

University of La Verne
College of Business and Public Management
Department of Marketing and Law
Main Campus – Spring 2018

FOUNDATIONS OF BUSINESS ETHICS (BUS 343)

BUS 343 CRN 2349 / 2406: Four Credits, Undergraduate Level
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Required Texts: (1) Shaw, William H., Moral Issues in Business (13th Ed.
2013 Thomson Wadsworth Press) ISBN-13: 978-
1285874326
ISBN-10: 1285874323

(2) Ruggiero, Vincent R., Beyond Feelings: A Guide to Critical Thinking (9th
Edition, 2012 McGraw–Hill) ISBN 978-0-07-803818-1

NOTE: This edition is available used. Check online. Publisher's Website: <http://www.coursesmart.com/beyond-feelings-a-guide-to-critical-thinking/ruggiero-vincent/dp/0077383478>

PLEASE NOTE:

MODIFICATION OF THIS SYLLABUS MAY BE MADE AT ANY TIME AT THE PROFESSOR'S DISCRETION.

GOALS & OBJECTIVES

This course is designed to teach you the difference between *ethos* and *ethics* and to develop awareness of interrelationships that exists between people, their ability to think critically, their value systems, business organizations, and society,

You will:

- ◆ learn critical thinking skills including understanding truth, what it means to know, the difference between opinions and evidence;
- ◆ learn to recognize errors of perspective, procedure, expression and reaction in the critical thinking process;
- ◆ learn how to conduct an inquiry, form a judgment, and persuade others;
- ◆ apply critical thinking skills to business situations discussed in cases;
- ◆ understand your own values and from where they originated;
- ◆ recognize the differences between your own values and the values of others;
- ◆ learn to recognize the impact of cultural norms on individual value systems and how they translate into differences in the behaviors and decisions in an organization;
- ◆ learn about ethical approaches and theories, and their relationships to business decision-making and the interaction between law, ethics and morality;
- ◆ use your critical analysis skills to analyze (1) cases related to ethics in business and societal situations and make decisions based on a selected ethical approach, and (2) articles related to ethical issues in business.

IT IS THE MARK OF AN EDUCATED MIND TO BE ABLE TO ENTERTAIN A THOUGHT WITHOUT ACCEPTING IT.

Aristotle

BLACKBOARD BASICS AND ORIENTATION

Blackboard is the course management system that is used for your online class. This is where you will access the Syllabus and handouts as well as communicate with your classmates and instructor. Once you are registered for an online course, a Blackboard Orientation site will appear as a course after logging into the system at <https://bb.laverne.edu/>

- ◆ Before the class begins, login and learn how to use BB and access your student email account.
- ◆ If you require assistance with how to use BB, you can access “Blackboard on Demand”:
<http://ondemand.blackboard.com/students.htm>
- ◆ **If you have difficulty logging into BB or your email**, contact the Service Desk, Mon – Fri, 7:30am - 8:30pm (PT);
Direct Dial: 909-448-4130
Office Extension 4130
Email: help@laverne.edu
- ◆ **Blackboard Tip:** You can open two or more Blackboards at once. While in Blackboard right click on “My Institutions”, select “Open link in new tab”. This will allow you to look at different pages without leaving the page you’re on.

CONTACTING THE INSTRUCTOR/FEEDBACK

My contact information is provided at the top of this Course Syllabus.

- ◆ **If you send an email, please include in the subject line “BUS 343 Fall Online.”**
- ◆ While all attempts will be made to respond to your queries as soon as possible, I cannot, and do not promise an 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.
- ◆ I will provide feedback as is deemed necessary or when you request it. The feedback may include advice on how to prepare for your quizzes, case presentation and final exam.

TIPS FOR SUCCESS IN ONLINE COURSES

- ◆ Log in on the **1st day of class** to read the syllabus and become oriented with the course.
- ◆ **Log-in daily**, interact in discussion board forums, keep to the schedule and submit assignments on time.
- ◆ **Believe in your abilities and ask for help!**
- ◆ Try not to fall behind.
- ◆ If you need **academic assistance**, The Academic Success Center has online tutoring services (<http://sites.laverne.edu/academic-success-center/tutoring-services/>)
- ◆ If you have a **disability and need special assistance** please contact the Disabled Student Services Department for assistance:
 - Director of Disabled Student Services, Cindy Denne (909) 448-4441
 - Coordinator of Disabled Student Services, Leo Barrera (909) 448-4938
- ◆ If you have a **technical issue**, ask for help. The Academic Technology Help Desk can assist you with technology help; please contact Amy.Jiang@laverne.edu for assistance.
- ◆ If you are new to online course, please take the Online Student Readiness Quiz, “a self-assessment tool to help you determine how well Online courses will work for you, based on your computer system, computer skills & knowledge, reading skills, time management skills, & learning style” available at <http://lrc.sierra.cc.ca.us/dl/survey/OL-student-assess.html>.
- ◆ This is an online course and invariably **computer-related problems** may arise. If you encounter any technical difficulties please use the following contact information:
 - **Email Help:** (909) 448-4130 ext. 4130; help@laverne.edu
 - **My LaVerne Login Help:** (909) 448-4130 ext. 4130; help@laverne.edu
 - **Blackboard Help:** (909) 593-3511 ext. 4089; bbhelp@laverne.edu
 - **Technology for Students/Getting Started:** <http://sites.laverne.edu/technology/students-getting-started/>

