



Course Syllabus

CCBU 521 GA: Ethics, Law & Social Responsibility

Fall II 2015 (October 31, 2015 – December 19, 2015)

Moravian College Comenius Center

Saturday Morning, 9am – 12 noon

Location: Priscilla Payne Hurd Academic Complex (PPHAC) 232

EXCEPT: Dec 5: Hall of Science 204

Instructor: Dr. David R. Taschler, D.Mgt., P.E.

Office Hours: By Appointment

Office: 215 Benigna Hall

Telephone: Personal Cell (484) 357-9493 (*preferred*); (610) 861-1400 (leave message)

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Blackboard: <http://blackboard.moravian.edu>

This syllabus is subject to change throughout the semester and revisions will be posted on the Blackboard site for this course.

Course Description: This course explores the vital relationship between business and the legal, political and social environments, and the impact of self-regulation, market regulation, and government regulations on corporate behavior. Specific topics will include ethics and corporate social responsibility, occupational and industrial codes of conduct, anti-trust problems, corporate governance, securities markets, the employee-employer relationship, employment discrimination, consumer protection, product liability, environment policy, and social and legal issues of multinational business. Lecture, class discussions, case studies, and Blackboard Discussion Groups are emphasized learning approaches. *3 graduate credits.*

General Description: This course is presented in a hybrid format in which concepts will be presented and discussed in the classroom and on-line. The course will provide the student with insights into the risks, opportunities, factors, and sources of information available to make informed decisions about undertaking operations in different geographies. While theoretical constructs will be provided to reinforce the concepts discussed, the approach will be one of practical application of information and your knowledge to allow you to make recommendations which can influence the future direction of your organization.

Expectations of Students: this is a “blended course” - i.e., part classroom, part online with the intent to embody the equivalent of a full semester of academic discourse. This will require a commitment by you to spend time outside the classroom to prepare for participation in the assignments and activities.

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What are blended courses?

In a blended course, the total instructional time is divided equally between the traditional classroom format and a flexibly scheduled online format (on the course schedule, blended courses have a # symbol in the notes column). The class will meet on campus one time each week for three hours on the day shown on the schedule.

Student Learning Objectives:

After completing this course, students should be able to:

1. Understand more fully the complex and dynamic relationships and interdependence that exist between society and business organizations.
2. Be able to discuss authoritatively relationships among business, society, and government.
3. Discern the role of regulatory forces of government and society and the impact of those forces on business organizations.
4. Understand substantive law and the reasoning used in order to arrive at a conclusion based upon a factual situation.
5. Have a framework within which to analyze ethical situations and to arrive at a reasonable and logical solution and then apply it in the workplace.
6. Have a lasting sensitivity to ethical issues and corporate responsibility.
7. Have a framework of protection against lawsuits and causes of actions that may arise from job responsibilities and duties; the "What If" factor.

MBA Program Learning Objectives related to this Course:

1. Understands the business -- understands the organization's business model and competitive position in the marketplace; understands how the business is leveraging core competencies for growth and profitability; understands the value proposition to external customers.
3. Recognizes business priorities -- tracks the changing needs and expectations of external customers; identifies links between internal demands and external needs; works to understand the business priorities of internal clients and how the learning function could help them achieve greater success.
4. Gathers information -- collects information to better understand the situation, issues, problems, and opportunities; studies organizational systems to better understand the factors affecting the business; integrates information from a variety of sources; asks internal and external partners for input and insight.
5. Conducts diagnostic assessments -- determines what data are needed to clarify issues, including stakeholder expectations; collects information to pinpoint initial steps; diagnoses problems as well as perceptions favoring change; assess current reality against business/organization strategy and desired outcomes to define change efforts needed; identifies formal and informal power networks; establishes design requirements for future states.

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6. Operates with integrity -- Demonstrates honesty and behaves according to ethical principles; ensures that words and actions are consistent; walks the talk; behaves dependably across situations.
7. Identify the laws and regulations affecting compensation, benefits, recruiting and selection, employee relations, occupational health and safety, and related areas of HR management
12. Demonstrate an ability to convey information both verbally and in writing so that it is received and clearly understood, and to use that skill to discuss and agree on issues among people with differing objectives.
13. Demonstrate an ability to make decisions that reflect a standard of professional behavior and values in dealing with others within an organizational setting.
18. Understand the value of a diverse workplace and how creating a diverse workplace can enhance employee perceptions of fairness and equity, and drive business success.
20. Understands external factors influencing business -- Understands the political, economic, sociological, cultural, and global factors that can affect an organization's performance in the marketplace; understands the context within which organizations operate in terms of government actions, legal requirements, and wider societal needs.
25. Proposes solution(s) -- Recommends a plan or process for making changes; clearly explains rationale for the recommended solution and how it will address the performance gap or opportunity.

