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Office Hours	Tues: 4:15pm - 5pm Wed: 1:30pm - 2:30pm Thurs: 11am - 12pm

Notes

Other times available by appointment. While students may "drop in" at any time during office hours, scheduled appointments are highly recommended. Please contact Ms. Matuczinski, 610-861-1591, to make an appointment.

Guide to Satisfying an Anal-Retentive Prof

If you read nothing else in this syllabus, READ THIS...

1. **Be There or Be Square.** Attend all classes – call or email if you cannot attend before your absence (whenever possible)
2. **Ferris Buehler’s (insert your name here) Day Off.** You get one “free pass” – a chance to blow off class without any hassles; BUT, like a day off from work, you must still notify your “boss” (professor) that you will not be coming in to “work” (class)
3. **The “Fine Print” about Free Passes.** No free passes may be taken:
 - a. Week before Spring Break
 - b. Day you have a presentation
 - c. During all Personal Model presentations
4. **Go Outside, It’s Fun.** You are intelligent and creative, but you need some “outside” help now and then, especially when you are preparing papers, cases, presentations; so, cite “outside” sources – that is, information written or prepared by a knowledgeable source (other than the professor) not already being referenced in this course
5. **Give Credit Where Credit is Due.** You have to recognize your outside source. The only way to do that in this class is APA, as APA is the only approved, sanctioned, permitted, (are you getting the picture?); if you don’t know it, time for some new learning
6. **Picky Paper Procedures.** In preparing written assignments:
 - a. No title pages – save trees
 - b. Name, date, course section, title of assignment on page 1 – helps in assigning grades
 - c. Number every page after the first – easy reference (e.g. “Great job on page 3...”)
 - d. Staple, not clip, pages – I lose things too easily
 - e.

Course Description

This course is built upon the premise that organization policies and practices that promote, advance or incorporate “doing good” – that is, philanthropy, ethical codes of conduct, voluntarism, social responsibility, environmental stewardship –are not only the morally correct thing to do, but the right way to conduct oneself at work. In addition, the more individuals in the

organization who “do good,” the more likely the organization will succeed on economic, social, and mission-related levels/goals. Students will be learn about the philosophy and history of “doing good”, and models for “doing good” at work; they will be engaged in debate about the dilemmas that “doing good” can create; and, they will integrate what they have learned and what they believe to develop their own model for “doing good” that they can work and “live with.”

Course Goals

1. Present an interdisciplinary theoretical framework for reflecting upon a moral life which explores the psychology and philosophy behind charitable and philanthropic works; the dynamic of "free riding"; the role of self-interests and self-preservation in one's journey in the *world of work*; the rationale for corporate social responsibility; the perceived conflict between "doing good" and the profit motive.
2. Help students apply the knowledge from this framework to an analysis of their own past experiences, as a way to understand organizational behavior and as a strategy to build their own model for "doing good" at work.

Course Outcomes

The outcomes that are sought upon the completion of the course are:

Near term:

1. exposure to knowledge about ethics in the workplace that is drawn from social work, management, psychology and philosophy.
2. opportunities to challenge one's "mental model" about *doing good at work*
3. identification of one's position on a continuum that describes the *compatibility of doing good at work and being profitable* where one pole is "incompatible" and the opposite pole is "compatible"
4. creation of a personal model for doing good at work

Longer term:

1. more conscious, purposeful deliberation to ensure that making decisions at work always consider "doing good" as well as making profit
2. willingness to "witness" for *doing good* by speaking up, taking initiative, setting examples.

Course Materials

Required Course Textbook:

Ethics on the Job, Pfeiffer & Forsberg, 3rd edition, 2005

Extraordinary Circumstances, Cooper, 2008

Required Course Readings:

Articles found in the "Article Readings" section of this course website

Required Reference:

Publication Manual of the American Psychological Association, 5th edition, 2001.

This reference is essential in preparing all written assignments for this course, and should be helpful in preparing assignments for other courses as well.

Research Guidelines

APA Info Link: <http://www.psywww.com/resource/apacrib.htm>

It is important that classroom and textbook learning are augmented by *outside sources*. *Outside sources* are literature, data and information that has been obtained or developed by credible, quality practitioner, professional or academic publication sources AND not already being used in the course (i.e. the textbook or articles assigned for class).