THE ONLINE ENVIRONMENT

- ◆ The online environment requires extra effort on your part and mine to bring it to life. Below you will find a host of official rules, information, and guidelines. Please don't let them put you off.
- ◆ Our goal is to have an intellectually stimulating and reasonably enjoyable time together. Occasionally it can even be fun, believe it or not. School by its nature is not the most exciting place in the world.
- ◆ We have to work hard to learn and not be bored. The rules are there to eliminate distractions and interference with that goal. That is especially true in the online environment.
- ◆ Class is a collaborative effort. It's like a sporting event or artistic performance: If you don't come "ready to play" – that means doing the assigned reading – you won't know what's going on, you won't be able to contribute, and you'll probably be bored. People learn nothing when they're bored.

PACING

Some of you may experience a steep learning curve at the beginning of our class. This can happen in any course but it is even more expected in online classes.

- ◆ Don't rush or stress.
- ◆ One beauty of online classes is you can pace yourself.
- ◆ But self-pacing can be seductive and lull you into a false sense of security.
- ◆ Don't procrastinate! If you do you'll find yourself near the course completion deadline with too much to do.

Some of this class is self-paced. Other parts you must do on schedule:

- ◆ You can work ahead of, or behind, the schedule in the Syllabus for the assigned readings, cases and articles.
- ◆ You **MUST** post your Discussions for a particular week during the week of that class. If you do it early you will be talking to yourself. If you do it late it will negatively affect your grade. But you **MUST** submit a posting, late or not, for every Discussions question, in order to receive a grade for this course component.
- ◆ For the Discussions, the best plan is to (a) make your primary post addressing the questions presented early in the week, and (b) reply to others' posts as the week progresses.
- ◆ I may comment on your Discussions posts either as the week progresses, on the Monday after the Discussions for that week closes, or at some other time.
- ◆ Please note the dates of the 6 quizzes.

**IF YOU ARE PLANNING FOR A YEAR, SOW RICE; IF YOU ARE PLANNING FOR A DECADE, PLANT TREES;
IF YOU ARE PLANNING FOR A LIFETIME, EDUCATE PEOPLE.
Chinese proverb**

SYLLABUS AND ASSIGNMENTS

This **Syllabus and Assignments** are the roadmap for our course. Keep it handy and refer to it before asking me your questions.

- ◆ The Syllabus and also the Chart of Assignments that appears below can be found on BB under the "Syllabus/Chart" tab.
- ◆ All the videos assigned can be found under the "Video" tab.
- ◆ The "Ruggiero" tab contains some explanatory information from several of the assigned Chapters.
- ◆ All the assigned articles are

I. SYLLABUS

A. COURSE DESCRIPTION

The course focuses on developing awareness of the importance of interrelationships existing between people, business

organizations, and society. We will analyze the relationship between legality and morality, and how that evolves. This class will provide a detailed understanding of the role a business organization needs to play respecting its employees, its customers, and the society in which it operates, while keeping in perspective the purpose of its own existence.

B. LEARNING OBJECTIVES

The course seeks to develop the following knowledge, skills, and competencies. At the end of the course students should have a better understanding of:

- ◆ Theories of ethics;
- ◆ Institutionalizing ethics in corporations;
- ◆ Ethical issues involved in personnel policy including privacy, working conditions, job discrimination, hiring, promotions, and testing;
- ◆ The moral responsibility of employees towards product safety, ethical advertising, product quality, and pricing; and
- ◆ Issues involved in environmental protection.

C. NATURE OF ACTIVITIES

Students will:

- ◆ View, analyze, and discuss films;
- ◆ Read assigned material and relevant assigned articles;
- ◆ Participate in group discussions; and
- ◆ Prepare an individual written Case Presentation in PowerPoint.

D. EVALUATION AND GRADING

(1) Scoring

The class is graded on a total of 100 points. **Final course grades are subject to curving, at the discretion of the professor.** Course grades will be determined by the following required course components, weighted as follows:

COURSE COMPONENTS	VALUE
QUIZZES	50%:
1st	5%
2nd	5%
3rd	10%
4th	10%
5th	10%
6th	10%
DISCUSSIONS	15%
CASE PRESENTATION	20%
FINAL EXAMINATION	15%
TOTAL	100%

Grade	Range	Grade	Range
A	94+	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	F	<63
C+	77-79		

(2) Quizzes and Exams

- ◆ Exams and quizzes are **fact-intensive and** may include questions in objective, true-false and multiple-choice formats.
- ◆ Questions are based on the facts stated in the (a) readings (b) articles, (c) handouts and (d) videos.
- ◆ **The more closely you read the material and watch the videos, the better score you will earn.**
- ◆ The quizzes and final exam examine the thoroughness of your familiarity with the readings and videos.

