UNIVERSITY OF LA VERNE
COLLEGE OF BUSINESS & PUBLIC MANAGEMENT
MGMT 353 ONLINE
LEGAL AND ETHICAL DIMENSIONS OF MANAGEMENT/CRN 1024 and CRN 1762
COURSE SYLLABUS/SPRING TERM 2011

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Class Dates: Monday, March 21, 2011 to Friday, May 27, 2011

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I. COURSE DESCRIPTION

This course is designed to provide students with an understanding of the American legal system, legal concepts, rules, and statutes that affect business organizations, and of the corresponding ethical issues facing the business community. This course will increase understanding of the important legal rules and concepts that impact business operations and the important legal issues facing business today. The course will help students develop sensitivity to the interrelationship of laws, ethics, and sound business decisions and assist them in gaining insight into the process of ethical reasoning and its use in addressing concrete problems arising in a business context. The course is also designed to achieve an understanding of foundational normative theories of ethics and their relevance and application to ethical issues arising in business management.

II. LEARNING OUTCOMES

After successful completion of this course, students will be able to:

- Describe the American judicial system.
- Identify the legal concepts, rules, and statutes that affect business organizations.
- Recognize the ethical issues facing the business community.
- Explain how important legal rules and concepts in specific areas of law impact business operations.
- Demonstrate sensitivity to the interrelationship of laws, ethics, and sound business decisions.
- Show insight into the process of ethical reasoning by the way concrete problems arising in a business context are addressed.
- Employ the various theories of ethics to issues arising in business management.

III. REQUIRED TEXT

Law, Business, and Society  
9th Edition  
By Tony McAdams, Nancy Neslund, and Kiren Dosanjh Zucker

IV. COURSE CONTENT

The course will include the following topics:

Business and Society
- Capitalism and the Role of Government
- Business Ethics
- The Corporation and Public Policy: Expanding Responsibilities
Introduction to Law
- The American Legal System
- Constitutional Law and the Bill of Rights
- Contracts
- Business Torts and Product Liability

Trade Regulation and Antitrust
- Government Regulation of Business
- Business Organizations and Securities Regulation
- Antitrust Law---Restraints of Trade
- Antitrust Law---Monopolies and Mergers

Employer-Employee Relations
- Employment Law I: Employee Rights
- Employment Law II: Discrimination
- Employment Law III: Labor-Management Relations

Selected Topics in Government-Business Relations
- Consumer Protection
- International Ethics and Law
- Environmental Protection
- Internet Law and Ethics

V. COURSE SCHEDULE AND ACTIVITIES

WEEK 1: March 21 to March 27
- Read Chapters 1 to 2, pp. 2-82
- Read this Course Syllabus. Use Blackboard and send the Instructor your “Course Syllabus Acknowledgment” (See Appendix A)
- Email the Instructor: (1) your class standing, i.e., if you are a Junior, or Senior, etc.; (2) if you are a CAPA student or a “regular” undergraduate; (3) if you are employed or not. If you are employed, where do you work and what do you do? If you also want to publicize your employment/business to your classmates, provide the appropriate contact information so your classmates can contact you if they want to. At all times respect your classmates’ privacy and do not send them unwanted/unsolicited communications. On the other hand, if you are currently unemployed, indicate where you last worked and what you did. (4) Finally, kindly indicate in the email if the Instructor can share any of this information with other members of the class. Clearly indicate if there is any information you do not want shared. The Instructor’s email address is at the top of the Course Syllabus.
- Take Quiz No. 1
- Participate in Discussion Forum 1
  Do you believe that there is an “American value system”? If so, what are the major components of the system? If you do not believe there is an “American value system,” why not? Explain your answers.

WEEK 2: March 28 to April 3
- Read Chapters 3 to 4, pp. 83-173

3
Take Quiz No. 2
Participate in Discussion Forum 2
Do you believe in “corporate social responsibility (sometimes also called corporate citizenship)”? Why or why not?
What role, if any, should the law play if a corporation’s owners make business decisions that only consider the welfare of the firm, without considering the welfare of society as a whole?

WEEK 3: April 4 to April 10
• Read Chapters 5 to 6, pp. 174-256
• Take Quiz No. 3

WEEK 4: April 11 to April 17
• Read Chapters 7, 8, and 9, pp. 257-397
• Take Quiz No. 4
• On April 11 submit 1-2 page outline of the Final Project.
• Participate in Discussion Forum 3
  Read the Practicing Ethics piece in your textbook entitled “Excessive Executive Compensation?” on pages 359-360. Respond to questions 1 and 2.

WEEK 5: April 18 to April 24
• Review Chapters 1 to 9
• Take Midterm Exam (Coverage: Chapters 1 to 9)

WEEK 6: April 25 to May 1
• Read Chapters 10 to 11, pp. 398-460
• Take Quiz No. 5

WEEK 7: May 2 to May 8
• Read Chapters 12 to 13, pp. 462-559
• Take Quiz No. 6

WEEK 8: May 9 to May 15
• Read Chapters 14 to 15, pp. 560-632
• Take Quiz No. 7
• Participate in Discussion Forum 4

WEEK 9: May 16 to May 22
• Read Chapters 16, 17, and 18, pp. 633-747
• Take Quiz No. 8
• Participate in Discussion Forum 5
  Here in the U.S. consumers are protected against unfair and deceptive trade practices. Should an American company be socially responsible to other countries where its goods and services are sold? Explain.
• On May 16 submit Final Project
WEEK 10: May 23 to May 27
- Review Chapters 10 to 18
- Take Final Exam (Coverage: Chapters 10 to 18)
- Submit electronic evaluation of the course