The Internet is an excellent tool for identifying and acquiring research effectively and efficiently. It can save time and connect you with quality sources of literature and information. However, websites sponsored by organizations or individuals normally have little credibility or value in providing literature or information about anything other than the sponsoring individual or organization. The exception is if the website contains data from professional research studies or projects sponsored by the website owner, in which case it will be clear that the information is research rather than opinion or propaganda.

All research that students do needs to be cited according to the 2001 (5th edition) of the APA Publication Manual.

Important Note: The research you consult should be listed as citations for References. Unlike citations for Bibliographies that may permit all consulted sources, References include only those sources you **have actually used**. Citations are listed in a References list at the end of a written work or paper in alphabetical order, with the second line of text indented. Citations listed in the text of your work are listed as (last name and year) e.g. (Smith, 2005) or last name (year) e.g. Ramirez (2005).

Sample Citation

Sample APA citation format for the articles in the Article Reading sections of this course website, when you cite them in any assignments:

Osborne, R. (1995). Company with a soul. *Industry Week/IW*, 244(9), 20-26. Retrieved [insert today's date without brackets], from Business Source Elite database.

Course Expectations

Readings

Students will be responsible for preparing the assigned Reading(s) for each class. Assigned readings are indicated in the "Assignment" column of the Course Schedule. Students should be prepared to discuss Readings on the date listed for that particular topic.

Total Quality Participation

Students are expected to attend all class sessions and participate in class discussions. Participation quality is measured by a student's classroom activity (e.g. responsiveness to questions) and initiative (e.g. preparing additional reading and sharing this with the class).

Students begin the semester with the maximum points possible for Quality Participation. Attendance will be taken and absences recorded. Points will be deducted for each session a student does not attend and does not have an Excused Absence (an illness, a medical or family emergency; a scheduled athletic game/match, a professional obligation). Students are not penalized for Excused Absences which are approved by the Instructor and accompanied by appropriate documentation. Each semester, students are permitted one free pass (absence from class without excuse and for any reason). A free pass may not be used during a class session in which an exam is given, or any group presentation is being made.

In any case, a student should inform the Instructor of anticipated absences in advance (whenever possible) so that it can be determined if an absence will be excused. A student using a free pass should inform the instructor before or after the absence. Also, a student who misses a class session for any reason is responsible for preparing readings, obtaining discussion notes and handouts and completing and submitting (on time) assignments for the session missed. \

Grading Policies

Measurement & Grading:

"RESOLVEDD" Strategy (3-person team, presentation)	25%
Doing Good Model (individual, paper, panel presentation)	30%
Doing Good Research (individual, paper)	25%
Total Quality Participation	20%
TOTAL	100%

Numerical & Corresponding Letter Grades:

93 and above - A [Distinguished performance]

Exceptional performance in all aspects of the course; highest level of learning, effort and participation are consistently demonstrated

90 - 92 - A-

86 - 89 - B+ [Very Good]

High levels of learning, effort and participation are often demonstrated

80 -85 - B [Good]

Sound performance in all aspects of the course

76 - 79 - C+

70 - 75 - C [Average Performance]

Acceptable level of learning, effort and participation are frequently demonstrated

65 - 69 - D [Marginal Performance]

Low or inconsistent levels of learning for most course topics; however, effort and/or participation is demonstrated consistently

64 and below - F

Little or no evidence of an acceptable level of learning, or effort

Academic Honesty:

Integrity and honesty are qualities considered to be the "norm" among students. However, any students who choose to deviate from that "norm," risk automatic failure in the course.

Managing a Marabella Course

For Class:

- Always notify the Instructor in advance if you will be absent from class (if advance notice is not feasible, as soon as possible).
- Ask the Instructor, rather than assume, if anything in class or in this syllabus is unclear.

For Written Assignments:

- Do not use title pages or fancy covers.
- Always number pages, beginning with page two.
- Type section headings as described in the syllabus.
- Staple pages. Do not use paper clips.
- Use APA style of citing sources correctly.

If any of the above guidelines are not followed, the paper will be returned and points deducted.

Student Expectations

Expectations of the Course:

- exposure to business, become more well-rounded
- develop good working habits, manage work load
- better balance - doing good without being taking advantage of or being stressed
- general preparation for situations (ethical) which might occur
- how to deal with different personalities
- how ethics in workplace applies to specific majors (job functions)
- doing more than the minimum, going above and beyond
- theories about ethics in the workplace
- learning how to interact with colleagues in the workplace in a professional manner

Expectations of the Instructor:

- meet same expectations as set for students (i.e. be on time)
- come prepared for class
- make all of those expectations of the course interesting, entertaining and otherwise engaging
- be open minded and respect the student
- teach through real-life examples
- grade fairly
- return assignments in a timely manner
- feedback on presentation skill

Be the Consummate Student...

