INTRODUCTION

Hello!

In this syllabus, you will find an abundance of information, guidelines rules and policies. Please do not let the size of this syllabus put you off. It's intended to assist you, not burden you. I've tried to put most of the answers to most of the questions students have had over the years into this syllabus. So, instead of sending me a panicky email at 2:00 a.m., you can probably find the answer in the pages that follow. This syllabus is both a roadmap for the course and a resource document. I suggest that you read through it page by page now and, then, keep in handy in the future.

COURSE OVERVIEW

COURSE DESCRIPTION: A study of ethical issues facing the business community, with an emphasis on critical thinking, normative theories of ethics, stakeholder considerations and the analysis of practical business problems having ethical dimensions.

COURSE OBJECTIVES: The goals of this course include the following:
1. Enhance analytic and critical thinking skills.
2. Achieve an understanding of some foundational normative theories of ethics.
3. Gain insight into the process of ethical reasoning and methods of making business decisions that are compatible with foundational normative theories of ethics.
4. Achieve a better understanding of how an organization may influence ethical decision-making.
5. Increase awareness of the interrelationship of ethics, legality, and sound business decisions.
6. Improve written and verbal communication skills.


Contents:
Introduction & Course Overview (including course description, objectives, required materials, grading information, academic honesty policy and syllabus modification notice) p.1
Assignments (Appendix 1) p.5
Quizzes (Appendix 2) p.7
Discussion Forum Participation (Appendix 3) p.10
Written Papers, Sample Topics & Sending Papers (Appendix 4) p.12
IMPORTANT BLACKBOARD "CONTENT AREAS" (i.e., the "buttons" in the upper, left corner):
Course Documents: This link takes you to all of the important documents, other than the texts, in this course - the Syllabus, the Terms and Concepts document, the Ethics, Justice and Business Ethics handout and the Capitalism handout. These documents are available to you both as MSWord documents and as pdf files.
Lectures: This button will take you to links to mp3 files. Normally, there is one lecture per week.
Discussion Board: This link takes you to a collection of discussions in which we're all going to participate over the next 10 weeks.
Quizzes: This link will take you to the objective, weekly quizzes

COURSE GRADE REQUIREMENTS: Course grades will be determined by the following required course components:
Quizzes: 50%
Discussion Board participation: 30%
Written paper: 20%

If a student has not arranged to take an "Incomplete" in the course, failing to complete a Course Grade Requirement will result in a grade of “F” in that requirement and failing to complete two or more Course Grade Requirements will result in a course grade of “F.”

• QUIZZES: Quizzes will be objective in format (i.e., a combination of true/false and multiple-choice questions) and will be based on:
  • Assigned Terms & Concepts
  • Assigned chapters in Beyond Thinking and Moral Issues in Business
  • The Ethics, Economic Justice and Business Ethics Handout
  • The Capitalism Handout

Please see Appendix 2 for more information and an approach to answering objective questions.

• DISCUSSION BOARD PARTICIPATION: Because regular and meaningful participation is worthy of credit, 30% of the course grade will be determined by the quality and consistency of a student’s participation in Discussion Board activities.

Please see Appendix 3 for more information.

• WRITTEN PAPER: 20% of the course grade will be determined by a typed, original work of five to eight pages on a topic authorized in advance by the instructor. All papers must follow a specific form and be turned in on time.

Please see Appendix 5 for more information.

GRADING AND ACADEMIC HONESTY
Grading, academic honesty, incompletes and a host of other matters are addressed in the University of La Verne Catalog. If you have not done so, I urge you to browse through the catalog, especially the section on Academic Information that begins on p.35.