Final Examination: This exam is cumulative in coverage.

(3) Missed/Late Submissions and/or Exams

- ◆ A student who fails to take a Quiz and/or submit the Case Presentation will receive no credit for the activity missed.
- ◆ If the Case Presentation is not uploaded by the due date, the late submission will be reflected in the grade.
- ◆ If a student misses the final exam because of a medical emergency or for some other emergency that is a good cause as determined by me, s/he must provide documentation sufficient to demonstrate to my satisfaction the reason for the missed exam. A doctor's note, obituary of a close family member, police report, medical records, or other credible evidence of the reason for the missed exam is required.

E. ACADEMIC HONESTY & PLAGIARISM

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Students are expected to maintain the following standards of integrity:

- ◆ All assignments of all types are to be the work of the student presenting the material and only that student.
- ◆ 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.
- ◆ Deliberately supplying material to another student for purposes of plagiarism or academic dishonesty is culpable.
- ◆ For additional information, please see the ULV Course Catalog under **Responsibilities – Academic Honesty** for ULV's policies, which apply to this course.

F. DISCUSSION FORUM PARTICIPATION

The subject matter for this course is such that full participation by each student is necessary for any student to get his/her full value.

- ◆ Participation is **mandatory**.
- ◆ Read the required material and the cases and watch the required videos so that you can provide **meaningful comments**. Comments such as "I agree with you" or "I had the same idea" are not meaningful!

G. INDIVIDUAL CASE PRESENTATION

Each student will be assigned a case and will prepare a PowerPoint presentation on their case. I will prepare a case that you can use as a sample for how you should prepare your case. All cases are in Shaw.

You will upload your case presentation to BB so all students can review the cases and comment on them.

The cases will be assigned randomly in groups of 5

Each student is required to analyze the assigned case for the following:

- ◆ **Causes of the events in the case**
 - What are the facts in the case?
 - Do not make up facts that are not included in the case study. If you need additional information, conduct research and obtain the facts that you need.
- ◆ **Ethical issues involved**
 - **What are the ethical issues that need to be addressed on:**
 - **A) An individual level?**
 - **B) An organizational level?**
 - **C) A societal level?**
 - Define or explain **at least one (1) rule-based** and **one (1) consequence-based** theory of ethics. **You must specifically state the ethical rule that you are relying on for your case.** Note that rule-based and consequence-based are **categories** of ethical rules; they are not an ethical rule.
 - Apply each theory to the facts of the case.
 - Compare and contrast different outcomes generated by applying each theory.
- ◆ **Consequences of the actors' behaviors**
 - What are the alternatives for the characters in the case?

- Evaluate each alternative.
- Evaluate how each significant group (company, society, and special interest groups) might perceive each alternative.
- Determine if there are any constraints that make any of the alternatives unfeasible
- ◆ **Potential solutions**
 - Choose an alternative and justify your decision.
 - Determine how the organization and society might perceive this decision and why.
 - Develop strategies to overcome any possible negative feedback by any group.
- ◆ **Written Analysis:**
 - Organize the information requested above in a clear fashion using as many separate slides as needed.
 - YouTube videos are excellent to include in your presentation. Use videos that are relevant to the case; the videos can be serious or humorous. The idea is to make the presentation interesting and informative
 - Youtube videos must be submitted to me in advance for approval. **Videos that are racist, sexist, defamatory or pornographic will not be approved.**

II. ASSIGNMENTS

FOR EACH WEEK'S ASSIGNMENT:

- ◆ Read the assigned materials.
- ◆ Watch the assigned videos.
- ◆ Participate in the Discussion Forum and answer the discussion questions.

ASSIGNMENTS

WEEK 1, March 26, 2018

- **Ethical Theories 1 – Ethical Theories and Their Application to Real – Life Situations**
- **Business Ethics Overview** (PPT)
- **Shaw, Chapter 1**, The Nature of Morality: Pages 1–22; PPT on Chpt. 1.
- **Shaw, Reading 1.1**, “It’s Good Business” by Robert C. Solomon
- **Video:** The Best Boss in America, http://www.youtube.com/watch?v=plEp_ZGGVFO
- **Video:** Ethics in America Video 1, Do Unto Others, <https://www.learner.org/resources/series81.html>

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly (**a paragraph or two**) discuss these questions, **explaining why you feel the way you do** and **reply to at least one other student’s post**.

(A) Introduce yourself. Please note you are not required to reveal anything you consider personal or private.

