advertising  
Deceptive marketing  
Hiring practices  
Termination practices  
Patent/trademark rights

*For many more ideas, consider looking at the Journal of Business Ethics*

Scoring Rubric for Assignment 1

Student Name:

Category	1	2	3	4	Grade
Description	Unacceptable	Partially Proficient	Proficient	Acceptable	Weight in % (Maximum%)
Classification	Novice	Apprentice	Practitioner	Expert	
<b>Content (74%)</b>					
<b>Introduction</b>	Inappropriate Very little	Some information	Sufficient information	Complete information	<b>10%</b>
<b>Adequately describe ethical issue /dilemma</b>	Very little identification and analysis	Incomplete identification and analysis	Complete identification, however, incomplete analysis	Complete identification and thorough analysis	<b>12%</b>
<b>Identify major stakeholders and viewpoints</b>	Very little identification and analysis	Incomplete identification and analysis	Complete identification, however, incomplete analysis	Complete identification and thorough analysis	<b>12%</b>
<b>Describe and defend position</b>	Relevant internal factors are not identified or analyzed	Incomplete identification of relevant internal factors and insufficient analysis	Relevant internal factors are identified, but the analysis is incomplete and lacks depth	Complete identification and thorough analysis of relevant factors	<b>14%</b>
<b>Learning Insights And Moral</b>	No identification	Poor identification	Clear identification, but lacks details	Clear and detailed identification	<b>14%</b>
<b>Peer Reviews</b>	Total of "overall rating" from three peer reviews				<b>12%</b>
<b>Other (26%)</b>					
<b>Organization</b>	Very little organization; almost to the point of being disorganized	Organized, however, the sections, subsections, and paragraphs are poorly constructed	Organized with appropriate sections and subsections; however, paragraphs need better construction	Efficient, logical, and clear organization with well- constructed sections, subsections, and paragraphs	<b>10%</b>
<b>Writing Mechanics</b>	Many grammatical, spelling, and/or punctuation errors	A few grammatical, spelling, and/or punctuation errors	Almost no grammatical, spelling, and/or punctuation errors	No grammatical, spelling, and/or punctuation errors	<b>10%</b>
<b>Sources</b>	Inappropriate sources; Does not have the minimum required	Minimum number of sources, but some are not appropriate	Appropriate sources and the appropriate number, however, the documentation is not well formatted	All sources are appropriate and well documented in the desired format.	<b>6%</b>

Total Points Earned:

Grade:

Recommended Improvements:

Peer review form for assignment 1 (to be completed for each paper reviewed)

Reviewer \_\_\_\_\_

Submission \_\_\_\_\_

Overall Rating

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Provide your overall rating of the paper.

- 4 - This paper is of exceptional quality with strong support for a consistent and well-articulated position
- 3 - Minor issues exist with this paper, but the core position is easily discernible and supported
- 2 - Many issues exist with this paper, and the core position is not clearly defined or adequately supported
- 1 - The author would benefit from significantly revising and resubmitting this paper

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Articulation of the stance

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Please describe the clarity with which the author states their position in the paper.

- \* Is the position clearly stated?
- \* Does the position stay consistent throughout the paper?

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The strength of the argument

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Please describe how the position is defended through supporting arguments and examples

- \* Do all of the arguments add value to the stated position?
- \* Are there any glaring arguments that would benefit the position that the author does not mention?
- \* Does the author note diverging viewpoints and defend their position against these?

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The use of supporting sources

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Please note any significant formatting or style issues that detract from the readability of the paper.

- \* Is the paper longer than 6 pages?
- \* Appropriate use of syntax and grammar
- \* Appropriate use of organized thoughts

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Formatting and Style Problems

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Please note any significant formatting or style issues that detract from the readability of the paper.

- \* Is the paper longer than 6 pages?
- \* Appropriate use of syntax and grammar
- \* Appropriate use of organized thoughts

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Comments to the Professor (Anything below this line will not be shared with the author)

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## Assignment 2: Leadership exercise

All students will lead (in pairs) a lesson (discussion, lecture, exercise, simulation, case) of one of the major topics listed below. As this is an active learning environment, these class facilitation sessions should be designed to engage learners, not allow them to be mere passive absorbers of information. Lessons should be designed to take approximately 60 minutes. In most cases, the lessons will take place during the last hour of class. One week prior to the activity, each pair will be expected to turn in a one-page lesson plan. In addition to receiving feedback on the scoring rubric below, members of the class will be given a review sheet to provide suggestions and comments.