This course offers a wide range of topics: Substantive and Procedural Law; Ethics; Social Responsibility; and Business Issues. Some of the materials are of a definitive nature and some are more philosophical and esoteric. In regard to the latter, it is recognized that in certain areas to be covered there are no "right or wrong" answers. I will be interested not so much in your conclusions, but **how you arrived at them** through logical arguments based upon the materials covered in the textbook, class discussion, Blackboard discussion and your educational and professional background.

Although the entire book will be used, special emphasis will be given to those areas that are most relevant to the class members in their professional and personal lives. The student will be responsible for a thorough understanding of the written materials and demonstrate that understanding by the various grading media to be used and further explained below.

Texts and articles:

Required Texts:

Halbert, T. and Ingulli, E. (2015). *Law & Ethics in the Business Environment*, 8th edition, South-Western, Cengage Learning, Stamford.

Note on Reading Assignments: Although most of the content book will be covered, I will focus class discussion on those areas that are most relevant to the class in their professional activities. The student will be responsible for a thorough understanding of

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the written materials and demonstrate that understanding by referencing concepts and sources in all written assignments and discussions.

Two way feedback: At the end of the course, you will be requested to provide an Instructor Evaluation. While your comments, observations, and critiques will be instructive for me in future courses, it will be too late to implement improvements for your advantage. *Therefore, I welcome your input throughout the semester and will try to accommodate reasonable and thoughtful suggestions.*

Accessing Supplemental Reading Materials: I consider the ability to find and interpret information is a critical part of a graduate education and a requisite skill for success in the workplace. Therefore, I will provide citations for articles but will expect you to be able to retrieve them from the library. I suggest you do this early in the course and identify any issues you may have to me as soon as possible so that I can provide those articles that you cannot find.

Required Supplemental Articles: Due to lack of a College subscription to a key business ethics journal, I have had to provide copies of the following articles from my own collection. These articles will be on reserve in the Reeves Library. You may obtain the folder from the Reserve Desk and utilize the materials as you see fit. Copyright requirements prevent me from posting or making multiple copies of these articles. If you have access to them through your work or some other academic library, you may obtain your own copy, consistent with copyright limitations spelled out later in this syllabus. We will likely use all of these articles as topics for the online discussion forums; however, I reserve the right to substitute for any of them as our semester progresses based upon our progress and interests.

EBSCO HOST RESEARCH STARTERS:

Newton, H. (2015). Business Law. *Business Law -- Research Starters Business*, 1.

Other Academic Articles: (List will be modified)

1. Andrade, J., & Puppim de Oliveira, J. (2015). The Role of the Private Sector in Global Climate and Energy Governance. *Journal of Business Ethics*, 130(2), 375-387. doi:10.1007/s10551-014-2235-3
2. Bertland, A. (2009). Virtue Ethics in Business and the Capabilities Approach. *Journal of Business Ethics*, 84(25-32). doi:10.1007/s10551-008-9686-3
3. Campopiano, G., & Massis, A. (2015). Corporate Social Responsibility Reporting: A Content Analysis in Family and Non-family Firms. *Journal of Business Ethics*, 129(3), 511-534. doi:10.1007/s10551-014-2174-z
4. Kenneally, M. E. (2015). Misappropriation and the Morality of Free-Riding. *Stanford Technology Law Review*, 18(2), 289-330.
5. Lawton, A., & Páez, I. (2015). Developing a Framework for Ethical Leadership. *Journal of Business Ethics*, 130(3), 639-649. doi:10.1007/s10551-014-2244-2
6. Lorenzo, O., Esqueda, P., & Larson, J. (2010). Safety and Ethics in the Global Workplace: Asymmetries in Culture and Infrastructure. *Journal of Business Ethics*, 92(1), 87-106. doi:10.1007/s10551-009-0142-9
7. Preston, I. L. (2010). Interaction of Law and Ethics in Matters of Advertisers' Responsibility for Protecting Consumers. *Journal of Consumer Affairs*, 44(1), 259-264. doi:10.1111/j.1745-

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6606.2010.01166.x

8. Sollars, G. G. (2003). A Critique of Social Products Liability. *Business Ethics Quarterly*, 13(3), 381-390.
9. Trevino, L. & Brown, M. Managing to be Ethical: Debunking five business ethics myths. *Academy of Management Executive*, 18(2), 69-81.