VI. ASSESSMENT AND GRADING
Your final course grade will be determined by using the following percentages:
- Discussion Forum........... 25%
- Quizzes..................... 15%
- Midterm Exam............... 25%
- Final Project............... 10%
- Final Exam.................. 25%

Your final course grade will be computed in this manner:

1. Each activity will have a certain number of maximum points assigned:
   - Discussion Forum........... 20 points per Discussion Forum
   - Quiz......................... 20 points per Quiz
   - Midterm Exam............... 100 points
   - Final Project............... 100 points
   - Final Exam.................. 100 points

2. The points a student receives in an activity will have a corresponding letter grade.
   - Discussion Forums and Quizzes:
     A .................. 19-20
     A- .................. 17-18
     B+ ................. 15-16
     B .................. 13-14
     B- ................. 11-12
     C+ ................. 9-10
     C .................. 7-8
     C- ................. 5-6
     D .................. 3-4
     F .................. 0-2
   - Midterm Exam:
     A .................. 91-100
     A- .................. 81-90
     B+ ................. 71-80
     B .................. 61-70
     B- ................. 51-60
     C+ ................. 41-50
     C .................. 31-40
     C- ................. 21-30
     D .................. 11-20
     F .................. 0-10
   - Final Project:
     A .................. 91-100
3. A student’s letter grades for the Discussion Forum participation and Quizzes will be changed to their numerical equivalents. The University Catalog, available online (http://laverne.edu/catalog/), provides the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The student’s numerical equivalents will be added, totaled, and divided by the number of activities. For example:

Student X received the following grades for his/her Discussion Forum participation:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DF 1</td>
<td>DF 2</td>
<td>DF 3</td>
</tr>
<tr>
<td>A</td>
<td>A-</td>
<td>B+</td>
</tr>
<tr>
<td>4.0</td>
<td>3.7</td>
<td>3.3</td>
</tr>
<tr>
<td>DF 4</td>
<td>DF 5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

Total: 13.7

13.7 ÷ 5 = 2.74
2.74 x 0.25 = 0.685 (Discussion Forum component of Final Course Grade)
Student X also received the following grades for his/her Quizzes:

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Grade</th>
<th>Numeric Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>Q2</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Q3</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Q4</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>Q5</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>Q6</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Q7</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>Q8</td>
<td>B+</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Total: 16.0

16.0 ÷ 8 = 2.00

2.00 x 0.15 = 0.300 (Quiz component of Final Course Grade)

4. The student’s Midterm Exam score, Final Project score, and Final Exam score will determine the letter grades for those activities. See No. 2 above for the scale.

Continuing our example:

Student X’s score for the Midterm Exam is 82 or an A- (3.7).
Student X’s score for the Final Project is 75 or a B+ (3.3)
Student X’s score for the Final Exam is 87 or an A- (3.7).

Midterm Exam: 3.7 x 0.25 = 0.925 (Midterm component of Final Course Grade)
Final Project: 3.3 x 0.10 = 0.33 (Final Project component of Final Course Grade)
Final Exam: 3.7 x 0.25 = 0.925 (Final Exam component of Final Course Grade)

5. All the Final Course Grade components will be added and the corresponding letter grade assigned:

For example:

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student X’s Discussion Forum component</td>
<td>0.685</td>
</tr>
<tr>
<td>Student X’s Quiz component</td>
<td>0.30</td>
</tr>
<tr>
<td>Student X’s Midterm component</td>
<td>0.925</td>
</tr>
<tr>
<td>Student X’s Final Project component</td>
<td>0.33</td>
</tr>
<tr>
<td>Student X’s Final Exam component</td>
<td>0.925</td>
</tr>
<tr>
<td>Total</td>
<td>3.165</td>
</tr>
</tbody>
</table>

Per the University Catalog, 3.165 would be a B. Student X’s Final Course Grade is a B.

VII. MISSED/LATE SUBMISSIONS AND/OR EXAMS

1. A student who misses a Quiz will get no credit for the activity missed.
2. A student who does not participate in a Discussion Forum will get no credit for that activity. A student who does not follow instructions and does any of the following for a Discussion Forum will only receive a maximum of one (1) point for that activity:
   a. The student submits less than the minimum number of postings;
   b. The student is late in making the first Discussion Forum posting; i.e., after midnight Thursday of the week the Discussion Forum is due;
   c. The student’s first response is a response to a classmate’s posting instead of first answering the Discussion Forum questions the Instructor posed for that week.
3. Late submission of the Final Project Outline will result in point deductions from the Final Project grade. A student who is late in submitting the Final Project will receive one letter grade lower. After May 22, no credit will be given for the late Final Project.

4. If a student misses the midterm exam and/or final exam because of an extreme medical emergency, he/she may be allowed to take the missed exam after he/she waives his/her medical confidentiality rights and submits to the Instructor whatever evidence is requested concerning the medical emergency. If a student misses the midterm exam and/or the final exam because of an extreme medical emergency that does not require hospitalization/doctor’s attention, the student must still waive his/her medical confidentiality rights and submit to the Instructor all relevant evidence requested. The Instructor, based on the evidence submitted, may or may not decide to allow the student to retake the missed exam. The Instructor’s decision is final.

VIII. INCOMPLETE GRADES (INC)

An Incomplete Grade (INC) is not given automatically or lightly. Anyone requesting an Incomplete shall have to do so in writing and the following conditions must be met:

1. At least 50 percent of the course activities have been completed;
2. The student is earning at least a minimum “B” grade.

Finally, the Instructor will review the Request for Incomplete, may reject or amend the contract as submitted by the student, and reserves the right to require an earlier deadline for completing the course. In all other events, students who receive an INC must complete the course by the specified deadlines set by the University.