### Scoring Rubric for Assignment 2

Category	1	2	3	4	Grade
Description	Unacceptable	Partially Proficient	Proficient	Acceptable	Weight in % (Maximum%)
Classification	Novice	Apprentice	Practitioner	Expert	
<b>Use of Concepts from Chapter</b>	Presentation failed to incorporate any concepts from the introductory classes and readings	Presentation incorporated at least one concept from the introductory classes and readings	Presentation incorporated at least two concepts from the introductory classes and readings	Presentation incorporated at least three concepts from the introductory classes and readings	<b>20%</b>
<b>Introduction of new topics</b>	Presentation failed to incorporate any concepts from the topic	Presentation incorporated at least one concept from the topic	Presentation incorporated at least two concepts from the topic	Presentation incorporated at least three concepts from the topic	<b>20%</b>
<b>Linking concepts</b>	Presentation failed to demonstrate any linkages between the topic concepts and concepts from the introductory classes and readings	Presentation demonstrated weak or hard to follow linkages between the topic concepts and concepts from the introductory classes and readings	Presentation successfully demonstrated linkages among <u>some of</u> the between the topic concepts and concepts from the introductory classes and readings	Presentation successfully demonstrated linkages among <u>all of</u> the between the topic concepts and concepts from the introductory classes and readings	<b>10%</b>
<b>Audience engagement (rated by evaluation of feedback and observation of class during lesson)</b>	Audience expressed no engagement in the lesson	Audience expressed minimal engagement	Audience expressed full engagement with less than half of the lesson	Audience was fully engaged and participative when appropriate	<b>20%</b>
<b>Shared delivery (Rating takes into account group members' evaluation of each other)</b>	One member dominates both the preparation and presentation of the lesson	One member dominates either the preparation or presentation of the lesson	One member seen as significantly leading the preparation or presentation of the lesson	All members shared equally in the preparation and presentation of the lesson	<b>10%</b>

<b>Prepared lesson plan</b>	Difficult to follow, nonsensical, not followed by presenters	Difficult to follow in places, presenters deviate significantly from it	Generally well-crafted, majority of sections are followed by the presenters	Well-crafted, followed by the presenters	<b>14%</b>
<b>Sources</b>	Inappropriate sources; Does not have the minimum required	Minimum number of sources, but some are not appropriate	Appropriate sources and the appropriate number, however, the documentation is not well formatted	All sources are appropriate and well documented in the desired format.	<b>6%</b>

Total Points Earned:

Grade:

Recommended Improvements:

### Assignment 3: Corporate analysis

In this assignment, students will conduct an assessment on the ethics strategy of a major corporation. This assignment is seen as a capstone project to the course. In completing this assignment, students will demonstrate an understanding of the various legal, political, and ethical issues affecting a single business and learn how major corporations devise an ethics strategy. This descriptive understanding will be augmented by students' assessment of the various managerial decisions enacted by the organization, critiquing where appropriate and extending with one's own prescriptive judgment (feasible suggestions for how the organization can profitably improve their social policies).

- The corporate analysis paper should be a maximum of 16 pages long double-spaced, with standard fonts and margins. References and figures will not count against the page limit.
- The paper should contain a bibliography citing all sources used to complete the paper. It should include at least 10 references. These should be recent (published within the last 6 years), with the exception being classic texts.
- You are not permitted to "recycle" a paper from a previous course to fulfill this requirement. Upon completion, please email me a digital copy of your assignment as a Word or PDF attachment. The file name should include your first and last name.