A pdf file of the current catalog can be found at: http://laverne.edu/catalog/
**Grading:** The following grading scale will be used in this course with the following meanings drawn from the University of La Verne catalog:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>A grades signify work that is &quot;...excellent ... unusually sharp&quot;</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>...</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>B grades signify work that is &quot;... good to very good. ...of high quality&quot;</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>...</td>
</tr>
<tr>
<td>C+</td>
<td>80-83%</td>
<td>...</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
<td>C grades signify work that is &quot;...satisfactory ... acceptable&quot;</td>
</tr>
<tr>
<td>C-</td>
<td>74-76%</td>
<td>...</td>
</tr>
<tr>
<td>D</td>
<td>70-73%</td>
<td>D grades signify work that is &quot;... below average ... barely acceptable&quot;</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>...</td>
</tr>
<tr>
<td>F</td>
<td>63%+</td>
<td>F signifies that the work was &quot;...unacceptable&quot;</td>
</tr>
</tbody>
</table>

**Academic Honesty:** The University's Academic Honesty policy is presented under Rights and Responsibilities in the school catalog. I urge you to review it. Under the University's Academic Honesty Policy:

- Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless exception is specifically defined by an instructor...
  - a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
  - b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.* ...
  - Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. (Emphasis added.)

There is no place for academic dishonesty in this course. The policy here is a zero tolerance policy. If I find that there has been a violation of the University's Academic Honesty policy, the student will receive a grade of "F" (zero) on the assignment or a grade of "F" in the course and the choice between the two is entirely mine.

**DEADLINES OR DUE DATES:** A deadline or due date is the latest date upon which something must be completed and/or turned in. The schedule for quizzes, discussion activities, paper topic approval, and written papers are indicated in Appendix 1. **Missing any deadline will result in a grade reduction or a failing grade on the project in the instructor's discretion.**

**POLICY ON “INCOMPLETES:”** Unavoidable work or life events may make it impossible for a student to complete all course requirements by the end of the term. The instructor of this course will follow the policy on Incomplete Grades found in the current university catalog (see p. 43 of the current catalog) as follows:

- The student must have an excellent attendance record and must have completed all course work successfully through the 6th week of class.
- **It is the student's obligation to initiate a request for an incomplete by 1) keeping me informed and 2) filing a formal petition prior to the last class session.** (From http://www.laverne.edu/ go to the "Resources & Services" pull-down menu near the top of the page and select "Registrar." Click "MyLaVerne Information" and you'll find, on the left, a Student's Guide to MyLaVerne. Click "Submit an Incomplete Contract" to learn how to complete the form and submit it.)
• A student who receives an INC must finish all course work by the end of the following term.

**CLASSROOM METHODS & EXPECTATIONS:**
Teaching Methods: This class will employ a combination of traditional lectures, group discussions (Discussion Board) and quizzes.

- **Lectures:** Recorded audio lectures (mp3 files) for each assignment will be available on Blackboard. Hint!: These audio lectures aren't very long but they may reflect what the professor thinks is important about the reading assignments and what is likely to show up on the quizzes.
- **Discussion Board:** This is one of the most important parts of the class. Regular, meaningful participation is essential.
- **Quizzes:** Brief, objective tests on assigned material will be completed online as described below.

**Class deportment.** This class is designed for students to engage in a focused dialogue with fellow classmates and the professor. Students are expected to maintain a polite and respectful demeanor, even when discussing strongly held opposing views. *(Please read "The Core Rules of Netiquette," Appendix 4, herein.)*

**SYLLABUS MODIFICATION:** This syllabus may be modified at any time at the professor’s discretion.

**CONTACTING THE PROFESSOR:** If you need to communicate with me please e-mail me at gfast@laverne.edu.

I check my email regularly and always reply to e-mails from students. (That way, you know that I received your email.) If you do not receive a reply within one day, your e-mail may not have gone through, so please try again.

**TECHNICAL STUFF & TECHNICAL ASSISTANCE:**
- **Browser:** I am told that Internet Explorer 6, Internet Explorer 7 and Firefox are the best browsers to use with Blackboard.

- **CTL:** The Center for Teaching and Learning provides assistance and support for Blackboard. Hours: The CTL is open from 8:00 a.m. until 8:00 p.m., Monday through Thursday. Phone: (909) 593-3511, ext.4089 Web page: http://www.laverne.edu/academics/center-for-teaching-learning/ email: bbhelp@laverne.edu Other contact info: http://www.laverne.edu/academics/center-for-teaching-learning/contact-info
APPENDIX 1 - ASSIGNMENTS

For each assignment, do the following in this order:
1. Review the Terms and Concepts for the assigned chapter(s). (Terms & Concepts are contained in the “Terms and Concepts” list.)
2. Read the assigned chapter(s).
3. Listen to the audio lecture for the assigned chapter(s).
4. Take the quiz.
5. Participate via the Discussion Board.