- ❖ What is your major?
- ❖ What career field would you like to pursue?
- ❖ Do you work part time or full time? What is the nature of your job?
- ❖ Do you get good grades in school? Do you think you could do better? Explain
- ❖ What are your greatest talents?
- ❖ If I needed your help to do something, what would it be?
- ❖ What languages does your family speak at home?
- ❖ Have you traveled outside the US?
- ❖ Which countries have you visited?
- ❖ If you could meet anyone who has ever lived, who would it be and why?

(B) In **Ethical Theories 1 – Ethical Theories and Their Application to Real – Life Situations** there are 4 scenarios described that raise ethical issues. After you read the 4 scenarios, discuss your gut reactions to how you would react in each scenario.

(C) John Chambers, the CEO of CISCO, who was named the best boss in America, is known as the “high priest of good management”. What ethical rule governs his life? Do you think his formula for success can be adopted by all companies? Why or

why not?

(D) The video Do Unto Others:

1. Were you surprised by any of the views expressed by the panelists?
2. With which views did you agree and with which ones did you disagree?
3. It is 100 degrees. You are walking through a parking lot. You see a 2 year old in a locked car, in a child seat, crying and all the windows are closed. The child's clothes are soaked from sweating. There is no law in this state that allow you to escape liability for breaking into a car. What do you do?

WEEK 2, April 2, 2018

▪ Ethical Theories 2

- **Article**, "Test Finds College Graduates Lack Skills for White-Collar Jobs; Forty Percent of Students Seen Ill-Prepared to Enter Work Force; Critical Thinking Key", <http://www.wsj.com/articles/test-finds-many-students-ill-prepared-to-enter-work-force-1421432744>
- **Ruggiero**, pages 1–12 (Introduction, Context, and Chapter 1 – Who Are You?)
- **Ruggiero**, Chapter 2 – What is Critical Thinking?
- Read "**Applications**" at the end of each Ruggiero chapter.
- **Shaw, Reading 1.2**, "Moral Responsibility in the Age of Bureaucracy" by David Luban, et. al.
- **Shaw, Chapter 2**, Normative Theories of Ethics; Pages pp. 56–76; PPT on Chpt. 2.
- **Video**: A Toxic Company: McWane Steel Company: A Dangerous Business (5 parts totaling 45 minutes) <https://www.youtube.com/watch?v=z5thBAvxXsE>

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly (**a paragraph or two**) discuss these questions, **explaining why you feel the way you do** and **reply to at least one other student's post**.

(A) Revisit your gut reactions to the 4 scenarios in **Ethical Theories 1 – Ethical Theories and Their Application to Real – Life Situations** in view of rule-based and consequence-based ethical theories. Discuss how you feel about the 4 scenarios in view of the ethical theories.

(B) The video A Toxic Company:

1. Were you surprised by any of the views expressed by McWane and ACIPCO, the competitor company that made steel pipes?
2. With which views did you agree and with which ones did you disagree?
3. What changes would you recommend in the system?

(C) In Ruggiero, Chpt. 1, Who Are You? the author discusses the positive and negative influences that make you who you are. Describe 2 positive and 2 negative influences that have shaped you. Be sure to include the particular as well as the general and the subtle as well as the obvious influences. Which of those influences have had the greatest effect on you?

(D) In "Moral Responsibility in the Age of Bureaucracy", the author believes that fragmented knowledge, divided responsibility, ambiguous orders, and unknown consequences are inadequately addressed in the moral discourse of Western societies. Do you agree or disagree? Why?

(E) Ruggiero, p. 15, A Difference of Opinion: Should captured terrorists be tried in military or criminal courts? Research the pros and cons. Do not use talking points from the main stream media without research supporting the main stream media's views. Provide your analysis applying the critical thinking principles outlined in chapters 1-4. Is your view based on emotion or critical thinking?

QUIZ 1 (covering weeks 1 and 2 material)

WEEK 3, April 9, 2018

- **Case 2.3, Blood for Sale**
- **Ruggiero**, Chapter 3 – What is Truth?
- **Ruggiero**, Chapter 4 – What Does It Mean To Know?
- **Shaw, Reading 4.3**, "Buddhist Economics" by E. F. Shumacher
- **Video**: Why the CIA coined the Term "Conspiracy" Theorist, <https://www.youtube.com/watch?v=bZMXOQJTQdQ>
- **Video**: Ethics in America II, Video 1, Three Farewells: Medicine & the End of Life

http://www.learner.org/series/ethics2/three_farewells/index.html

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly **(a paragraph or two)** discuss these questions, **explaining why you feel the way you do** and **(b) reply to at least one other student's post**.

(A) The video Three Farewells: Medicine & the End of Life:

1. Were you surprised by any of the views expressed?
2. With which views did you agree and with which ones did you disagree?
3. What changes would you recommend in the system?

(B) Ruggiero, p. 30, **A Difference of Opinion**, What response should the U.S. make to the problem of illegal immigration?