IMPORTANT NOTE: Paper by Campopiano and De Massis will provide the methodology for your final paper/project. Please review it at your earliest convenience.

Others will be announced as needed.

Grading and Attendance:

| | |
|---|------|
| Exam (1) | 25% |
| On-line participation*/weekly summaries | 25% |
| Final Project | 30% |
| Attendance/ Class participation + | 20% |
| Total | 100% |

* Online participation requires the student to access the online discussion forum at least **3 discrete days per week** between scheduled class sessions and reflect a combined effort of at least three hours and to make a substantive contribution to the on-line topic, including references to appropriate reading materials and other relevant resources. Contributions such as "I agree with Jonathan" do not constitute a substantive posting. While posting does not require citations, those that reference a reading or other foundational content have higher content value than those which reflect only the participant's opinion. Discussion forums will be open only until 6pm the night of the next class session. Given the size of this cohort, I will assign sub-groups for each discussion.

The following rubric provides an expectation for the quality of effort and type of effort I expect in the online forum. I may not grade every single post, but I will assess your individual contributions weekly.

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| | Proficient | Competent | Novice | Incomplete |
|------------------------------|---|--|---|---|
| Initial Posting ▼ | 5 (25%) First posting critically analyzes, synthesizes and/or evaluates the topic at hand, with reference to course readings and frameworks | 3 (15%) First posting critically analyzes, synthesizes and/or evaluates the topic at hand, with no direct reference to course readings or frameworks | 1 (5%) First posting only briefly addresses the topic at hand | 0 (0%) Does not make an initial post |
| Responses to Others ▼ | 5 (25%) Responses to other students are professional and supportive with additional ideas being presented. | 3 (15%) Responses to other students are professional and supportive with no additional ideas being presented. | 1 (5%) Brief statements are made in response to other students, such as "I agree" or "Good Point" | 0 (0%) Does not respond to other students |
| Number of Responses ▼ | 5 (25%) An initial post to the topic is made and at least 2 responses are made to other students. | 3 (15%) An initial post to the topic is made and at least 1 response is made to another student. | 1 (5%) An initial post to the topic is made but no responses are made to other students. | 0 (0%) Does not participate in the discussion |
| Conventions ▼ | 5 (25%) Posts have no grammatical or spelling errors. APA format is used when appropriate with 0 errors | 3 (15%) Posts have few grammatical and/or spelling errors. APA format is used when appropriate with 1-4 errors | 1 (5%) Posts have many grammatical and/or spelling errors. APA format is not used when appropriate or is used with more than 4 errors | 0 (0%) Does not participate in the discussion |

+ Class participation is considered through the lens of active engagement in academic discourse in during the class session. Your mere presence in the room does not qualify as "active classroom participation". Failure to participate in class will be reflected in this portion of the grade.

A key component of your personal learning experience is to seek to apply the concepts examined in the readings and classroom in the real world environment, such as news sources, blogs, etc. You will be expected to seek out and report upon your own observations of current events and/or personal experiences related to this course. Each class will begin a roundtable discussion of "Contemporary Issues in ethics, law, & CSR".

Key Reference Sources: (may have to cut and paste URL if link doesn't work)

APA Style Guidelines

<http://moravian.libguides.com/content.php?pid=59393&sid=436065>

Word it Out. A tool for visualizing textual significance. <https://worditout.com/>

Grade Conversion:

Initial calculation of a student's grade in regard to Blackboard Participation, Class Participation, the exam, the presentation, and journal paper will be done on a percentage

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basis [100%]. The numerical grade will be converted into a letter grade pursuant to the following conversion table and accompanying criteria. It is within my purview to apply qualitative judgment in determining grades for an assignment.