Important Note: For purposes of this course, each week begins on Monday and ends at midnight on Sunday EXCEPT for Week 10, which ends at midnight on Friday. A posting, paper or quiz that is submitted or completed after the midnight deadline will receive a grade reduction or a failing grade in the instructor's discretion.

Week 1: 1/3/11  Primary: 1/6  Critique/commentary: 1/9
1. Introduction: Review syllabus
2. Introduction: Introductory audio lecture re: the syllabus, assignments, etc.
3. Terms and Concepts for Chapters 1, 2, 3, 4 & 5 of Beyond Feelings
4. Chapters 1-5 of Beyond Feelings
5. Audio lecture on Chapters 1-5 ("Week 1")
6. Quiz #1 on the terms and Chapters 1-5
7. Discussion Forum 1

Week 2: 1/10  Primary: 1/13  Critique/commentary: 1/16
1. Terms and Concepts for Chapters 6, 7, 8, 13 & 14 of Beyond Feelings
2. Chapters 6, 7, 8, 13 & 14 of Beyond Feelings
3. Audio lecture on Chapters 6, 7, 8, 13 & 14 ("Week 2")
4. Quiz #2 on the terms and Chapters 6, 7, 8, 13 & 14
5. Discussion Forum 2

Week 3: 1/17  Primary: 1/20  Critique/commentary: 1/23
1. Terms and Concepts for Chapter 1 of Moral Issues in Business
2. Chapter 1 of Moral Issues in Business
3. Audio lecture on Chapter 1 ("Week 3")
4. Quiz #3 on the terms and Chapter 1
5. Discussion Forum 3

Week 4: 1/24  Primary: 1/27  Critique/commentary: 1/30
1. Terms and Concepts for Chapters 2 & 3 of Moral Issues in Business
2. In lieu of Chapters 2 & 3, please read the Ethics, Economic Justice and Business Ethics Handout
3. Audio lecture on the Ethics, Economic Justice and Business Ethics Handout ("Week 4")
4. Quiz #4 on the terms and the handout
5. Discussion Forum 4
### Week 5: 1/31  Primary: 2/3  Critique/commentary: 2/6
1. Terms and Concepts for Chapter 4 of *Moral Issues in Business*
2. In lieu of Chapter 4, please read the Capitalism Handout
3. Audio lecture on the Capitalism Handout ("Week 5")
4. Quiz #5 on the terms and the handout
5. Discussion Forum 5

### Week 6: 2/7  Primary: 2/10  Critique/commentary: 2/13
1. Terms and Concepts for Chapter 5 of *Moral Issues in Business*
2. Chapter 5
3. Audio lecture on Chapter 5 ("Week 6")
4. Quiz #6 on the terms and Chapter 5
5. Discussion Forum 6
6. **Deadline for submitting the topic for your paper**

### Week 7: 2/14  Primary: 2/17  Critique/commentary: 2/20
1. Terms and Concepts for Chapter 8 of *Moral Issues in Business*
2. Chapter 8 (If you are using the 10th Edition, this is Chapter 6.)
3. Audio lecture on Chapter 8 ("Week 7")
4. No quiz!!! (Please work on your paper!)
5. No Discussion Forum!!! (Please work on your paper!)
6. **First draft of paper due**

### Week 8: 2/21  Primary: 2/24  Critique/commentary: 2/27
1. Terms and Concepts for Chapter 11 of *Moral Issues in Business*
2. Chapter 11 (If you are using the 10th Edition, this is Chapter 9.)
3. Audio lecture on Chapter 11 ("Week 8")
4. Quiz #7 on Chapter 8 (including the terms) and Chapter 11 (including the terms)
5. Discussion Forum 7

### Week 9: 2/28  Primary: 3/3  Critique/commentary: 3/6
1. Terms and Concepts for Chapter 9 of *Moral Issues in Business*
2. Chapter 9 (If you are using the 10th Edition, this is Chapter 7.)
3. Audio lecture on Chapter 9 ("Week 9")
4. Quiz #8 on the terms and Chapter 9
5. No Discussion Forum!!! (Please work on your paper!)
6. **Paper due**

### Week 10: 3/7  Primary: 3/9  Critique/commentary: 3/11
1. No additional reading!
2. No audio lecture!
3. Quiz #9 - Cumulative - May test on anything that was subject to testing in the course.
4. Discussion Forum 8

**Note:** All work in this course must be submitted before midnight on Friday.
APPENDIX 2 - QUIZZES

1. 50% of the course grade will be based on quiz scores.