Research the pros and cons. Do not use talking points from the main stream media without research supporting the main stream media's views. Provide your analysis applying the critical thinking principles outlined in chapters 1-4. Is your view based on emotion or critical thinking?

(C) In Ruggiero, Chapter 4 - What Does It Mean to Know, the author asks you to "Test Your Own Knowledge". Were you surprised at "the truth" relating to these questions because of mistaken beliefs that you held?

- African Americans had little or no part in settling the American West.
- Expressing anger has the effect of reducing it and making us feel better.
- The Puritans were "prim, proper, and prudish prigs."
- Before Columbus arrived in the New World, Native Americans lived in peace with one another and in respectful harmony with the environment.
- Employers import unskilled labor from other countries to save money.
- The practice of slavery originated in colonial America.

(D) Has the CIA's strategy to label everyone who disagrees with the government's views on questionable events been effective? What really happened at the February 14, 2018 Parkland, FL school shooting?

QUIZ 2

GROUP 1 CASE PRESENTATIONS DUE by Midnight April 15, 2018

WEEK 4, April 16, 2018

- Ruggiero, Chapter 5 – How Good Are Your Opinions?
- Ruggiero, Chapter 6 – What Is Evidence?
- Shaw, Reading 5.3, "Business Ethics: On Getting to the Heart of the Matter" by Paul F. Camenisch
- Video: Ethics in America I, Video 6, Under Orders, Under Fire (Part I), <https://www.learner.org/resources/series81.html#>

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly **(a paragraph or two)** discuss these questions, **explaining why you feel the way you do** and **reply to at least one other student's post**.

(A) The video Under Orders, Under Fire (Part I):

1. Were you surprised by any of the views expressed?
2. With which views did you agree and with which ones did you disagree?
3. What changes would you recommend in the system?

(B) In "Business Ethics: On Getting to the Heart of the Matter", the author argues that a company must also consider what services or products the company provides to the public. He suggests that a critical aspect of any business is an evaluation about what they sell and how it is sold and marketed. He concludes that if companies are left to their own devices, companies would flood the market with certain types of products, such as pornography, which is legally permitted but ethically and morally questionable - possibly even immoral. Do you believe his views are accurate? Why or why not?

(C) In Ruggiero, Chpt. 5, How Good Are Your Opinions, the author notes that some experts are convinced that the cause of crime is a bad social environment and that the solution is to pour millions of dollars into poor neighborhoods for a variety of social programs. Other experts are equally convinced that the cause of crime is an emotional disorder that can be cured only by psychological counseling. But a leading researcher, Stanton Samenow, disputes both views. Samenow argues that "bad neighborhoods, inadequate parents, television, schools, drugs, or unemployment" are not the cause of crime—criminals themselves are. They break the law not because conditions force them to but because they choose to, and they choose to because they consider themselves special and therefore above the law. In Samenow's view, the key to criminals' rehabilitation is for them to accept responsibility for their behavior.

Ruggiero in Chpt. 10, p. 116, addresses Errors of Procedure. Author Larry Elder, like Stanton Samenow, has a theory on the inter-relationship of poverty and crime. I am presenting the info now so you can think about it more when it is raised again in Chpt 10. Larry Elder casts doubt on the notion that poverty causes crime by demonstrating that in the 1960s the San Francisco neighborhood that had the lowest income, highest unemployment, and highest amount of substandard housing was Chinatown, yet in 1965 *in the entire state of California* only five Chinese individuals were sent to prison. Concerning the idea that poverty causes poor academic performance, he points out that the schools in Barbados have smaller budgets than urban schools in the United States and over 50 percent of the students come from single-parent homes, yet the average scores of Barbados students on the SAT is 1345 out of a possible 1600 (nearly double the average score of their U.S. inner city counterparts and considerably higher than the average for *all U.S. students*.² ²Larry Elder, *The Ten Things You Can't Say in America* (New York: St. Martin's Press, 2000), pp. 24, 44. Barbados GDP Per Capita 2011-2015: \$15,366.3, <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD/countries/BB?display=default>

1. In your view, is Samenow correct in his analysis? Why or why not?
2. Comment on Mr. Elder's research on poverty and crime per his example of little crime but high poverty and unemployment in Chinatown in the 1960s.

GROUP 2 CASE PRESENTATIONS DUE by Midnight April 22, 2018

WEEK 5, April 23, 2018

- **Case 4.3** One Nation Under Wal-Mart
- **Ruggiero**, Chapter 7 – *What Is Argument?*
- **Shaw Reading 5.2**, "A Debate on the Social Responsibility of Business" by John Mackey, Milton Friedman and T.J. Rodgers
- **Video:** Ethics in America I, Video 7, Under Orders, Under Fire (Part II), <https://www.learner.org/resources/series81.html#>
- **Video:** Greed with John Stossel (6 parts; 40 mins) <https://www.youtube.com/watch?v=F0VHiONkot8>

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly (**a paragraph or two**) discuss these questions, explaining **why you feel the way you do** and **reply to at least one other student's post**.