IX. ACADEMIC HONESTY

Plagiarism and cheating will not be tolerated. You are also responsible for reading and adhering to the University’s policies (as contained in the current University Catalog, http://laverne.edu/catalog) on Classroom Conduct, Academic Honesty, and Student Behavior Standards.

X. CONTACTING THE INSTRUCTOR/FEEDBACK

The Instructor’s contact information is provided at the top of this Course Syllabus. If you send an email, please include in the subject line “MGMT 353.” While all attempts will be made to respond to your queries as soon as possible, the Instructor cannot, and does not, promise immediate/same day responses. Please be patient if you do not get a response as soon as you would like. You are not being ignored; something may just have come up that delayed the response time.

The Instructor will offer you feedback as is deemed necessary or when you request it. The feedback may include advice on how to prepare for your exams, quizzes, and Final Project.

XI. TECHNICAL DIFFICULTIES

This is an online course and invariably computer-related problems may arise. If you encounter any technical difficulties please use the following contact information:

Center for Teaching & Learning Helpline Number: (909) 593-3511 ext. 4089
Email Help: (909) 593-3511 ext. 4130; help@laverne.edu
MyULV Login Help: (909) 593-3511 ext. 4001 or 4002
XII. AMENDMENTS

The Instructor reserves the right to revise this Course Syllabus at any time without notice.

APPENDIX A

COURSE SYLLABUS ACKNOWLEDGMENT

1. Read the Course Syllabus and submit the Course Syllabus Acknowledgment in Week 1. If you can read the Course Syllabus earlier and submit the Acknowledgment before Week 1, so much the better.

2. Submit the Course Syllabus Acknowledgment by copying all the text that appears inside the box that follows and supply the information requested. Go to Blackboard and then send the information to the Instructor.

ACKNOWLEDGMENT OF ACCESS AND REVIEW OF THE COURSE SYLLABUS AND OF READING AND UNDERSTANDING THE POLICIES AND PROCEDURES FOR MGMT 353 LEGAL AND ETHICAL DIMENSIONS OF MANAGEMENT

I have accessed and reviewed a copy of the Course Syllabus for MGMT 353 LEGAL AND ETHICAL DIMENSIONS OF MANAGEMENT. I have also read and understand the policies and procedures for the class contained therein (including the Course Description, Learning Outcomes, Required Text, Course Content, Course Schedule and Activities, Assessment and Grading, Missed/Late Submissions and/or Exams, Incomplete Grades, Academic Honesty, Contacting the Instructor/Feedback, Technical Difficulties, Amendments, and the Appendices).

By sending you this text via Blackboard, I acknowledge reading and understanding the Course Syllabus, including the policies and procedures. I further understand that the material contained in the syllabus, and any amendments, will be binding on me while I am enrolled in MGMT 353.

Name: [type your name in this space]
Date: [type the date in this space]
Student I.D. No.: [type your student I.D. number in this space]
Term: [type “Spring 2011” in this space]

Please do not send me the entire Course Syllabus; just the Acknowledgment text with the information requested (your name, student number, etc.). Contact “Blackboard Help” if you need assistance with Blackboard and its features (see Part XI on page 8).
Failure to (1) access and review the Course Syllabus, (2) read and understand the policies and procedures for the course, and (3) cut, paste, and send the relevant text, via the specified mode of communication, to the Instructor by April 3, will result in point deductions and/or being asked to drop the course. For each day, or a fraction thereof, after April 3 that the Course Syllabus Acknowledgment is not submitted, 20 points (or the equivalent of one quiz) will be deducted from the student.

APPENDIX B

DISCUSSION FORUM DETAILS

A. INSTRUCTIONS

1. During selected weeks in the semester go to Blackboard, click on the Discussion Forum button, and participate in the Discussion Forum for that week. Familiarize yourself with this Blackboard feature so that you can learn how to read a contribution from a classmate and then add your own thread to the discussion.

2. Participation is interactive and you participate by making postings. Your first posting will answer the Discussion Forum question/s for that week. Your second and/or succeeding postings will be comments/critique of your classmates’ responses.

3. There must be a minimum of two (2) postings per student. Your first posting (the response/answer to the week’s Discussion Forum question/s) MUST BE SUBMITTED BY THURSDAY OF THAT WEEK BECAUSE STUDENTS ARE REQUIRED TO COMMENT ON THEIR CLASSMATES’ RESPONSES. The second, and/or succeeding, posting/s must be posted before Sunday midnight.

4. You will be given points (a maximum of 20 points per Discussion Forum) based on your participation for at least the minimum number of postings and the quality of your responses/comments/critique. You will only get one (1) point for a Discussion Forum if you do not follow instructions and you do any of the following: (1) submit less than the minimum number of postings; (2) make a late first posting, i.e., after midnight Thursday of the week the Discussion Forum is due; (3) respond to a classmate’s posting instead of first answering the Discussion Forum questions the Instructor posed for that week. See the Discussion Forum Grading Rubric and Discussion Forum Response Examples.

5. One line responses are not acceptable. You must write more than “Yes” or “No” or “I agree” or “I don’t agree,” etc. After giving such an answer, you must explain and provide reasons to back up your answer. Be thoughtful when responding and recall the readings and any relevant work experience or knowledge learned in other classes to support your answers/arguments.

6. Due to the impersonal nature of the online environment, please observe proper Netiquette (Appendix G) when posting and responding. You can make a written argument without being rude or obnoxious. In fact, be extra polite; more than you would be if you were in a physical classroom setting.
7. Do not use emoticons (for example: :-( or :-D ) or “texting” abbreviations like “LOL,” “BTW,” “IMHO,” etc.