2. All tests in this course will be open book, objective tests consisting of true-false and multiple-choice questions.

3. Quizzes will test:
   • Assigned Terms & Concepts
   • Assigned chapters in Beyond Thinking and Moral Issues in Business
   • The Ethics, Economic Justice and Business Ethics Handout
   • The Capitalism Handout

4. Each quiz must be completed within the time period specified (i.e., by midnight on the Sunday of the week indicated or, in Week 10, by midnight on Friday.) A quiz that is completed or submitted after the deadline will receive a grade reduction or a failing grade.

5. Quizzes must be completed in Blackboard only.

6. Each quiz may be taken one time only so keep your sources handy for reference.

AN APPROACH TO ANSWERING MULTIPLE-CHOICE QUESTIONS
Maybe you already know this but, if you don't, guess what? There is a method to taking standardized, objective tests! Most people who draft objective questions - multiple-choice questions in particular - also use the analytic process that is the basis for this method as they draft exam questions. Students who use this method can, over the long run, improve their test scores. So, if you anticipate that multiple-choice exams will be part of your life for a while and if you are not using a method as you take such tests, you might want to study what follows here.

A. General orientation to multiple choice exam questions:
Typically, multiple-choice examination instructions direct you to select the "best" answer - not the correct answer. Thus, it is possible that the true and correct answer is not among the four options presented; that the four options provided are all correct or all incorrect, in some respects or under some circumstances. Among the four options provided, one will be superior to the others; one will be the best answer. The fact that your challenge is to select the best answer (and, not the correct answer) fundamentally alters the logical approach to analyzing and answering multiple-choice exam questions. The best way to stay calm, rational and in control in the context of a multiple-choice exam is to re-conceive each question following the method outlined below.

B. First, get yourself mentally oriented.
1) You are asked to select the best option from among, typically, four options. Note: You are asked to select the best option - not the correct option. The exam drafter may have presented four incorrect options or four correct options but one of them will be better (more correct or true; less incorrect or false) than the other options.
2) You have a **limited number** of options, one of which is the best option. All available options are there on the page in front of you. You are not required to wrack your brain in order to formulate the correct answer.

3) Therefore, do not read the question, stare at the ceiling intently while mentally formulating "the correct answer," and then look for a match among the four options offered. Guess what? It may not be there! Reading the "call" of the question and, then, formulating the correct answer in your head will lead to frustration and poor exam performance because it manifests a resistance to the core reality that your task is to choose among the offered options - not to formulate the correct answer.

3) Be controlled and methodical as you work through the examination.

4) Be very cautious about changing an answer once you've made a controlled, methodical decision. Exam professionals say that, statistically, changed answers most often result in lost points.

**C. Then, generally, follow these steps:**

1) Re-conceive of the exam as a true/false exam. (There, doesn't that relieve your anxiety already?)

2) Evaluate each option as through it were a true/false question.

3) If the option presented is clearly, flatly false, strike it from the field of options. Draw a line through the letter and move on. (Note: Every time you correctly strike an option, you increase the odds of selecting the best answer, even if you don't know the true answer to the question.)

4) If the option is sometimes or under certain circumstances true or if you are uncertain or if you have no idea whether the option is true or false, do not draw a line through the letter. "Carry it" and move on.

5) By a process of methodical elimination, reduce the field of available options. You may find that this elimination process results in only one option still standing or you may have to **compare** two that are still in the running.

6) If you must compare options, consider which is most false, false most frequently, or which requires a greater number of circumstances or qualifications in order to be true. Strike the option that is most false, false most frequently, etc.

7) Select the best answer.

**SAMPLE QUIZ QUESTIONS**

The following questions should confirm the general structure of questions presented on examinations in this course. You should be able to answer them easily after reviewing Ch. 1 of *Moral Issues in Business.*

1. **T / F** The study of ethics investigates questions of moral rules and moral concepts that govern and limit our conduct.