Take responsibility for your performance:

- complete all assignments - with care and on time.
- study for exams - start at least one week prior to the exam date.
- Observe the “no excuses” policy (i.e. the only excuse is serious (in the hospital or confined to bed) illness or death – yours or a member of your family)

Be a **participant**:

- Read, watch and listen to news related to the course material, and report on what you have learned in class.
- Answer questions or offer comments in class on reading assignments.
- Ask questions when you need more clarification or information repeated.

Aspire to be **your best**:

- Adopt a “sponge” strategy as part of your learning philosophy (i.e. soak up as much information and knowledge as you can, whether or not you have an interest in the topic).
- Acquire and hone your style of professionalism.
- Identify and incorporate your ethics and values into your decision-making and MO (i.e. method of operating).
- Find your passion – and never let it go.

Assignments Overview

The following Assignments are **required** for this course:

- "RESOLVEDD" Strategy (3-person team, presentation, 25%)
- Doing Good Model (individual, paper, panel presentation, 30%)
- Doing Good Research (individual, paper, 25%)
- Total Quality Class Participation (20%)
- Weekly News Item Update (shared with class; ungraded)

Reading Assignments

[Ethics on the Job Notes](#) (38 Kb)

The attached link is a Word document with notes related to Ethics on the Job.

RESOLVEDD Strategy

Each student will participate in a two to three-person team that will present an analysis of one of the cases (#1 to 45) found in Chapter 6 (p. 67-150) of *Ethics on the Job*. The team will use the RESOLVEDD Strategy (Chapter 3, p. 31-42), paying particular attention to the Checklist found on p. 40-42.

Format

Prepare a 3 to 4 page, typewritten research paper and a 10-minute maximum oral presentation (you will be timed!). The presentation and written paper (which may be in outline form) should be organized according to the following format, and the written paper should also contain the headings listed below:

Review

- *Review* the history, background and details of the case.

Ethical Problem

- State the main *ethical problem or issue* present in the case.

Solutions

- List the main possible *solutions* to the case.

Outcomes

- State the important and probable *outcomes* or consequences of each main solution.

Likely Impact

- Describe the *likely impact* of each main solution on people's lives.

Values

- Explain the *values* upheld and those violated by each main solution.

Evaluation

- *Evaluate* each main solution and its outcomes, likely impact, and the values upheld and violated by it. Compare the possible solutions to each other and weigh them.

Decision

- *Decide* which solution is the best; state it, clarify its details and justify it.

Defense

- *Defend* the decision against objections to its main weaknesses.

Research

To strengthen student learning and substantiate their decision, teams will consult *outside sources* (for a clarification of *outside sources*, see Research Guidelines under Course Information of this website) of research and the literature. Teams are encouraged to read at least five (5) articles from at least three different journals (e.g. Sociological Review, Journal of Philosophy, Academy of Management Review, etc.) or selective business periodicals (e. g. US News & World Reports, Business Week); consult with the Instructor for any clarifications) related to the specific case you selected above. The research you consult should be listed as

Doing Good Model

Background:

Using the knowledge gained from the course, observations from personal experience and journal reflections of that experience, as well as outside research, students will draft, critique, refine and defend their personal model for doing good.

Objective:

To develop a model that you can live and work with that guides you to do good.

Components:

List/describe the:

- origins of the model, ethical principles you believe, research about the values that informed your thinking about the development of your model
- a depiction of the model
- value judgments spawned by your ethical principles
- behavioral applications (decisions, actions, stances) you will practice as a result of these value judgments; how this model will work at work
- outcomes (costs, benefits and development) that will result

Format:

1. This Personal Model for DG (PMDG) will count as the **FINAL EXAM**. Therefore, **all students must attend all presentations** of the PMDG, or risk failing the Final Exam.
2. The PMDG will be completed by each student individually in the format of a written paper that will be no more than 10 pages, excluding appendices, exhibits, etc. There should be a **minimum of ten (10) outside sources** (i.e. research other than that found in class readings). The paper will be prepared according to the following format and with the following "headings":
 - **Title of Model**
 - **Theoretical Foundation (keywords, themes, thoughts)**
 - **Ethical Principles & Values**
 - **Origins of the Model**
 - **What/who influenced the development of my model**
 - **Where did the values come from**