8. When appropriate the Instructor will comment on the responses or provide additional information.

B. DISCUSSION FORUM QUESTIONS

WEEK 1: March 21 to March 27
- Questions for Discussion Forum 1
  Do you believe that there is an “American value system”? If so, what are the major components of the system? If you do not believe there is an “American value system,” why not? Explain your answers.

WEEK 2: March 28 to April 3
- Questions for Discussion Forum 2
  Do you believe in “corporate social responsibility (sometimes also called corporate citizenship)”? Why or why not?
  What role, if any, should the law play if a corporation’s owners make business decisions that only consider the welfare of the firm, without considering the welfare of society as a whole?

WEEK 3: April 4 to April 10
- No Discussion Forum Question.

WEEK 4: April 11 to April 17
- Participate in Discussion Forum 3
  Read the Practicing Ethics piece in your textbook entitled “Excessive Executive Compensation?” on pages 359-360. Respond to questions 1 and 2.

WEEK 5: April 18 to April 24
- Midterm Exam (Coverage: Chapters 1 to 9)

WEEK 6: April 25 to May 1
- No Discussion Forum Question.

WEEK 7: May 2 to May 8
- No Discussion Forum Question.

WEEK 8: May 9 to May 15
- Question for Discussion Forum 4

WEEK 9: May 16 to May 22
- Question for Discussion Forum 5
  Here in the U.S. consumers are protected against unfair and deceptive trade practices. Should an American company be socially responsible to other countries where its goods and services are sold? Explain.
WEEK 10: May 23 to May 27
• Final Exam (Coverage: Chapters 10 to 18)

C. DISCUSSION FORUM GRADING RUBRIC

Student answered the question/s posed (2 points) _______

Student demonstrated understanding of the assigned materials (3 points) _______

Student gave reasons for the answer/s given (5 points) _______

Reasons given were supported by readings, personal experience, knowledge learned from other subjects, etc. (8 points) _______

Student expressed his/her views with clarity, directness, and civility; followed instructions (2 points) _______

TOTAL POINTS PER DISCUSSION FORUM 20

D. EXAMPLES OF A GOOD DISCUSSION FORUM’S FIRST AND SECOND RESPONSES

Question: Do you think employers should be allowed to conduct drug testing as a precautionary measure, or should some evidence of impaired performance be required first? Why?

Student X’s First Response: Yes, I think employers should be allowed to conduct drug testing as a precautionary measure. Whatever the business, employers are providing a product or service to someone and drug testing simply insures that the employees will be able to perform their jobs properly. A drug-impaired employee cannot provide the level of service or produce the required product as compared to an employee who is not on drugs. Moreover, the drug-impaired employee might endanger himself/herself, co-employees, and even customers. Our chapter reading showed the statistics of job-related injuries that were suffered because of drugs.

Student Y’s First Response: Yes, employers should be allowed to conduct drug testing as a precautionary measure. It is really a public safety issue. I worked in law enforcement and drug testing was simply a question of public safety. Other industries like the airlines, public transportation operators, physicians, etc. all have some form of drug testing policy.

Student X’s Second Response: I agree with Y that general public safety is another reason, in addition to the ordinary job performance reason I stated. I understand that some people may feel that drug testing is too intrusive; that it violates one’s privacy. If the employee had no contact with the general public (e.g., an artist), it could be argued that there wouldn’t be a public safety concern. However, even if an employee claimed that he/she was not “hurting” anyone by smoking pot, that smoking weed was his/her own business, the employer would still not be able to expect 100% performance. The employer would be paying a salary to someone who is underperforming.

Student Z’s First Response: I do not agree that employers should be allowed to conduct drug testing as a precautionary measure. I believe that drug testing, without an initial showing that performance is impaired, is a violation of one’s privacy and is too intrusive. Studies that were cited in our readings have shown how often drug testing has resulted in false-positive readings. Before mandating drug testing we should first make sure about the reliability of
the tests. Student X’s point about a person smoking weed on the job is underperforming is, I believe, too broad an assertion. A person who has smoked marijuana may not necessarily be so impaired that he/she cannot do the job 100%. And since the question does not specify what drugs would be tested for, it is hard to imagine a person “underperforming” if he/she took some cough syrup that contained a regulated substance/ingredient.

APPENDIX C
QUizzes’ Details

A. INSTRUCTIONS

1. Every week during the semester go to Blackboard, click on the Assignments button, and take the quiz for that week. Every quiz has 20 True/False questions, one (1) point per question.

2. The quiz must be completed in Blackboard and within the due dates. For example, you will have from March 21 to March 27 to prepare for and take Quiz No. 1.

3. Do not email or fax the Instructor your quiz answers.

4. After you have read the assigned chapters you may want to first download/print a hard copy of the quiz. Answer the questions on the hard copy, check your answers, and go back to Blackboard to take the quiz. You may only take the quiz on Blackboard once.

5. To print a quiz prior to taking it online, follow these steps:
   a. Go to the week in question and click on the Quiz button.
   b. You have two attempts per quiz and can use the first attempt to print the page that contains all the 20 True/False questions. If you have difficulty printing with your system, kindly contact Blackboard Help (the contact info is on page 8 of this Course Syllabus).
   c. Answer the questions off-line and then use your second and last attempt to input your answers.
   d. Submit your answers during the week the quiz is due and the system should automatically tell you how many points you got out of the twenty.

6. Complete the quizzes and save copies. Be sure to check what questions you got wrong. The Instructor will randomly select questions from the quizzes to include in the Midterm and Final Exams.