2. **T / F** Instinct is a better guide to what is morally right than is a consideration of the facts and ethical standards.

3. Which of the following is a true statement?
   A. Ethical conduct can never be based on logic.
   B. Ethical conduct relates to moral beliefs.
   C. Ethical conduct cannot be compatible with profit motives.
   D. Ethical conduct is always based on self-interest.

4. Professional codes of ethics are:
A. Special rules governing members of a profession.
B. Rules of conduct based on the Ten Commandments.
C. Licensing laws.
D. All of the above.

5. The "Golden Rule" is:
   A. "All that glitters is not gold."
   B. "Do unto others before they do unto you."
   C. "Honor thy father and thy mother."
   D. "Do unto others as you would have them do unto you."

Key:
1. T
2. F
3. B
4. A
5. D
APPENDIX 3 - DISCUSSION FORUM PARTICIPATION

• 30% of the course grade will be determined by the quality and consistency of a student’s participation in Discussion Board activities.

• "Participation" means regular and meaningful participation that demonstrates knowledge of the assigned materials, sharing meaningful insights with other members of the class.

Note: Nonparticipation is nonparticipation, regardless of good excuse. And, a student who has not prepared in advance is not capable of participating in any meaningful way. Therefore, being engaged and prepared are necessary preconditions to meaningful discussion participation. Additionally, because being engaged is so important, especially in an online environment, being unprepared for and/or not participating and/or being substantially late in 40% of the scheduled discussions may result in a course grade of “F” in the discretion of the instructor.

The Discussion Forum allows and encourages students to engage one another and collaborate with one another. Every week (except the last week), you will be asked to enter ("click on") the Discussion Board and participate in a Discussion Forum with others in the class. The activity is interactive, although not in real time. The professor will post one or more questions in each Discussion Forum. Each student is required to post an original, substantive response to the professor's question(s) (your "primary" posting) and one original, substantive comment on or critique of another student's response to the professor's question(s) (your "critique/commentary" posting).

Here are the details:
• All postings must be made between Monday and Sunday, except for the last week of class. Postings dated later than midnight on the last day of the week of the assignment will receive no credit.
• Each student must post a minimum of two postings for each Discussion Board question. One will be an original response to the question posed by the professor and one will be a substantive comment on or critique of another student's response. (By "substantive," I mean that the posting will incorporate and reflect the readings assigned for the week and any specific materials referenced by the Discussion Board question. Personal experiences and insights are relevant and potentially helpful but outside materials are not.)
• All primary postings (i.e., original responses to the question presented by the professor) must be posted by midnight on Thursday of the week of the assignment. In this way, all members of the class will have access to all original responses for several days prior to the Sunday deadline for all postings.
• All comments or critiques (i.e., of other student's original postings) must be posted by midnight on the last day of the week (Sunday, except for the last week).
• Each student will receive up to 10 points for each Discussion Forum. I will grade the quality of your original response and the quality of your comment to or critique of another student's response.
• In all of your postings, including your comments to or critiques of other students' responses, please be substantive and constructive. Integrate information from the assigned readings into your comments. Be thoughtful. Apply what you've learned in the class.
• One liners (e.g. "Right on!" or "I agree!" or "No way, Dude!") are not acceptable. Consider the medium that we are using to communicate. I have no way of knowing or understanding your thinking - your thought process - unless you reveal it by explaining how you reached your conclusions or judgments.
• I may or may not comment on individual student responses to the Discussion Forum question or to individual comments or critiques.
• I almost always post an "Overview" that reports on and responds to general trends by providing general comments to the class as a whole.
APPENDIX 4 - WRITTEN PAPERS & SAMPLE TOPICS

• 20% of the course grade will be based on a written paper.

Please note the following SIX requirements:
1. The topic must concern business ethics, the paper topic must be approved in advance by the instructor and there is a deadline for obtaining subject approval.