(A) The video Greed with John Stossel:

1. Were you surprised by any of the views expressed?
2. With which views did you agree and with which ones did you disagree?
3. Stossel states that in capitalism, caring about your own needs (money, a livelihood, therefore doing what you do as best as you can) produces the best products and the system we have. In your view, Is he right? Why or why not?
4. What ethical theory describes Stossel's views and values?

(B) This scenario should be discussed incorporating the views in "A Debate on the Social Responsibility of Business":

Homeco, Incorporated in Anystate, USA, is a \$10B (sales) manufacturing company with its entire operations in Homerville, Anystate. Homeco employs over 25,000 of the town's 50,000 residents but almost all residents owe their livelihood to Homeco. The large majority of Homeco's customers and suppliers are in the USA.

Homeco's business is great and has always been great ever since its founder, Homer K. Homer, started the company in 1909 in his then tiny hometown of Homerville (pop. 642). In fact, because of Homeco's generous support of the community and the influence of Homer K. Homer's descendants (who maintain key management and board positions at Homeco), Homerville is the consensus pick as the finest small town in America in which to live and Homeco is rated the best company in America for which to work. However, Homeco's stock price has always traded at a significant discount to book value ever since it went public over 30 years ago.

Offshore Co. has decided to remedy that disparity and has made a final offer to purchase all of Homeco's stock in a fully financed all cash transaction at \$40 per share (current price \$16; historic high \$20).

Offshore Co. will move all of Homeco's operations offshore and fire all Homeco's employees which will turn Homerville into a ghost town and decimate the lives of all its residents (employees and non-employees alike). Also, Offshore Co. will replace all of Homeco's domestic suppliers with foreign suppliers and will focus all of Homeco's sales and marketing efforts on developing new foreign customers to the detriment of Homeco's current domestic customers.

Many of Homeco's suppliers, large customers, and thousands of Homerville residents have already begun continuous picketing outside Homeco's headquarters in Homerville protesting the planned sale and local, state, and federal officials are all against the sale as well, but there are no regulatory objections and shareholders have been doing back-flips over the possible sale to Offshore Co. The only other viable bidder, **White Knight Co.**, will keep all of Homeco's operations, suppliers and customer base intact, but its final offer of a fully financed all cash transaction is only \$30 per share.

The Board has decided to accept either the Offshore or White Knight offer.

1. What offer would John Mackey of Whole Foods recommend the Board accept and why?
 2. What offer would Milton Friedman recommend the Board accept and why?
- (C) Mr. Friedman believes with regard to the social responsibility of business, that he and Mr. Mackey are essentially in agreement.
1. Do you agree with Mr. Friedman's viewpoint? Why or why not?
 2. What ethical theory best describes the views of Messrs. Mackey, Friedman and Rogers?
- (D) Select four (4) of the case presentations prepared by your fellow students. For each of the 4 selected cases, comment on which ethical theory is the most pragmatic for the case and why it is the most pragmatic solution.

QUIZ 3 (covering weeks 4 and 5 material)

GROUP 3 CASE PRESENTATIONS DUE by Midnight April 29, 2018

WEEK 6, April 30, 2018

- **Corporations**
- **Ruggiero**, Part Two – The Pitfalls
- **Ruggiero**, Chapter 8 – The Basic Problem: "Mine Is Better"
- **Shaw, Reading 11.2**, "Rethinking Sexual Harassment" by Vicki Schultz
- **Video**: Propaganda and Manipulation: How mass media engineers and distorts our perceptions, <https://www.youtube.com/watch?v=Pfo5gPG72KM>
- **Video**: Ethics in America Video 8, Truth on Trial, <https://www.learner.org/resources/series81.html#>

◆ DISCUSSION FOURM

Go to Discussions in our Blackboard and create a thread and briefly (**a paragraph or two**) discuss these questions, **explaining why you feel the way you do** and **reply to at least one other student's post**.

(A) The video Truth on Trial:

1. Were you surprised by any of the views expressed?
2. What ethical theory does the manufacturer of the Hot Boy space heater apply to the scenario? Is the CEO ethical?
3. With which views did you agree and with which ones did you disagree?
4. What changes would you recommend in the system?

(B) In "Rethinking Sexual Harassment", Vicki Schultz states that harassment assumes a form that has little or nothing to do with sexuality but everything to do with gender.

1. Were you surprised by any of the views she expressed?
2. With which views did you agree, and with which ones did you disagree?
3. What changes would you recommend in the system?

(C) In Ruggiero, Chpt. 8, The Basic Problem: "Mine Is Better", the author writes that "mine-is-better" thinking is a basic problem for critical thinkers because, left unchecked, it can distort perception and corrupt judgment. The more mired we are in subjectivity the less effective will be our critical thinking. Though perfect objectivity may be unattainable, by controlling our "mine-is-better" tendencies, we can achieve a significant degree of objectivity.