B. QUIZ COVERAGE

WEEK 1: March 21 to March 27
   • Read Chapters 1 to 2, pp. 2-82
   • Take Quiz No. 1

WEEK 2: March 28 to April 3
   • Read Chapters 3 to 4, pp. 83-173
   • Take Quiz No. 2

WEEK 3: April 4 to April 10
   • Read Chapters 5 to 6, pp. 174-256
• Take Quiz No. 3

WEEK 4: April 11 to April 17
  • Read Chapters 7, 8, and 9, pp. 257-397
  • Take Quiz No. 4

WEEK 5: April 18 to April 24
  • Review Chapters 1 to 9
  • Take Midterm Exam (Coverage: Chapters 1 to 9)

WEEK 6: April 25 to May 1
  • Read Chapters 10 to 11, pp. 398-460
  • Take Quiz No. 5

WEEK 7: May 2 to May 8
  • Read Chapters 12 to 13, pp. 462-559
  • Take Quiz No. 6

WEEK 8: May 9 to May 15
  • Read Chapters 14 to 15, pp. 560-632
  • Take Quiz No. 7

WEEK 9: May 16 to May 22
  • Read Chapters 16, 17, and 18, pp. 633-747
  • Take Quiz No. 8

WEEK 10: May 23 to May 27
  • Review Chapters 10 to 18
  • Take Final Exam (Coverage: Chapters 10 to 18)

APPENDIX D
MIDTERM EXAM DETAILS

A. INSTRUCTIONS

1. On Week 5 (April 18 to April 24) go to Blackboard, click on the Assignments button, and take the Midterm Exam. The Midterm Exam is an open book exam and will consist of 100 True/False questions.

2. The Midterm must be completed in Blackboard and within the due dates.

3. Do not email or fax the Instructor your Midterm Exam.

4. You may only take the exam on Blackboard once. Unlike the quizzes you cannot print the Midterm Exam before taking it online.
B. MIDTERM EXAM COVERAGE

1. The Midterm Exam will cover Chapters 1 to 9. It will be on Week 5: April 18 to April 24.

APPENDIX E
FINAL PROJECT DETAILS

A. INSTRUCTIONS

1. Each student is required to submit one research paper from the list of specified topics. Students should discuss the topic selected in-depth, according to the Final Project format.

2. On April 11 submit a 1-2 page outline that describes the topic you have chosen and the major points you expect to make. Extra points will be given to students who can also provide a preliminary bibliography. Submit the outline via Blackboard.

3. On Monday, May 16 the Final Project paper is due. Submit it via Blackboard.

B. FINAL PROJECT LIST OF TOPICS

Topics that are not acceptable for Spring 2011 include media images of women and the impact on young girls, health care, child labor, wrongful hiring and/or firing, medical marijuana, migrant farm workers, steroid use in major sports, undocumented workers, stem cell research, blood diamonds, Second Amendment/gun issues.

The following is a list of possible topics (with exceptions) for your Final Project paper. The paper must identify and describe the legal, business, and ethical dimensions of the problem/s related to the topic chosen. The paper should also propose solutions to the problem/s. Check the Final Project Format and Final Project Grading Questions/Factors/Considerations for more information.

Business, Environment
“Green” marketing and production
Pollution: air (automobile industry, ozone), water
Global warming/climate changes
Forests: old-growth, endangered species
Recycling (bottles, plastics, diapers, etc.)
Waste: toxic and non-toxic
Amazon rain forests
Global financial crisis

Business, Employment, Labor Topics
CEO/senior management compensation
Raiding employee pension plans
Pensions and health benefits
Radio Frequency Identification Devices
Using off-shore labor: athletic shoes, garment industry, information technology (IT) support
Outsourcing professional services (call centers/help desks abroad)
Maquiladoras
Mutual fund scandals/banking scandals/mortgage lending scandals/investor fraud scandals (e.g., Madoff’s Ponzi scheme)
“Living” Wage
Migrant farm workers [not acceptable as a topic for Spring 2011]
Migrant workers: minimum wage, sweatshops
Employee rights: surveillance, drug testing, AIDS testing, privacy (email, dating, health
information), hiring and firing procedures [not acceptable as a topic for Spring 2011], layoffs
and termination, etc.
Downsizing, mergers and acquisitions

Consumer Topics
Gas prices
Consumer financial lending (mortgage meltdowns, predator lending)
California power industry
SUVs
Potentially harmful products: tobacco (cigarettes, cigars, chewing tobacco---especially
when marketed abroad), alcohol, firearms and ammunition (especially assault
weapons, cop-killer bullets), product liability (breast implants)
Consumer safety (product recalls, lead paint in toys/tainted food; e.g. milk, peanut butter)

Education
The cost of textbooks
Cost of higher education
Sale of term papers, etc.

Food and Drugs
Food issues: trans-fat, hydrogenated oils
Genetically engineered foods
Irradiated food
Drug and supplement use in professional sports (screening, impact on youth, etc.)
Cost of prescription drugs
Internet pharmacies
Food recalls

Health, Medicine, Science Topics
Energy: renewable sources, sustainability
Offshore drilling
Stem cell research [not acceptable as a topic for Spring 2011]
Information Technology, China, and human rights
Biotechnology: cloning, genetically modified organisms, etc.
Rights of non-human animals: product testing, food production, research
Commercialization of space
Space tourism

Legal Issues
Increasing regulations on banks and other businesses
“Slave insurance” and reparations
Human rights issues and multinational corporations (e.g. Unocal in Myanmar)
Discrimination: race, sex, disability, age, sexual orientation, etc.
Non-documentated workers [not acceptable as a topic for Spring 2011]
Pornography: print, films, video, Internet
Antitrust issues and professional sports
Bribery (Foreign Corrupt Practices Act)
World War II corporations and slave labor
War veterans and medical treatment
War on Terror

**Media, Entertainment Topics**
Downloading music and videos
Minors in advertising, entertainment industries
Children and Media Violence (TV, movies, video games, etc.)
Media images of women (impact on young girls) [not acceptable as a topic for Spring 2011]
Media images of minorities

**Technology**
E-commerce, Internet, privacy

**Miscellaneous**
For-profit prisons
For-profit hospitals

Don’t see a topic you like? Any topic related to business and ethics and law may be considered except those that have been listed as not acceptable for Spring 2011. Contact the Instructor with your ideas.