2. The paper must be original (i.e., original to this course; not previously submitted in a different course; not generated by some other student or internet vendor, etc.)
Note: See "A few words about plagiarism," below.*

3. The paper, including text, cover pages, bibliographies, etc., may be less but not more than 2,600 words and must be formatted as follows:
   • 12-point font
   • One-inch margins
   • 1 ½ or double-spaced

4. The paper must include, at a minimum, the following specific headings & content:
   • Ethics Issue(s) (Precisely identify the ethical question(s) that will be addressed in the paper.)
   • Facts (Should include all facts that should be considered in reaching a sound ethical judgment on the issue.)
   • Options and Analysis (In this section, the paper reasons toward moral judgments on the ethical issue which is the subject of the paper. Must include consideration of the approaches (i.e., analysis & judgment upon the defined ethical issue) that might be generated using three (three; no more & no less) major ethical principles (e.g., Divine Command, Natural Law, Libertarian, Utilitarian, Kant, fairness or distributive justice ethics) for guidance at least one of which must be rule-based and at least one of which must be consequence-based.)
   • Best Option (Must include a brief explanation of why this is the best option.)

Note: These exact words ("Ethics Issue," "Facts," etc.) must be used as headings in the above order in all papers.

5. The paper must use at least three credible or scholarly articles, three books or three reported, appellate cases or some combination thereof as page-specific, footnoted references* in the paper and these references must demonstrate that the cited articles and/or cases were read, in their entireties, by the author.
Note: Wikipedia is not a credible or scholarly source in this class.

* Citations and footnoting. There are several different approaches to proper citation and footnote form including APA, MLA and Chicago or Turabian. The differences between these approaches are stylistic in nature and not substantive. You may use any of these approaches. You may use numbered footnotes with the full citation presented at the bottom of the page, you may use numbered footnotes with the full citation presented on a "Footnotes" page attached to the end of your paper or you may embed the full citation within the text. My only requirements concerning citations are that 1) you must follow some standard form (e.g., MLA, APA, etc.) and 2) each citation must present full documentation, including the page of the book, magazine, etc. on which the quotation or fact was found. (Remember, the purpose of providing a citation is to allow the reader to locate and verify that which you have cited as authority.)
Here are some web sites that you may find helpful: http://www.aresearchguide.com/ and http://citationmachine.net/

6. A bibliography (i.e., a list of the books, articles, etc. used by the author in preparing the paper) must be attached as the last page to each paper.

**Thus, the materials submitted with the paper are to be assembled in this order:**
1) Text of paper and 2) Bibliography. A separate cover page is optional.

Note: Failure to conform to these requirements will result in a grade reduction.

**A few words about plagiarism.** As indicated on page 3, above, there is no place for academic dishonesty in this course. The policy here is a zero tolerance policy. Plagiarism, even inadvertent or unintended plagiarism, is a very serious matter and a finding of academic dishonesty will result in a grade of "F" (zero) on the assignment or a grade of "F" in the course in the instructor's discretion.

Plagiarism is 1) presenting another's idea or finding without proper attribution OR 2) using another's wording without both quotation marks and attribution.

If you are unsure what constitutes plagiarism and the steps that can be taken to avoid it, you may find this website helpful:

It is each student's responsibility to understand what plagiarism is and how to avoid it.

**Grading:** In grading written papers, emphasis will be given to the following:
1. Form (i.e., the student's ability to follow the requirements listed above),
2. Effective communication (including grammar, spelling, language usage, style, etc.), and
3. Content (i.e., a) the student's demonstrated ability to define and explain ethical principles, b) the student's demonstrated ability to apply ethical principles and c) the student's demonstrated ability to compare and contrast different judgments, decisions or outcomes that may be generated through the application of different ethical principles).

**SAMPLE TOPICS**
Written papers (and oral presentations) must concern pre-approved topics and no two students may address the same topic. Topics will be approved on a first-come, first-served basis via e-mail only.

Students are encouraged to independently identify topics relating to business ethics that are of interest to them. (If you identify you own topic, be careful to frame the issue clearly as a fact-based, ethical issue arising in a business environment.) On the other hand, you may choose a topic from the list below. In any event, all topics must be approved in advance.
If you choose from the list below, please send an e-mail of your first, second and third choices to gfast@laverne.edu Please **identify your choices by number**. (For example: "My topic choices are 27, 36 and 15.") If your first choice has not been taken, it will be yours. If your first choice has been taken, I'll determine whether your second choice has been taken, and so on.)