| | | |
|-----|----------|-------------|
| A | 95-100 | 4.00 points |
| A - | 92-94.99 | 3.67 points |
| B + | 89-91.99 | 3.33 points |
| B | 86-88.99 | 3.00 points |
| B - | 82-85.99 | 2.67 points |
| C + | 77-81.99 | 2.33 points |
| C | 73-76.99 | 2.00 points |
| C - | 69-72.99 | 1.67 points |
| D+ | 66-68.99 | 1.33 points |
| D | 63-65.99 | 1.00 point |
| D- | 60-62.99 | 0.67 point |
| F | < 60 | 0.00 point |

Attendance and Class Etiquette: Since this is course has a limited number of sessions attendance is crucial. However, life happens and we all have other things with which we must deal. Unless you are facing a critical situation, please make every effort to come to class prepared to participate. A missed class assignment and/or examination, except for extraordinary circumstances and with prior permission from me, will result in a lower grade. In order to be fair to all, any assignments, exams, papers, etc. are still due on or before the official due date unless extraordinary circumstances are shared with me ahead of time. I suggest you review the entire syllabus so you can try to anticipate and manage any known conflicts.

Cell phone use: I appreciate the fact that some of us may have to stay in constant touch with our job or our families when critical situations arise. However, as a matter of common courtesy, **the use of cell phones for texting, phone calls, etc. is not permitted in the classroom during class.** If you need to deal with a situation, please quietly leave the room and deal with it in the hall and return as soon as your business is complete.

Copyrights: Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Disability Support: Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Final Project: Your final project will require some research, analysis, and writing using formal APA-style guidelines. It is strongly suggested that you begin this assignment as soon as you can. We will discuss the merits of individual versus a team approach to this assignment.

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Academic Honesty: Policies regarding academic honesty, as outlined in the Moravian College Handbook, will be strictly enforced. In particular, attribution of sources of information will be expected in postings, presentations, and papers. While collaboration and scholarly debate is encouraged in the classroom and on line, all exams, papers, and presentations should reflect the efforts of each individual student.

Inclement Weather: In the case of inclement weather, the instructor will post a message on Blackboard to inform students if the class is canceled. It is the student's responsibility to check Blackboard prior to each class period for cancellations due to inclement weather.

Inclusion: Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients.

e2Campus: In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College's emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian's campus.

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Assignments

| Class Date | Topic | Readings* | Online Topic ⁺ | Assignments Due |
|-------------------------------|---|---|---|---|
| 10/26 | Course Outline & Introduction | H&I: Append. A, B, C | Will be posted after class for discussion the following week, ending with the next class. | None |
| 11/7 | Law, Ethics & Business Whistleblowing | H&I: Chpt. 1 & 2 | Lawton and Paez Trevino and Brown | Contemporary Issues in Ethics, Law, & CSR On-line Discussion Postings |
| 11/14 | Privacy & Technology | H&I: Chpt. 3 | Bertland | Contemporary Issues in Ethics, Law, & CSR On-line Discussion Postings |
| 11/21 | REVISED Marketing & Tech Product Liability Intellectual Property | H&I: Chpt. 7 Chpt. 8 (pp. 289-296; 300-320) Chpt. 9 | Preston (<i>Available in Course Materials Folder on Blackboard</i>) | Contemporary Issues in Ethics, Law, & CSR On-line Discussion Postings |
| 11/28 NO ON-CAMPUS SESSION | Thanksgiving Holiday No on-campus classes. | ON-LINE DISCUSSION REQUIRED | Andrade & de Oliveira Lorenzo, Esqueda, & Larson | Contemporary Issues in Ethics, Law, & CSR Two Separate On-line Discussion Sessions Required (no less than 4 posts each) |
| 12/5 HOS Room 204 | REVISED Health & Safety In the Global Workplace Environmental Law & Justice | H&I: Chpt. 5 & 6 | No Discussion- Use time to work on presentations | Contemporary Issues in Ethics, Law, & CSR |
| 12/12 | | Project Presentations | No discussion- Use time to prepare for Exam | Final Project Due Contemporary Issues in Ethics, Law, & CSR |
| 12/19 | | Final Exam | | Exam |

* Online reading assignments will be posted on Blackboard site each week. All readings should be included in your online discussion. The final exam may include the supplemental readings.

+ Discussion on Topic ends on the class date indicated for the assignment and the discussion area will be closed at 9 am the day of class.