**C. FINAL PROJECT FORMAT**

On April 11, in Week 4 (April 11 to April 17), submit a 1 to 2 page outline of the Final Project. Have a tentative title and identify the problem/s and topic you plan on discussing in your paper. In your outline be sure to also tentatively identify the legal, business, and ethical dimensions of the problem/topic you have chosen and your proposed solutions.

Your Final Project outline should have the following parts and headings:
- **Title** (separate heading not required)
- Introduction/history of topic/problem
- Legal Dimensions of the Problem
- Business Dimensions of the Problem
- Ethical Dimensions of the Problem
- Discussion and Analysis
- Proposed Solutions
- Conclusion

It is recommended that students use the American Psychological Association (APA) format.

**D. FINAL PROJECT GRADING QUESTIONS/FACTORS/CONSIDERATIONS**

The Final Project is worth 10% of your final course grade. Your Instructor will grade your Final Project (total of 100 points) by using these questions/factors:

**Introduction/History of Topic/Problem** (15 out of 100 points)
- Was there a clear statement of the topic/problem/hypothesis? Did the student take a stand of the topic/problem chosen?
Did the student provide enough information/history so that the Instructor could understand/appreciate the problem?
Did the student provide the appropriate heading?

**Legal Dimensions of the Problem** (15 out of 100 points)
- Did the student clarify if the problem was brought about by laws or regulations having been broken? If so, what were those laws or regulations?
- What laws or regulations, if any, determine or limit a company’s or the industry’s efforts to resolve the problem?
- Are there any major court cases that determine or limit what a company/industry may or may not do to resolve the problem?
- Is there any pending litigation or is there the likelihood of lawsuits being filed?
- Is the solution legal?
- If there are no laws or cases that apply, did the student say so?
- Did the student provide the appropriate heading?

**Business Dimensions of the Problem** (15 out of 100 points)
- Did any business/financial factors contribute to the problem?
- Did the student point out any business/financial implications of any of the legal issues?
- Did the student point out the business/financial implications of any ethical issues?
- What are the business/financial implications of the solution?
- Does the solution make sense from a business/financial point of view?
- Is the solution affordable? To a company? To the industry?
- Did the student provide the appropriate heading?

**Ethical Dimensions of the Problem** (15 out of 100 points)
- Did the student state why he/she thinks the problem is an ethical issue?
- Were the ethical issues stated in a simple, straightforward manner and related to how a business/industry is run?
- What is the amount and type of tangible good and harm involved in the problem and solution?
- Are the actions being done by a company or the industry ethically defensible?
- Are the solutions ethically defensible? Acceptable?
- Is there a conflict of rights? Can the conflict be resolved?
- Did the student provide the appropriate heading?

**Discussion and Analysis** (15 out of 100 points)
- Did the student discuss the legal, business, and ethical dimensions clearly?
- Were the problem/s and solution/s clearly discussed, analyzed, and explained?
- Were any assumptions identified and explained?
- Did the student include supporting data and evidence?
- Did the student provide the appropriate heading?

**Proposed Solutions** (10 out of 100 points)
- Are the solutions realistic and practical?
- Are the solutions legal, fiscally responsible, and ethical?
- Did the student provide the appropriate heading?

**Conclusion** (5 out of 100 points)
Did the conclusion follow from the discussion and analysis? Was it logical and persuasive?
Did the student introduce any new material in the conclusion that was not covered previously?
Did the student provide the appropriate heading?

Miscellaneous Considerations (10 out of 100 points)
- Grammar, spelling, punctuation, etc.
- APA style
- Plagiarism/academic honesty
- On-time submission of Final Project Outline

APPENDIX F
FINAL EXAM DETAILS

A. INSTRUCTIONS

1. On Week 10 (May 23 to May 27) go to Blackboard, click on the Assignments button, and take the Final Exam. The Final Exam is an open book exam and will consist of 100 True/False questions.

2. The Final Exam must be completed in Blackboard and within the due dates.

3. Do not email or fax the Instructor your Final Exam.

4. You may only take the exam on Blackboard once. Unlike the quizzes you cannot print the Final Exam before taking it online.

B. FINAL EXAM COVERAGE

1. The Final Exam will cover Chapters 10 to 18. It will be on Week 10: May 23 to May 27.

APPENDIX G
NETIQUETTE

There are many sources that you can consult about netiquette (or network etiquette). The following is from the University of Minnesota:
(http://webct.umn.edu/students/tips/tips_5.shtml)

Practicing Good Netiquette

“Over the past several years, a few guidelines regarding the polite, constructive conduct of online communication have become widely accepted. These guidelines are commonly referred to as ‘netiquette.’ Netiquette helps to make electronic messages easier to understand by suggesting some conventions for language and usage.

“Be Respectful
“Someone in the online discussion will say something you don't like. Regardless, always keep your responses constructive.