Share 2 illustrations of your own "mine-is-better" thinking.

Describe that thinking and the way in which you first became aware of it. Do you know what caused you to develop that way of thinking?

(D) Ruggiero, p. 101, **A Difference of Opinion**, Is a national identity card good for America? Research the pros and cons. Do not use talking points from the main stream media without research supporting the main stream media's views. Provide your analysis applying the critical thinking principles outlined in Ruggiero. Is your view based on emotion or critical thinking?

(E) What was the most shocking example of manipulation and propaganda in Prof. Shrof's explanation of how the media engineers and distorts our perceptions?

QUIZ 4

GROUP 4 CASE PRESENTATIONS DUE by Midnight May 6, 2018

WEEK 7, May 7, 2018

- **Ruggiero**, Chapter 9 – Errors of Perspective

- **Article:** Who is to Blame for the Financial Crisis? Wall Street Economists
- **Article:** 13 Families Who Rule the World
- **Video:** Inside the Meltdown <http://www.pbs.org/video/1082087546/>
- **Video:** The Madoff Affair <http://www.compliancebuilding.com/2009/05/13/watch-frontlines-the-madoff-affair-online/>

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly (**a paragraph or two**) discuss these questions, explaining **why you feel the way you do** and **reply to at least one other student's post**.

(A) The videos Inside the Meltdown and The Madoff Affair:

1. Were you surprised by any of the views expressed?
2. With which views did you agree and with which ones did you disagree?
3. What changes would you recommend in the system?
4. In your view, which members of the Wall Street Cabal were the most responsible for the financial meltdown? Why?
5. Which members of the Wall Street Cabal had a conflict of interest? Explain the nature of the conflicts of interest?

(B) What information surprised you most in the article Who is to Blame for the Financial Crisis? Why was this information surprising?

(C) Select four (4) of the case presentations prepared by your fellow students. For each of the 4 selected cases, comment on which ethical theory is the most pragmatic for the case and why it is the most pragmatic solution.

QUIZ 5

GROUP 5 CASE PRESENTATIONS DUE by Midnight May 13, 2018

WEEK 8, May 14, 2018

- **Ruggiero**, Chapter 10 – Errors of Procedure
- **Shaw, Reading 9.3** "Workplace Wars: How Much Should I Be Required to Meet the Needs of *Your* Children?" by Claudia Mills
- **Video:** Why Not Clone a Human? Ethical Challenges of Biotechnology. https://www.youtube.com/watch?v=Iz_UbmQ5BbM

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly (**a paragraph or two**) discuss these questions, explaining **why you feel the way you do** and **reply to at least one other student's post**.

(A) The video Why Not Clone a Human:

1. Were you surprised by any of the views expressed?
2. With which views did you agree, and with which ones did you disagree?

(B) Ruggiero, Chpt. 10, Errors of Procedure and Application No. 3: Charles, an atheist, is writing a paper on the issue of prayer in public schools. He is well acquainted with the arguments advanced by those who oppose such prayer but unfamiliar with the other side of the issue. Charles reasons that because the paper he produces will be his own, it would be not only distasteful but foolish for him to read material that he knows he disagrees with and will ultimately argue against. So he confines his research to articles and books that oppose all prayer in the schools. Do you agree or disagree with his reasoning? Explain.

(C) **Critical Thinking Exercise:** Watch the video "New: CIA Agent Whistleblower Risks All to Expose the Shadow Government". (<https://www.youtube.com/watch?v=XHbrOg092GA>; <http://www.geoengineeringwatch.org/new-cia-agent-whistleblower-risks-all-to-expose-the-shadow-government/>); Review the article, 74% Of Americans Believe The "Deep State" Is Running The Country, 03/19/2018, <https://www.zerohedge.com/news/2018-03-19/74-americans-believe-deep-state-running-country>; **Optional video:** Kim Dotcom: The Deep State, WikiLeaks, and Seth Rich, https://www.youtube.com/watch?time_continue=1&v=5jzQkITDCJK

1. Is Kevin Schiff a credible person knowledgeable in the information he is presenting? What specific criteria discussed in Ruggiero's book did you use to assess his credibility?
2. Is there any ethical rule that justifies the Shadow Government and the Deep State?
3. What are the ethical obligations of citizens of a Republic?

(D) Select four (4) of the case presentations prepared by your fellow students. For each of the 4 selected cases, comment on which ethical theory is the most pragmatic for the case and why it is the most pragmatic solution.