Hint: Select a topic in which you are genuinely interested! If you are interested in your subject, it will be easier to write and it will probably turn out to be a better paper overall. If you are bored by your topic, writing it will be painful and the result may be less than stellar.

**Potential Topics List**
1. Is it ethical to do business as a nuclear (or, hydroelectric) power company? (Choose one)
2. Is it ethical to sell a product that uses the internal combustion engine (e.g., automobiles, lawn mowers)?
3. Are the current methods of coffee harvesting and production ethical?
4. Is it ethical for a company to use public lands in its logging or ranching or mining) operations? (Choose one)
5. Is it ethical to produce beef (or chicken or pork) using current methods and practices? (Choose one)
6. Is it ethical for the government to support agribusiness through subsidies?
7. Is it ethical for a food manufacturer to promote sales of irradiated foods?
8. Is it ethical for a company to grow and sell genetically modified crops (or animals)? (Choose one)
9. Are American pharmaceutical companies ethical in their pricing policies?
10. Is it ethical to be in the business of selling tobacco (or, alcohol)? (Choose one)
11. Is it ethical to shift a company's manufacturing offshore?
12. Is it ethical for a company to engage in offshore banking?
13. Are the practices of the World Bank ethical?
14. Did Union Carbide conduct itself ethically in the Bhopal catastrophe?
15. Is it ethical to operate a "sweatshop" in the United States?
16. Is it ethical for a cosmetics company to use animals in the testing of potential products?
17. Is it ethical for a biotechnology company to use humans in the testing of potential products?
18. Is it ethical for a company to use sex in advertising and promotion (e.g., Hooters, Hawaiian Tropic)?
19. Is running an in vitro fertilization clinic (business) ethical?
20. Is it ethical to clear-cut timber on private land? On public land? (Choose one)
21. Should the Endangered Species Act be permitted to block or limit housing developments? Industrial expansion?
22. Is it ethical for an investment fund to hold shares in companies that make and sell weapons or munitions?
23. Is it ethical for U.S. companies to import goods or materials from Second or Third World countries when the goods or materials are produced with slave labor?
24. Is it ethical for U.S. companies to import goods or materials from Second or Third World countries when the workers who produced the goods or materials were paid less than the minimum wage established by law in the U.S.?
25. Is it ethical for a company to engage in "loss leader marketing?"
26. Is it ethical to buy or sell goods (e.g., cigarettes, music disks, firearms, etc.) on the black market?
27. Should the CEO go to jail when a corporation is found guilty of a crime?
28. Is globalization (i.e., the trend toward multi-national trade agreements such as NAFTA and international trade-governing bodies such as the WTO) ethical?
29. Is price discrimination ethical?
30. Is product churning ethical?
31. Should corporations be allowed to make unlimited political campaign contributions?
32. Is it ethical for a company to engage in "union busting" (i.e., trying to keep workers from joining to continuing to hold membership in the union)?
33. Is it ethical to test company employees for illegal drug use?
34. Is it ethical to intentionally misrepresent the truth during business negotiations?
35. Should doctors accept gifts (e.g., lunches or dinners at restaurants, office supplies, drug samples) from drug company sales representatives?
36. Is it ethical for a company to knowingly employ illegal aliens?
37. Is it ethical to sell diamond rings?
38. Is it ethical to sell foods containing genetically modified organisms (GMOs) without full disclosure on the packaging or label?
39. Is it ethical to falsify the issuance date of a stock option (i.e., post-dating or backdating)?
40. Is it ethical for an employer to adopt a policy that prohibits employees from accessing YouTube and other internet video sites? A policy that prohibits employees from bringing personal cell phones onto the premises?
41. In its business development/ growth strategy, relationship with suppliers, employment practices, etc., is Wal-Mart an ethical company? (Pick one area.)

Remember: If you are working from this list, please **identify your choices by number** when you send your selections to me.

**SAVING AND SENDING YOUR PAPERS:**

**Saving:** Before you send your paper to me, please save it as a Microsoft Word or Rich Text File (.rtf) only.

**Sending:** Send your paper as an email attachment to gfast@laverne.edu