- Never resort to ‘flaming’ (insults and/or personal attacks). Avoid broad judgments and generalizations.
- Just as you refrain from making personal attacks, refrain from taking challenges or disagreements to your positions personally when they are not meant to be personal. A difference in opinion is not disrespect for you or for your own right to an opinion, it is simply a difference of opinion.
- Only address the content of a person's message.
- Whenever possible, support your views with evidence from readings or your own experiences.

“Keep Your Responses On-Topic

“If someone mentions something that interests you but does not relate to the discussion, send an e-mail to just that person.

- If you received the message via e-mail, use the reply function, but check to see that you are replying to only the sender's e-mail address, not the address for the class e-mail list.
- If you received the message via a threaded discussion tool, send a message to just that one person using their regular e-mail address or the e-mail feature in [Blackboard].

“Post Messages to the Appropriate Audience

“Be sure to post your questions and responses to the appropriate people using the appropriate tool.

“If you have administrative concerns, such as questions about due dates or the grading of your papers or tests, send an e-mail message to just the instructor.

“Quote Responsibly and Reply Substantially

“Include excerpts of the original message when adding your ideas to the discussion.

- When quoting others' e-mail messages, always include their names and, if possible, their e-mail addresses.
- Quote only those portions of a message that set the context for your response rather than the entire message.
- Always weigh whether your comments contribute substantially to the discussion before you post your message.
- Avoid making comments such as, "I agree" or "I disagree," without elaborating. You will frustrate your peers by not adding much to the discussion, yet adding messages to their inboxes.

“Keep Your Responses Jargon-Free

“Always define terms and acronyms fully before using them.
The convention for defining acronyms is to spell out the term the first time you use it, then put the acronym in parentheses: for example, Academic and Distributed Computing Services (ADCS). Each additional time you mention this term, use the acronym. This rule applies particularly to the use of Internet-related acronyms like BTW (by the way), AFAIK (as far as I know), and IMHO (in my humble opinion). Such abbreviations confuse new Internet users, so please be polite and define these terms in parentheses the first time you use them in a message or don't use them at all.”

APPENDIX H
SELECTED RESOURCES

A. WILSON LIBRARY

* Employment and employee rights / Patricia H. Werhane, Tara J. Radin, with Norman E. Bowie/ Wilson Stacks HD6971.8 .W468 2004
Employment, moral rights, and mental models -- The public/private distinction and its influence on employment practices -- Employment-at-will: history, evolution, and current application -- The employee's voice: due process, whistleblowing and workplace democracy -- Employee accountability and the limits of role responsibilities -- Meaningful work and the development of employment relationships -- Employment practices as economic value added -- Diversity, affirmative action, and equity in employment practices -- Future directions for employment.

Obligation, self-interest, and the development of modern society -- Free enterprise and the power of business -- Economic culture and the legitimacy of self-interest -- Technology, liberalism, and the weakening of moral constraints -- The crisis of morality and the moral culture of contemporary society -- The moral tensions of management -- The challenge of contemporary management -- The challenge for contemporary society. Includes bibliographical references (p. [261]-290) and index.

Phases of cross-cultural experience -- Cultural and communication challenges -- Settling into new surroundings -- Coming home -- Managerial insights -- Values and ethics -- The meaning of work and personal values -- Ethics and corporate social responsibility -- Managerial insights -- Power and group dynamics -- Power and authority -- Individuals and groups -- Managerial insights -- Doing business together -- The multicultural workplace -- Customer service -- Teams and alliances -- Managerial insights. Includes bibliographical references.


* Ethics, law, and aging review. Editor: Marshall B. Kapp. Each volume has distinctive title (e.g., Focus on consumer-directed care and older persons v. 6; Liability issues and risk management in caring for older persons v. 7; Issues in conducting research with and about older persons v. 8). CONTINUES: Journal of ethics, law, and aging 1076-1616 (DLC) 96660011 (OCoLC)33823585

* How come every time I get stabbed in the back my fingerprints are on the knife? and other meditations on management / Jerry B. Harvey/ Wilson Stacks HD58.7 .H377 1999. Some thoughts about organizational backstabbing or how come every time I get stabbed in the back my fingerprints are on the knife? -- The spin doctors : an invitation to meditate on the organizational dynamics of the Last Supper and why Judas was not the traitor -- On the ethics of standing for something or sitting on our duffs -- Learning to not* teach -- Prayers of communication and organizational learning -- This is a football: leadership and the anaclitic depression blues -- What if I really believe this stuff? -- Musings about the elephant in the parlor or "who the hell is Elliot Jaques?" -- On tooting your own horn or social intervention as the process of releasing flatus in the confines of religious institutions -- Ode to Waco: when bizarre organizational behavior is concerned, God works in strange and mysterious ways -- When we buy a pig : the tragedy of the no-nonsense manager. Includes bibliographical references (p. 255-260).


NOTE: You may also check the following subjects for other suitable publications:
Business communication -- Cross-cultural studies.
Business ethics.
Business ethics -- Europe.
Conduct of Life
Decision-making -- Moral and ethical aspects.
Employee rights.
Employee rights -- United States.
Free enterprise -- Moral and ethical aspects.
Globalization.
Industrial management -- Moral and ethical aspects.
Industrial management -- Moral and ethical aspects -- Europe.
International business enterprises -- Management -- Case studies.
International business enterprises -- Moral and ethical aspects.
Management -- Moral and ethical aspects.
Management -- Moral and ethical aspects -- Case studies.
Management rights.
Moral conditions.
Organizational behavior -- Moral and ethical aspects.
Organizational learning.
Political ethics -- United States -- Periodicals.
Public administration -- Moral and ethical aspects -- United States -- Periodicals.