- Research about the Principles/Values
- Depiction of the Model
 - Chart, graphic and/or text that explains the Model
- Value Judgments
 - What is wrong and right in (not with) my Model
- Behavioral Applications
 - Decisions I will make, actions I will take, perspectives I will have, the behaviors I will practice given the value judgments I have identified above
 - How my Model will work at work
 - Specifically, how it will be implemented with or impact:
 - Co-workers
 - Supervisors
 - Work ethic
 - Tasks/duties
- Outcomes
 - What I expect to experience or achieve, in terms of quality of life, self-satisfaction and contentment as a result of following my Model

Present your PMDG during the last three weeks of the semester. The focus of the presentation will be: Influencers, Behavioral Applications, Outcomes.

Presentation Schedule:

Your presentation date will be announced and posted no later than mid-term in a link at the beginning of this section.

Grading:

The grading for this assignment will be as follows:

Presentation	=	10 points
Research	=	8 points
Model Development	=	<u>12 points</u>
Total	=	30 points

Doing Good Research

Select one of the following topics and develop a question that you can research from journals, periodicals, books and other scholarly sources. There can be up to 4 students per topic; topic due dates are listed on Course Schedule. [25% of final grade]

Topics:

RT#1: Character/Integrity -

RT#2: Equity/Fairness -

RT#3: Fidelity/Commitment -

RT#4: Honesty -

RT#5: Privacy/Confidentiality -

RT#6: Respect -

RT#7: Social Justice -

Format:

No cover page; name, course number, topic & date on upper left corner of page 1 (number all pages after #1). Three to five page (maximum) that cites at least 5 scholarly sources. Topic, research question and sources must be approved by the instructor.

Grading:

Professionalism (follow format) = 3 points

Research Question = 3 points

Research Quality = 7 points

Response to Research Question = 12 points

TOTAL = 25 points

[Weekly News Update](#)

[News Item Topics 2008](#) (27 Kb)

For each class session, students should be prepared to present a news item relevant to the course. You may use the following sources: NPR Radio; KYW Newsradio; Daily Show, Colbert Report, CNBC, CNN; ABC, CBS, NBC and Fox News; Time, Newsweek and Atlantic Monthly; New York Times, Washington Post, Los Angeles Times, Wall Street Journal and The Morning Call. You must cite your source, but no written paper is required.

A roster of possible topics is attached.

Total Quality Participation

Students will be responsible for meaningful and consistent participation (assumes full class attendance) in class discussions, activities and experiences. Challenging assumptions – including the instructors, their classmates and their own – in productive and respectful ways is inherent to the notion of meaningful participation. [20% of final grade]

[Introduction - Article #1](#)

[Professor \(text\)](#) (332.21 Kb)

[Professor \(original newsprint\)](#) (2.096 Mb)

"What's a Professor to Do" by Jonathan Schonscheck. Use with permission from the author. Also, published in *The Post-Standard*, January 22, 2006.

I: Meaning of Work - Article #2

Wolfe, A. (1997). [The Moral Meaning of Work](#). *Journal of Socio-Economics*, 26(6), 559-570.

I: Meaning of Work - Article #3

Fox, M. (1994). [Transpersonal Values and the Global Challenge](#). *ReVision*, 16(3), 101-107.

I: Meaning of Work - Article #4

Chalofsky, N. (2003). [Meaningful Work](#). *T+D*, 57(12), 52-58.

II: Doing Good Cuz It Pays Off - Article #5

[Doing Well and Doing Good](#). (2004). *Economist*, 372(8386), 57-59.

II: Doing Good Cuz It Pays Off - Article #6

Manning, D.J. (2004). [Benefits of Environmental Stewardship](#). *Review of Business*, 25(2), 9-14.

II: Doing Good Cuz It Pays Off - Article #7

Little, J.B. (2004). [Doing Well by Doing Good](#). *American Forests*, 110(1), 32-26.

III: Limitations of an Economics-Based Model - Article #8

Treviño, L.K. and M.E. Brown. (2004). [Managing to be Ethical: Debunking Five Business Ethics Myths](#). *Academy of Management Executive*, 18(2), 69-71.

III: Limitations of an Economics-Based Model - Article #9

Kelly, M. (2000). [The Divine Right of Capital](#). *Tikkun* 15(4), 33-39.

IV: Doing Good Cuz It's Right - Article #10

McCoy B.H. (1997). [The Parable of the Sadhu](#). *Harvard Business Review*, 75(3):54-64.