QUIZ 6

WEEK 9, May 21, 2018

- **Ethical Nature of Business** (handout)
- **Shaw, Reading 7.1**, “The Place of Non-Humans in Environmental Issues” by Peter Singer
- **Articles:** The Big Secret One World One Vision 2050
- **Summary:** Agenda 21 Overview
- **Shaw, Reading 6.3**, “Why Do We Consume So Much?” by Juliet B. Schorr
- **Video:** Ethics in America II Video 5 – A Better Brain: The Ethics of Neuro-Enhancement
http://www.learner.org/series/ethics2/better_brain/index.html

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly (**a paragraph or two**) discuss these questions, explaining **why you feel the way you do** and **reply to at least one other student's post**.

(A) The video A Better Brain:

1. Were you surprised by any of the views expressed?
2. With which views did you agree, and with which ones did you disagree?
3. What changes would you recommend in the system?

(B) In Why Do We Consume So Much?, the author states that we consume too much and the reason we do so is not due to advertising and marketing but that structural features in our economic system lead to excess consumerism. Which of her views did you agree and with which ones did you disagree? Why?

(C) Prior to this class, were you aware of Agenda 21?

1. Is there an ethical theory that can be used to justify Agenda 21?
2. Should Agenda 21 be stopped? How? Explain.

(D) Critical Thinking Exercise. Using the critical thinking process outlined in Ruggiero’s Beyond Feeling, briefly discuss whether the decision for the US to withdraw from the Paris Agreement on climate change was beneficial or harmful for the US. Research the pros and cons. Do not use talking points from the main stream media without research supporting the main stream media’s views. Provide your analysis applying the critical thinking principles outlined in Ruggiero. Is your view based on emotion or critical thinking?

(E) Select four (4) of the case presentations prepared by your fellow students. For each of the 4 selected cases, comment on which ethical theory is the most pragmatic for the case and why it is the most pragmatic solution.

WEEK 10, May 28, 2018

- **Chart:** JPFO Genocide
- **Article:** Gun Control, *Ethics*, Vol. 110 (2000), pp. 263-81, <http://philosophy.wisc.edu/hunt/GUNCONT2.htm> **Note:** You only need to read enough of the article to respond to the Discussion Forum query.
- **Article:** Back to the Future: What History Teaches About Gun Confiscations
- **Article:** A Principle of the Traditional American Philosophy
- **Article:** The American Revolution against British Gun Control
- **Article Compilation:** The Truth about America’s Favorite Gun Control Myths
- **Article:** Police Have No Duty to Protect
- **Case 8.4:** Have Gun, Will Travel...to Work
- **Shaw, Reading 8.1**, “Employment at Will and Due Process” by Patricia H. Werhane et. al.
- **Video:** Ethics in America II Video 6, Risk, Reward, Responsibility: Ethics in Business, http://www.learner.org/series/ethics2/risk_reward/index.html
- **Videos:** NRA: The Untold Story of Gun Confiscation After Katrina, <https://www.youtube.com/watch?v=taU9d26wT4>; Troops Ordered To Kill All Americans Who Do Not Turn In Guns, <https://www.youtube.com/watch?v=FyfkQkchlu4>

For Reference only: Freedom From War, The United States Program for General and Complete Disarmament in a Peaceful World, Dept of State Publication 7277, Disarmament Series 5, Released **September 1961**, Office of Public Services, Bureau of Public Affairs, http://dosfan.lib.uic.edu/ERC/arms/freedom_war.html

COMPLETE COURSE SURVEY

◆ DISCUSSION FORUM

Go to Discussions in our Blackboard and create a thread and briefly (**a paragraph or two**) discuss these questions, explaining **why you feel the way you do** and **reply to at least one other student's post**.

(A) In Chpt. 7, What is Argument, Ruggiero instructs that the basic approach to evaluating arguments is to "Decide whether the premises are true or false and whether the reasoning that leads from them to the conclusion is valid. If both criteria are met, the argument is sound."

1. Is the major premise in the article on Gun Control that gun ownership is not a fundamental right correct? Why or why not?

(B) What is the real agenda for gun control?

1. Is there an inter-relationship between implementation of Agenda 21 and the globalists' push for additional restrictions on gun ownership? Explain.

(C) The video Risk, Reward, Responsibility: Ethics in Business

1. With which views in each of the three scenarios (Casablanca Cruise Lines, Maxicorp. and Wowie Info.) did you agree with and with which views did you disagree?

2. What ethical theory did each company follow in reaching the resolution of their dilemma?

3. Was there another option for each company to resolve their ethical dilemmas while meeting their financial targets and/or contractual obligations?

FINAL EXAM (Cumulative covering weeks 1-10)

**THE SUPREME END OF EDUCATION IS EXPERT DISCERNMENT IN ALL THINGS –
THE POWER TO TELL THE GOOD FROM THE BAD,
THE GENUINE FROM THE COUNTERFEIT,
AND TO PREFER THE GOOD AND THE GENUINE
TO THE BAD AND THE COUNTERFEIT.**

Samuel Johnson

A MAN'S MIND, STRETCHED BY NEW IDEAS, MAY NEVER RETURN TO ITS ORIGINAL DIMENSIONS.

Oliver Wendell Holmes, Jr.