Sample outline:

#### *Analysis of the Ethical Strategy of a Corporation*

- I. Background Information
  - A. Brief History
  - B. Other Relevant information
  - C. Relevant Environmental Factors
- II. Analysis of the Ethical Strategy
  - A. Stated Ethical Strategy
    1. Philosophy Section of the mission statement
    2. Explicit statements about ethics and social responsibility
    3. Codes of ethics
    4. Other info.
  - B. Corporation and its Major Stakeholders
    1. Employees
    2. Customers
    3. Government
    4. Other (local community, major competitors, etc.)
  - C. Institutionalization of Ethics
    1. Explicit Components
    2. Implicit Components
  - D. Environmental Policy
  - E. Crisis Management Policy
- III. Overall Evaluations and Conclusions
- IV. Recommendations
- V. Appendix

Assessment: You will be assessed using following scoring rubric. Final grades for the assignment will be posted to Blackboard. As this assignment is due the final night of class, there will not be an option to hand back completed rubrics. These can be requested following the posting of final grades by sending an email to the professor at [gurzick@hood.edu](mailto:gurzick@hood.edu).

Scoring Rubric for Assignment 3

<b>Category</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Grade</b>
<b>Description</b>	<b>Unacceptable</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Acceptable</b>	<b>Weight in % (Maximum%)</b>
<b>Classification</b>	<b>Novice</b>	<b>Apprentice</b>	<b>Practitioner</b>	<b>Expert</b>	
<b>Content (74%)</b>					
<b>Introduction</b>	Inappropriate Very little	Some information	Sufficient information	Complete information	<b>4%</b>
<b>Background information</b>	Superficial; does not give sufficient details of the corporation	Somewhat meaningful, however, includes unnecessary information or lacks important points	Meaningful, but doesn't give the complete picture	Complete and fully developed description of the organization	<b>10%</b>
<b>Analysis of stated ethical strategy</b>	Very little identification and analysis	Incomplete identification and analysis	Complete identification, however, analysis is incomplete	Complete identification and thorough analysis	<b>10%</b>
<b>Identification and description of major stakeholders</b>	Relevant stakeholders are not identified	Incomplete identification of stakeholders and analysis of their positions	Relevant stakeholders are identified, but the analysis of their positions is incomplete and/or lacks depth	Complete identification and thorough analysis of relevant stakeholders	<b>10%</b>
<b>Discussion/critique of institutionalization of ethics in the corporation</b>	Relevant internal factors are not identified or analyzed	Incomplete identification of relevant internal factors and insufficient analysis	Relevant internal factors are identified, but the analysis is incomplete and lacks depth	Complete identification and thorough analysis of relevant factors	<b>10%</b>
<b>Discussion/critique of Environmental policy</b>	Incomplete identification and inappropriate analysis	Incomplete identification and lack of appropriate level of analysis	Policy is correctly identified, but the discussion needs to be fully developed	Correct identification and discussion of policy	<b>10%</b>
<b>Discussion/critique of Environmental policy</b>	Unable to discuss options as problem identification was incomplete and inappropriate	The range of options discussed is insufficient since the problem identification process was flawed	The range of options discussed does not fully meet the internal and external realities of the organization	The range of options discussed is complete and does meet the internal and external realities of the organization	<b>10%</b>
<b>Overall Recommendations</b>	Inappropriate	Somewhat appropriate	More appropriate, but lacks persuasion given the realities of the organization	Appropriate given the realities of the organization; Persuasive	<b>10%</b>

<b>Other (26%)</b>					
<b>Organization</b>	Very little organization; almost to the point of being disorganized	Organized, however, the sections, subsections, and paragraphs are poorly constructed	Organized with appropriate sections and subsections; however, paragraphs need better construction	Efficient, logical, and clear organization with well-constructed sections, subsections, and paragraphs	<b>8%</b>
<b>Writing Mechanics</b>	Many grammatical, spelling, and/or punctuation errors	A few grammatical, spelling, and/or punctuation errors	Almost no grammatical, spelling, and/or punctuation errors	No grammatical, spelling, and/or punctuation errors	<b>8%</b>
<b>Graphics/Tables</b>	No graphics or tables	Present, but poor quality content wise	Well done graphics/tables, but some information missing	Well-crafted, well-presented, and contains full information	<b>4%</b>
<b>Sources</b>	Inappropriate sources; Does not have the minimum required	Minimum number of sources, but some are not appropriate	Appropriate sources and the appropriate number, however, the documentation is not well formatted	All sources are appropriate and well documented in the desired format.	<b>6%</b>

Total Points Earned:

Grade:

Recommended Improvements: