

Department of Management Warrington College
University of Florida
BUL 4443 Ethics in Global Business (section 0477)
Fall 2016 Mod 2: Oct 24, 2016 –Week of Dec 11, 2016

I. Locator Information:

Instructor: Dr. Michelle Darnell

Class Meets:

Section 0477: TR periods 5-6
(11:45am-1:40pm), HVNR 270

Online Resources: <https://lss.at.ufl.edu/>

CANVAS site

Office hours:

TR: 2:00 – 4:00

and by appointment

Office: STZ 219A

Office Phone: 392-8138

Email address: michelle.darnell@ufl.edu

II. Course Description:

Catalog Description: Explores issues involving the role of individuals, citizens, business, and government in promoting profitable but responsible commerce and socially beneficial business activity.

Instructors Description: One person's values have significant impact on the lives of others; business decisions that are based on such values, particularly given the global community we find ourselves in, have far reaching effects. Broadly, this course is designed as an opportunity for reflection on what grounds and justifies values, increasing awareness of the ethical dimension of business, understanding both the diversity of ethical values and the problematic nature of ethical relativism in business, and improving critical thinking skills used in ethical decision making. Because ethics is not merely about understanding, but also *doing*, the course is structured to provide opportunities for you to resolve differences and work well with others to create value.

A Special Note on the Writing Requirement for BUL 4443: This course may be used toward the completion of the University's Writing Requirement; specifically, this course satisfies 4000 words of the total 24,000 words required of UF students. Thereby, it is expected that select writing assignments, namely "Written Reflections" and the "Individual Case Study" (see assignment descriptions, below), will "contain extended analysis and develop original, sophisticated ideas, not merely present hastily written or cursory thoughts. UF Writing Requirement assignments should include such elements as well-crafted paragraphs, a thesis or hypothesis, a persuasive organizational structure (e.g., introduction, body, conclusion; introduction, methods, results, discussion), well-supported claims, and appropriate and effective stylistic elements." Grading for this course will "now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course." The Writing Requirement Rubric to be used in the evaluation of student writing is available on our Canvas site with relevant assignments, along with several other documents designed to help you with successfully completing Written Reflections.

"The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning." Accordingly, with respect to the Written Reflections, your instructor will evaluate the submitted assignments not only on content (i.e. demonstration of learning outcomes related to the specific topic of this course, namely Business Ethics), but also with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization. Feedback on these

assignments will be provided to students before the last week of class. Students are strongly encouraged to both utilize the UF Reading and Writing Center (find out more about this center at: <http://www.at.ufl.edu/rwcenter/>), and discuss assignments/feedback with your instructor. Students should be aware that it is typical for editors to vary widely in terms of their required writing style, however in this course it is recommended that students use the APA style, which is the standard for writing in social sciences. A copy of the full manual may be found at Library West ([Z253 .A517p 2010](#)) as well as a number of publications containing “concise rules” of APA style. Additionally, a tutorial of the APA style may be found at <http://www.apastyle.org/>, and the Online Writing Lab (OWL: <http://owl.english.purdue.edu/owl/>), hosted by Purdue University, explains the APA style in a user friendly format (<http://owl.english.purdue.edu/owl/resource/560/01/>). It should be noted that Purdue’s OWL site contains significant information that students might find helpful during the writing process, and students are encouraged to use this site as an additional resource.

III. Disabled Student Services: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

IV. Textbook: Readings are provided on Canvas

V. Student Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Describe and critically evaluate multiple ethical theories
- Identify ethical aspects of business activity
- Apply theoretical considerations to specific business scenarios
- Critically analyze business case studies with respect to their ethical dimensions
- Develop a value framework to guide ethical decision making
- Argue in favor of particular ethical decisions in business scenarios

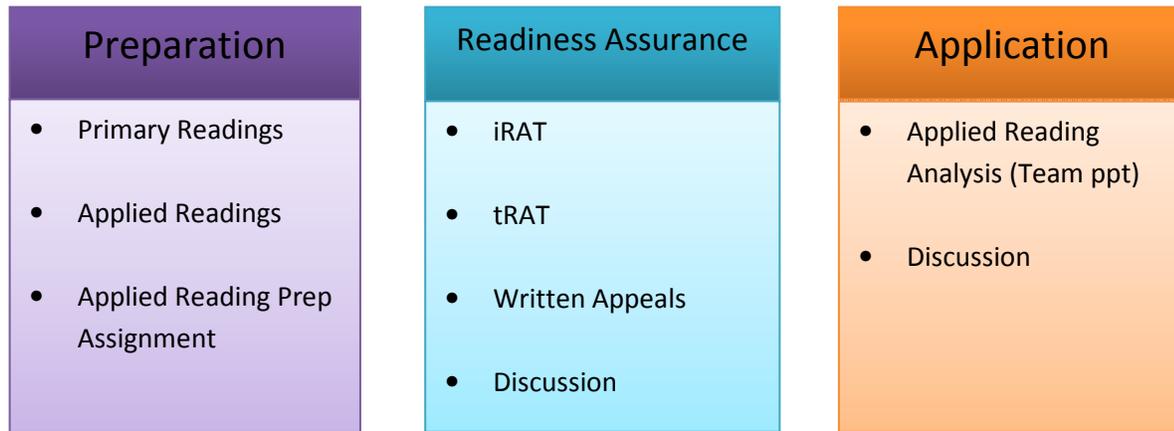
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last weeks of the module, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>. If at any time a student wishes to file a formal complaint about the course, the following policy should be noted: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

VI. Class Format / Team Based Learning Approach:

This course is delivered using a Team-Based Learning (TBL) format, based on the approach established by Dr. Larry Michaelsen at the University of Oklahoma Business School. Teams will be assigned on a principle of “resource wealth distribution” during the first class period. The teams will be created based on student experiences with previous courses in ethics and business, employment, leadership, and international travel/residence. Research on Team-based learning shows that students in TBL courses actively focus on making decisions, that problem-solving improves, and that students gain a more in-depth understanding of the course concepts and are more likely to continue learning about the course topics beyond the course.

With the exception of the first few days of class, the first half of each class meeting (approximately the first 50 minutes, +/- 5 minutes) will involve working through theoretical material that is pertinent to business ethics, and the second half of class (approximately the last 50 minutes, +/- 5 minutes), student teams will work on applying the theoretical material to “real life” business examples.

Learning modules in the course will be based on a sequence of 3 distinct phases:



Phase 1: Preparation During the first phase, you will be assigned specific readings – both theoretical and applied readings - to complete prior to attending class. Three short questions about the applied readings are also to be answered (on Canvas) prior to attending class (for points). Be aware that guides are provided to help you better understand the theoretical readings; these guides are lists of questions that will help to prepare you for the in class activities but are not graded/worth any points. The purpose of phase 1 is to prepare you for the class activities which are based on the readings.

Phase 2: Readiness Assurance During the second phase, you will participate in readiness assurance tests (RAT) on the primary readings. The tests are closed book and measure your understanding of the information provided in the primary readings and your preparation for class time. During this process, you will first individually complete the test and submit your answers (iRAT). Immediately following this, you will work as a team to answer the same questions (tRAT). The team score will be the same for all members of the team (however, see description of the role of peer evaluation in assignment of “team” grades). Immediately following the team test, there is the opportunity for written appeals based on the primary readings. If the appeal is granted, the score is applied for the entire team. The purpose of phase 2 is to ensure that you and your teammates have the foundational knowledge needed to begin learning to apply the concepts in phase 3.

Phase 3: Application In the third phase, you and your team will use the foundational knowledge to solve problems, participate in hands-on activities, discuss cases, etc. The purpose of this phase is to give you a deeper understanding of the concepts.

Peer Evaluation At the end of the course, you will have the opportunity to evaluate your team members. The peer evaluation will ask you to consider how well your team members prepared for the readiness tests as well as the level and quality of their contributions to the in-class activities, in terms of their level of ability to apply concepts, engage in analysis and evaluation of material, and creativity in

resolving presented issues. The peer evaluation will determine the percentage of “team points” that was earned by each individual member (see “participation”, below).

Readiness Assurance Tests

The readiness assurance tests (individual and team) are closed book and based on the theoretical readings. They will be multiple choice questions that ask you to remember or recall information from the textbook, demonstrate your understanding and apply the concepts in a very simple manner. All readiness assurance tests are completed without the use of any notes, books, or related resources.

Team tests are completed using a “scratch and win” type answer card. When using the card, your team is awarded **1 point** if you uncover the correct answer on the first scratch, **.5 points** for the second scratch, **.25 points** for the third scratch, and **0 points** for needing all four scratches to uncover the correct answer. Any questions that remained unanswered (no scratch attempts) will earn 0 points. Correct answers are indicated by a small star.

Following the tests, a discussion will take place to address any questions about the reading material, and engage in additional critical evaluation of assigned readings.

VII. Course Requirements and Evaluation Criteria: Your final grade will be determined on the basis of the formal requirements outlined below.

Criterion	Individual /Team	% of Course Grade	# Relevant Assignments X Possible Points	Total Possible Points	
Start of Class / End of Class Comprehension	Individual	5%	2 x 15 pts	30	
iRAT	Individual	15%	9 x 10 pts	90	
Written Reflections	Individual	33%	2 x 100 pts	200	
Applied Reading Prep Assignments	Individual	5%	8 x 3 pts 1 x 6 pts	30	350 individual points possible
tRAT	Team	15%	9 x 10 pts	90	
Applied Reading Analysis (ppt / discussion)	Team	17%	10 x 10 pts	100	
Review of Sample Reflections	Team	10%	1 x 60 pts	60	250 Team Points Possible
Total Possible Points for Course:				600	

INDIVIDUAL POINTS

Start of Class/End of Class Understanding of Business Ethics: 5% of grade/ 30 points.

Students are required to reflect on their current understanding of business ethics both at the beginning of this course as well as at the end of the course. During week 1, students will be required to provide a written response to a set of direct questions related to the nature of business ethics and its role in our lives, and answer a few multiple choice questions about business ethics (2.5% of course grade / 15 points). During the last week of class students will be required to reflect on their original answers to these question, and offer a response on how their views on business ethics have, if at all, changed or developed, and answer the same multiple choice questions that were raised at the start of class (2.5% of course grade/ 15 points). The first report of the student's understanding of business ethics must be submitted no later than **11:59 pm on Tues Nov 1**. The end of class reflection is due no later than **11:59 pm on Fri Dec 13**. More information about this assignment will be provided on Canvas (under "assignments").

Applied Reading Preparation Assignment: 5% of grade/ 30 points. During 9 of our class meetings we will engage in an analysis of "applied" readings (as indicated in the schedule, presented on the last page of this syllabus). *Prior to coming to class* on these days each student is required to complete this assignment, which will typically consist of 3 ("short-answer") questions related to the assigned applied readings. 1 point may be earned for each question, for a total of 3 points per assignment. It should be noted that on Nov 15 you may earn up to 6 points for the assignment.

iRAT: 15% of grade / 90 points. At the start of each class (excluding Oct 25, Oct 27, Nov 15 and Nov 22 for a total of 9 class meetings) you will take a readiness assessment test individually on material presented in the "primary" readings assigned for the day. You will have 10 minutes to complete each iRAT, which consist of 10 questions, with each question worth 1 point. These quizzes will be conducted on Canvas, but will not be made available to students until after class has started. Each student is expected to **bring a laptop** to complete this part of the class.

Written Reflections: 2 reflections @ 15% = 30% of grade / 180 points. Each student must submit a total of 2 written reflections. Reflection 1 must be submitted no later than **11:59pm on Friday Nov 18**. Reflection 2 must be submitted no later than **11:59 pm on Tuesday Dec 13**. Feedback on reflections will be provided to students within one week of assignment submission, and will include reference to grammar, punctuation, usage of standard written English, clarity, coherence, and organization. To satisfy the UF Writing Requirement component of this course, each reflection must be a minimum of 2000 words. Additional details about these reflections are provided on Canvas.

Students are permitted to rewrite reflection #1 for a score no higher than 75% of total possible points. If a student chooses to rewrite her/his first reflection, the rewrite is due no later than one week after feedback has been given to the student.

A Note on Participation: This course is discussion based and, accordingly, full participation in extremely important. However, no direct participation points will be earned. Instead, participation is required to participate in "Individual Readiness Assessment Tests" (iRATs) and will affect the

percentage of team points that each individual student earns in the course. At the end of the course, each student will have the opportunity to evaluate his/her team members. The peer evaluation will ask the student to consider the level of participation of each team member (e.g. how well the other team members prepared for team quizzes as well as the level and quality of their contributions to the in-class activities, in terms of their level of ability to apply concepts, engage in analysis and evaluation of material, and creativity in resolving presented issues). This peer evaluation will require each student to distribute 100 possible points total among the members of his/her team (excluding one's self) on the basis of level of contribution to team success. The sum of points assigned to each team member by the collective team will constitute the percentage of team points that the individual team member will be assigned. So if, for example, I am on a team of 4 people, and each of my peers assigns me 30 points, then the sum of those points is 90 and I will earn 90% of the points earned by my team. Note, it is possible for an individual to earn more than 100% of the points earned.

Failure to complete the peer evaluation of your team members will result in a penalty applied to the percentage of team points you earned; specifically, **the percentage of team points you earn will be reduced by 10%**. Peer evaluations are **due Tuesday Dec 13 before 11:59 pm**.

NOTE: While formal participation points are not earned, the **instructor reserves the right to reduce a student's grade** by 1 point for each time she must ask a student to stop engaging in a distracting behavior. Distracting behaviors include (but are not limited to) engaging in side conversations, readings newspapers, texting, etc. Phones must be silenced before entering the classroom.

Recording – including video and **still photography** - of lectures/classroom discussions requires explicit permission of the instructor.

Ethics can be a very a personal subject. It is essential that every student both feels comfortable sharing her/his views and is respectful of the views of others. If a student is unable to maintain a mature and respectful demeanor during discussions, she/he will be asked to leave the classroom.

TEAM POINTS

tRAT: 15% of grade / 90 points. Immediately following the completion of the iRAT assignment at the start of each class (excluding Oct 25, Oct 27, Nov 15, and Nov 22 for a total of 9 class meetings) each *team* will, working together, take the readiness assessment test on the material presented in the “primary” readings assigned for the day (found in the course packet). You will have 15 minutes to complete each tRAT, which consist of 10 questions, with each question worth 1 point.

If a student believes that s/he led the team to choose an “incorrect” answer because of either ambiguity in the question or ambiguity in the primary text, an appeal may be made to the instructor. Immediately following the completion of the tRAT, teams should submit an appeal (the form is available on Canvas under “assignments”). Teams will have no more than 5 minutes to submit their appeal, which will be reviewed by the instructor outside of the class. The success or failure of the appeal will be determined before the start of the next class period. When an appeal is accepted on a question that a team has missed (no individual appeals will be accepted):

1. It “counts” i.e., the points missed will be added to:
 - their group score.
 - the score of any individual in the group who answered the same as the group
 - only those groups that appeal.
2. Group member(s) who had the original correct answer will continue to receive credit on the question.

Applied Reading Analysis: 15% / 90 points. Typically, the latter half of each class period will focus on applying the theoretical material that had just been covered in the iRAT/tRAT and mini-lecture. The instructor will provide each team access to a “google presentation” that raises a specific question that requires application of the theoretical material to the applied readings that were assigned for that day. Each team will have approximately 15 minutes to create one slide in the Presentation that notes their team’s answer to the question and the most important factors that led them to determining their answer to the given question. Contribution to the Presentation can earn each team up to 5 points, with the grade based on demonstrated understanding of both the theoretical material and its application to the situation(s) described (a more detailed rubric is provided on Canvas, linked to the assignment). After the Presentation is completed, it will be used to lead the class as a whole and a discussion about the applied readings. During this discussion, each team will be expected to speak to the answer they came up with, and how they came up with this answer. It is important to remember that *this is not a formal team presentation* – it is a discussion with the other teams. Each team’s ability to communicate its own findings to the class, note similarity or differences with other teams’ findings, and generally participate in the discussion will be worth up to 5 points (see rubric on Canvas for more details). Note that on **Nov 15** the entire time we meet will be designated for work on analyzing applied readings; on this day each team will contribute to an extended Presentation/discussion.

Review of Sample Reflections: Students will work in their teams to provide a review of 2 sample student reflections. More details about this assignment will be provided on Canvas, but most generally students are expected to comment on the development, presentation, and writing of the sample reflections apart from understanding content. This team assignment is due no later than **11:59pm on Sunday Nov 6.**

Absences: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> “Make ups” will ONLY be accepted in accordance with the UF policy on “acceptable reasons for absence” Students that provide documentation that their absence was for one of these “acceptable reasons” will be allowed to make up all assignments without penalty. If it is known in advance that a personal obligation (not covered in UF’s policy on “acceptable reasons for absence”) exists that conflicts with an assignment, it is the student’s responsibility to inform the instructor at least 2 business days before the scheduled assignment; the instructor will then work to arrange an alternate day/time to complete the assignment early. Any exceptions to this are at the discretion of the instructor, though, at minimum, the student must provide objective documentation that shows the (reasonable) inability of the student to complete an assignment on time, if the instructor is to consider making an exception.

With respect to team assignments, the points a team earns on an assignment will be awarded to every member of the team, irrespective of whether the individual was or was not present in class for completion of the assignment. This is consistent with what you will find in the workplace: teams as a

whole are given credit for the products they produce, irrespective of “who did what”. Nonetheless, even in the workplace, “free riders” will eventually be recognized and at minimum they will not be awarded opportunities for growth in their careers, and may ultimately be reprimanded by their supervisors and peers, and eventually fired. Accordingly, in this class it is important to remember that teams will perform better if all members are able to contribute to the completion of the assignment, and **the peer evaluation of team members will determine the percentage of team points that each individual member earned**. It is in each individual’s best interest to (1) make every effort to be “fully” present at each class, (2) communicate with your team members if you must be absent before class to let them know about your situation, and (3) potentially share with your team members your own considerations about the material assigned for the day (e.g. via email or your team’s page on Canvas) in order to help them complete the in class team assignments.

Grading Scale: Note that the formal requirements listed above total 100% when added together.

The grading scale for this course will be: 100%-94% = A, 93%-90% = A-, 89%-87% = B+, 86%- 83% = B, 82%-80% = B-, 79%-77% = C+, 76%-73% = C, 72%-70% = C-, 69%-67% = D+, 66%-63% = D, 62%-60% = D-, 59% - 0% = E.

The instructor reserves the right to assign a higher grade than outlined by this scale if there is *strong* evidence of significant and continuous improvement by the student over the course term, or if there is significant reason to believe a single anomalous grade is inappropriately affecting the student’s course grade. However, any deviation from the above scale will be considered only if the student is less than 1% away from the next grade designation, and no deviation will be greater than a single grade designation (e.g. an 86.1%-86.9% may be evaluated for a change from a “B” to a “B+”, but nothing higher than a “B+” is possible). The above is consistent with current UF grading policies for assigning grade points, which may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Academic Honesty: Academic dishonesty will not be tolerated, and may result in a failing grade for the course and additional disciplinary action at the College or University level. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

