California State University, Long Beach

Standard Course Outline for CBA Core Courses

UHP/CBA/PHILOSOPHY 400I
Business Ethics

I. General Information

- UHP/CBA/PHIL 400I
- Business Ethics
- 3 units
- GE Capstone course with extensive writing requirement
- Prerequisites: upper division standing, completion of foundation
- Kathleen A. Lacey
- Fall 2012

II. Catalog Description:

Explore various types of ethical dilemmas that take place in business organizations and acquire concepts and tools needed to manage these complex value conflicts for the well-being of individuals, organizations and society.

III. Curriculum Justification

The business ethics course addresses a number of the CBA Learning Goals.

- **CBA General Learning Goals – Undergraduate Program**
  
  **i. Critical Thinking – Students will be able to demonstrate conceptual learning, critical thinking and problem-solving skills.**
  
  The development of critical thinking skills is at the heart of the business ethics curriculum. The purpose of the course is NOT to tell students what is the correct ethical decision, but rather to provide students with the critical thinking skills to utilize the ethical models taught, as applied to specific ethical challenges often encountered by business managers while employed in a business organization.

  **ii. Ethics- Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and the ability to apply them in decision making in the local, regional, and global communities.**

  In order to closely examine some contemporary issues in business ethics and provide a principled foundation for
decision-making, topics to be discussed include: the ethical justification of the free market, deontological and teleological ethical models and their advantages and disadvantages. Students should also become experienced in applying the ethical models from the perspective of all of the relevant stakeholders, with an understanding of the rights, duties, and social responsibilities of businesses operating in local, national, and global markets. Students should also evidence competency in the application of ethical decision-making in specific contexts.

iii. Team & Interpersonal Skills- Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.

Twenty five percent of each student’s grade is based on a group project and presentation requiring the group to analyze a complex business case with diverse others, and to address and resolve the ethical conflicts that may materialize in the group. This project will help students apply the conceptual tools learned in order to resolve the complex dilemmas involving multiple stakeholders with sometimes conflicting values.

iv. Communication Skills- Students will be able to demonstrate effective oral and written communication skills in English.

The significant writing requirement of this course, with ongoing feedback, demonstrates that the student must be proficient in written communication skills. Twenty per cent of the student’s grade is based on their written analysis of assigned case questions. An additional twenty-five percent is based on a combination of the oral and written group presentation. Finally, the two essay and case analysis exams are worth fifty per cent of each student’s grade.

IV. Course Objectives

The larger goals of this course are (1) to get you thinking critically about the ethical dimensions of business, (2) to engage student discussion and evaluation of the moral justification of the free market, deontological and teleological ethical models and their advantages and disadvantages, (3) to provide tools to enhance your ability to frame business dilemmas in accordance with legal and ethical principles learned in this course in order to make informed and responsible decisions in the workplace. These objectives are achieved through the assignments discussed above, as related to the CBA learning goals.
Students will develop the skills necessary to critically evaluate a decision making situation and identify the relevant stakeholders.

Students will develop the skills necessary to outline the appropriate ethical models and be able to utilize the models from the perspective of each relevant stakeholder.

Students will be able to assess the systemic, corporate and individual factors that affect the ethical dilemma.

Students will develop the skills to examine the potential impact of each possible decision on the industry and the system in which the business functions.

V. Outline of Subject Matter

Business Ethics 400I, an interdisciplinary course, will enable students to become more aware of, and skilled at, managing the ethical dilemmas that they will encounter while employed in a business organization. Examples of these focus areas include corporate social responsibility, advertising, business and the environment, product liability, preferential hiring practices, discrimination in the workplace, the ethics of computers and technology, multinational cultural challenges and outsourcing, and loyalty and whistle blowing. See sample schedule below.

<table>
<thead>
<tr>
<th>Readings</th>
<th>Assigned Problems</th>
<th>Prof.</th>
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<tbody>
<tr>
<td>Syllabus</td>
<td>Honest Worker</td>
<td>KL, TC</td>
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<tr>
<td>Velasquez, “Arguments for and Against Business Ethics” pp 35-41</td>
<td></td>
<td>KL</td>
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<tr>
<td>Blanchard</td>
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<td>KL</td>
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### VI. Methods of Instruction

Much of the material covered in the exams comes from lectures and class and group discussion, so regular class attendance and participation are an important commitment students must make. After initial lectures providing the students with familiarity with the ethical models, and some concrete ways to apply them, the students are invited to
delineate the pertinent ethical issues, stakeholders and factors in specific business situations. In the homework, and in class discussion, the students can practice applying the ethical models in increasingly complex cases. The class is kept current, depending on the current business dilemma (i.e. use of forced child labor in the cocoa industry) that may develop. Class participation and attendance is five per cent of the grade.

Assignments and Evaluations:

There is one midterm examination (essay) and a final examination (essay) which account for twenty-five per cent of their grade. Twenty percent of your grade will be based on homework assignments. Homework will be graded based on effort, not correctness.

Twenty five percent of your grade will be based on a group project and presentation requiring the group to analyze a complex business case with diverse others, and to address and resolve the ethical conflicts that may materialize in the group. This project will help students apply the conceptual tools learned in order to resolve the complex dilemmas involving multiple stakeholders with sometimes conflicting values.

To summarize course requirements:
1) attendance and participation (5%)
2) homework assignments (20%)
3) midterm exam (essay) (25%)
4) final exam (essay) (25%)
5) group presentation & written report (25%)

Your scores on the exams, presentation, and homework assignments will be weighted, totaled, and ranked. Final course grades will then be assigned based upon a curve.

VII. Instructional Policies Requirements

**Required texts:**


VIII. Disabilities

Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.