IV: Doing Good Cuz It's Right - Article #11

[Virtual Ethics \(Article Link\)](#) (99.516 Kb)

McCracken, J., W. Martin, and B. Shaw. (1998). Virtue Ethics and the Parable of the Sadhu. *Journal of Business Ethics, Part 1, 17(1), 25-38.*

[V: Individual Responsibility to Do Good - Article #12](#)

Baldracco, Jr., Joseph. (1998). [The Discipline of Building Character.](#) *Harvard Business Review, 76(2), 114-124.*

[Discipline-Specific Articles](#)

[Art](#)

[Education](#)

[Healthcare](#)

There are three articles in this folder: Nursing Ethics, Conflicts & Compromise and Insuring America's Health.

[Media - Fear & Humiliation](#)

There are four articles for this topic. Please read them in the following order:

1. Fear in the News: A Discourse of Control
2. Agenda Setting in a Culture of Fear: The Lasting Effects of September 11 on American Politics & Journalism
3. Appalachian Culture and Reatlity TV: The Ethical Dilemma of Stereotyping Others
4. TV and the Politics of Humiliation

[Technology](#)

[Religion](#)

			READINGS		
WEEK	DATE	TOPIC	TEXT	Articles	ASSIGNMENTS
1	8/26/07	Course Overview Process of ethical decision-making	Chapter 1		Review syllabus; discuss Personal Model, RESOLVEDD Strategy and journals
2	9/02/07	Ethical principles, rights and duties, justice, codes of	Chapter 1 (cont'd)	Introduction: #1	Assign RESOLVEDD Strategy Teams & topics; schedule group meetings with

WEEK	DATE	TOPIC	READINGS		ASSIGNMENTS
			TEXT	Articles	
		ethics & ECI The Meaning of Work	Chapter 2	I: #2	professor
3	9/09/07	The RESOLVEDD Strategy of ethical decision-making The Meaning of Work	Chapter 3	I: #3 & 4	RT#1: Character/Integrity
4	9/16/07	The RESOLVEDD Strategy In Depth Doing Good Cuz It Pays Off Stakeholder Analysis	Chapter 4	II: #5, 6 & 7	RT#2: Equity/Fairness Stakeholder Analysis Worksheets (Blackboard)
5	9/23/07	Two Analyses of Ethical Problems Limitations of an Economics-Based Model	Chapter 5	III: #8 & 9	Submit Personal Model outline & references RT#3: Fidelity/Commitment ; ind. mtgs re: PMDG
6	9/30/07	Doing Good Cuz It's Right Applying the Resolvedd Strategy Limitations of an Economics-Based Model	Chapter 6	IV: #10 & 11	RESOLVEDD Strategy Case Presentation: #x,x ; RT#4: Honesty
7	10/07/07	FALL BREAK – No Class			

WEEK	DATE	TOPIC	READINGS		ASSIGNMENTS
			TEXT	Articles	
8	10/14/07	Individual Responsibility to Do Good	Chapter 6	V: #12	RESOLVEDD Strategy Case Presentations: #x,x; RT#5: Privacy/Confidentiality
9	10/21/07	Personal Model Presentation (by professor) Extraordinary Circumstances	Cooper Book: Ch 1-6	Media: Fear & Humiliation (Mkt Comm*, Brand Mgt, Psych)	RESOLVEDD Strategy Case Presentations: #x,x; RT#6: Respect ; ideas for speakers
10	10/28/07	Extraordinary Circumstances	Ch 7-11	Healthcare (Nursing, Bio, Biochem)	RESOLVEDD Strategy Case Presentations: #x,x; RT#7: Social Justice
11	11/04/07	Extraordinary Circumstances	Ch 12-18	Technology (Math, Comp Sci)	RESOLVEDD Strategy Case Presentations: #x,x
12	11/11/07	Extraordinary Circumstances Guest Speakers: Personal Models of DG	Ch 19-23	Art (Mus, Mus Prod Mgt, Art) Education (Ed, His)	RESOLVEDD Strategy Case Presentations: #x,x All Personal Model final papers due
13	11/18/07	Extraordinary Circumstances Personal Model Presentations	Ch 24-29		
14	11/25/07	Personal Model Presentations			
15	12/02/07	Personal Model Presentations			
16	12/09/07	Personal Model Presentations			

*majors represented by students in the course; acct, econ & mgmt are not identified here because many of the course readings already emphasize these disciplines