NOTE: During the iRAT, all electronic devices, with the exception of laptops, are to be silenced and put away. Laptops are to be used only to complete the assigned iRAT. If a student has any other program open during the iRAT – **even if the student has finished the quiz – that student will receive a “0” for the quiz. No forms of technology** – including cell phones – may be utilized in the classroom during the tRAT, even after the team has completed their quiz. If any team member begins to use an electronic device – e.g. opens up a computer or checks a cellphone – during the 15 minutes set aside for the tRAT, **the whole team** will receive a “0” for the quiz. If a team wishes to complete an “appeal” for the tRAT, **explicit permission** from the instructor to use a computer is needed.

VIII. Course Outline and Assignment Schedule: This course is scheduled for Oct 25, 2016 –week of Dec 12, 2016. Readings must be completed before coming to class on the date the material is to be discussed. This schedule is subject to change at the instructor’s discretion; any changes will be announced in class.

Oct 25: Introduction to course; Intro to Ethics

Suggested Readings: Review Syllabus and familiarize yourself with the course Canvas site.

Additional “assignment”: Watch the video about “ethical fading” at

<http://ethicsunwrapped.utexas.edu/videos/ethical-fading/>

Oct 27: Why Business Ethics? Making this course meaningful to you....

Primary Reading: Beauvoir, *Ethics of Ambiguity*

Applied Readings: How Finance Ruined Business

Note: no iRAT / tRAT today

Nov 1: Generally, is ethics worthy of our consideration? Is it all about perception?

Primary Readings: Plato, *The Republic*;

Applied Readings: “Pharma’s Charity Play”

Due by 11:59pm: Start of Class Understanding of Business Ethics and Syllabus Acceptance

Nov 3: Is business ethics an oxymoron?

Primary Readings: Friedman, Milton. “The Social Responsibility of Business is to Increase its Profits”;

Freeman, R.E. “Managing for Stakeholders: Trade-offs or Value Creation”

Applied Readings: “No Cheers When Walmart Packs Up”; “Take Two Butterfingers and Call Me in the Morning”

Nov 6: Team Review of Sample Reflections due by 11:59pm

Nov 8: The Role of Ethics in Economic Exchanges

Primary Readings: Sen, “Does Business Ethics Make Economic Sense?”

Applied Considerations: “For-Profit College Fraud Has a Public Cost”

Nov 10: The Challenges of Relativism and Global Diversity

Primary Readings: Pojman, “A Critique of Ethical Relativism”

Nov 15: Challenges of Relativism and Global Diversity *continued*

Applied Considerations: “Sharing Everything but the Wealth”; “China Tries Its Hand at Pre-Crime”

Nov 17: Producing Good Ends: Teleology in Business

Primary Readings: Mill, *Utilitarianism*

Applied Considerations: “Here’s a Survey and \$5. Now Rate Me”

Nov 18: 1st Reflection due 11:59pm

Nov 22: No Class

Nov 24: No Class

Nov 29: Respecting Persons in Business

Primary Readings: Kant, "Groundwork for a Metaphysics of Morals"; Pfeffer, "People, Profits, and Perspectives"

Applied Considerations: "Ex-Spies Go Hunting for Rogue Traders"; "Green is Good, but One Outdoor Outfitter Puts People First"

Dec 1: Character and Personal Implications of Ethics in Business

Primary Readings: Aristotle, *Nicomachean Ethics*

Applied Considerations: "The Incredible Rise and Final Hours of Aubrey McClendon"

Dec 6: Distributive, Procedural, and Interactive Justice

Primary Readings: Rawls *Theory of Justice*

Applied Considerations: "Tim Cook says Apple won't repatriate money to US 'until there's a fair rate'"

Dec 8: Sustainability and the Environment

Primary Readings: DesJardins

Applied Considerations: "The Greening of Addidas"

Dec 13 due before 11:59 pm: 2nd Reflection / Peer Evaluations / End of Class Comprehension