B. COLLEGE OF LAW LIBRARY

* An introduction to the principles of morals and legislation by Jeremy Bentham/ with an introduction by Laurence J. Lafleur/ Law Library Stacks B1574.B33 I5 1948

* The ontological foundation of ethics, politics, and law / Francesco Belfiore/ Includes bibliographical references (p. [457]-481) and index/ Law Library Stacks BJ1031 .B454 2007

* Rights and persons / A. I. Melden/ Includes bibliographical references and index/ Law Library Stacks JC571 .M396


* The Supreme Court in the American legal system / Jeffrey A. Segal, Harold J. Spaeth, Sara C. Benesh/ Law Library Stacks KF8742 .S433 2005.
Judicial policy making -- Approaches to judicial decision making -- The Supreme Court in American legal history -- Civil procedure -- Evidence -- Criminal procedure -- State courts -- The U.S. District Courts -- The U.S. Courts of Appeals -- Staffing the court -- Getting into court -- Supreme Court decision making -- Opinions and assignments -- The impact of judicial decisions. Includes bibliographical references and indexes.


The opening salvo : naming the harm. Words that wound : how racist hate speech harms the victim. Law's earliest responses -- Pornography and harm to women : how even social scientists have sometimes failed to see the need for relief -- The assault on the citadel : legal realism shakes up orthodoxy. First Amendment formalism is giving way to First Amendment legal realism -- Campus anti-racism rules : constitutional narratives in collision, or, why there are always two ways of looking at a speech controversy -- Images of the outsider : why the First Amendment marketplace cannot remedy systemic social ills. Social science and narrative theory are questioning faith in the freemarket of ideas -- Retreat to policy analysis: "even if what the crits say is so ..." Paternalistic arguments against hate-speech rules : pressure valves and bloodied chickens. The liberals' response to the crumbling of certainty -- The toughlove school : neoconservative arguments against hate-speech regulation. ("I just let it roll off my back") -- "But America wouldn't be America anymore": the experience of other countries shows that adopting hate-speech rules would not cause the skies to fall; America would be even more American -- "From where I sit" -- The special problems of judges and progressive lawyers. Hateful speech, loving communities : why judges are sometimes slower than others at seeing the need for reform -- "The speech we hate" : the romantic appeal of First Amendment absolutism. Does defending Nazis really strengthen the system of free speech? Includes bibliographical references (p. 163-215) and index.


* The changing American legal system: some selected phases/ by Francis R. Aumann/ Law Library Stacks KF352 .A77 1969
The period of colonial legal beginnings, 1608-1776.--The formative period of American law, 1776-1865.--The period of maturity of American law, 1865-1900, and recent trends, 1900-1935.


*Civil law and the Anglo-American lawyer : a case-illustrated introduction to civil law institutions and method / by Henry P. de Vries, assisted by George A. Schneider/ Law Library Stacks KD1.C64 D49.

*Historical introduction to the legal system [microform]/ by Spencer L. Kimball/ Microfiche KF351.K56 1961.


*It's legal but it ain't right : harmful social consequences of legal industries / Nikos Passas and Neva Goodwin, editors/ Law Library Stacks HF5387 .I87 2004/ A crime by any other name / Nikos Passas, Neva Goodwin -- The cigarette industry / Richard A. Daynard -- Externalities of the arms trade / Loretta Bondi -- Firearms : another peculiar American institution / Tom Diaz -- Leashing the "Dogs of War"/Herbert Howe -- The costs of legalized gambling : an economic approach / John Warren Kindt -- The licit and illicit trade in antiquities / Patty Gerstenblith -- The high price of cheap food / Mark Ritchie -- Accountability in the pesticide industry / Peter Riggs, Megan Waples -- Titans of the Enron economy : the ten habits of highly defective corporations / Scott Klinger, Holly Sklar -- Profiting through influence : the pharmaceutical and lobbying industries / Ken Siverstein, Jess Taylor.


*The Constitution and capitalism/ Conant, Michael/ Law Library Stacks KF4550.Z9 C59


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* **Constitutional Law** / by John E. Nowak, Ronald D. Rotunda/


**NOTE:** You may also check the following subjects for other suitable publications:
- Business ethics.
- Business ethics -- United States.
- Business and politics.
- Business law -- United States.
- Capitalism -- Moral and ethical aspects.
- Civil law.
- Civil rights.
- Commercial law -- United States.
- Common law -- Great Britain -- Cases.
- Common law -- United States.
- Common law -- United States -- Cases.
- Computer networks -- Law and legislation -- United States.
- Constitutional law -- Philosophy.
- Constitutional law -- United States.
- Corporations -- Corrupt practices -- Case studies.
- Corporations -- Corrupt practices -- United States -- Case studies.
- Courts -- United States.
- Criminal law.
- Cyberspace -- United States.
- Ethics.
- Freedom of speech -- United States.
- Globalization -- Moral and ethical aspects.
- Hate speech -- United States.
- International business enterprises -- Law and legislation.
- International business enterprises -- Law and legislation -- United States.
- Internet -- Law and legislation -- United States.
- Judicial process -- United States.
- Justice, Administration of -- United States.
- Law -- France.
- Law -- Great Britain -- History.
- Law -- Philosophy.
- Law -- United States.
- Law -- United States -- Cases.
- Law -- United States -- History.
- Lobbying -- Moral and ethical aspects.
- Political corruption.
- Political science -- Philosophy.
- Pornography -- Law and legislation -- United States.
Procedure (Law) -- Great Britain -- History.
Procedure (Law) -- United States.
Social responsibility of business.
Telematics -- Law and legislation -- United States.
Trade regulation -- United States.
United States -- Politics and government.
United States. Supreme Court.
Utilitarianism.

C. ADDITIONAL RESOURCES

Log onto Blackboard and click on “External Links.”