

**Monmouth University**  
**Leon Hess School of Business**  
**Ethics, Diversity, and Social Responsibility: BM327-04**  
**FALL 2017**

**I. Details**

Professor: Scott Jeffrey  
Office: Bey Hall, 255

Meeting Times: Thursday 11:40 - 1:00 PM BH 223

Telephone: 732-263-5519  
Email: [sjeffrey@monmouth.edu](mailto:sjeffrey@monmouth.edu)

Office Hours: Monday: 3:00 - 4:30  
Tuesday: 1:00 - 2:30  
Thursday: 2:00 - 3:30

**READINGS:****REQUIRED:**

Text Book: None (yes, you heard that right)  
Readings as assigned by professor (mostly on E-campus)  
Any readings suggested by your colleagues deemed beneficial to learning.

**II. COURSE DESCRIPTION:**

In this course, we will explore the realm of acceptable behavior for a profit-making venture in today's global environment. Our perspective is that of managers eager to have our businesses meet the legitimate expectations of the state (governmental authorities), of society, and of the diverse economic stakeholders—ranging from owners, investors, and employees of our particular enterprise, to business colleagues within the same industry, who have a vested interest in the maintenance of industry-wide codes of conduct, standards, and practices.

**III. COURSE OBJECTIVES:**

Understand the various methods used to analyze decisions from an ethical standpoint.

Become aware of the Stakeholders in Business and to thoroughly grasp Stakeholder expectations and demands vis-à-vis Business.

Understand appropriate Business responses as well as Management approaches to dealing with the critical issues in today's business environment -- issues that can be categorized as (a) social, (b), political, (c) environmental, and (d) technological.

Appreciate the ethical issues that confront Managers and to equip students with the necessary tools for ethical decision-making.

Remain aware of the need for Business to establish its legitimacy given the fragile nature of societal approval of corporate existence.

Fully understand and subscribe to the concept of "Good Corporate Citizenship"

WRITING INTENSIVE COURSE. A major goal of this course is to improve writing and research skills.

**WT Learning outcome 1:** Students will incorporate instructor-driven feedback into final drafts of writing assignments.

**WT Learning outcome 2:** Students will produce source-based writing that demonstrates the synthesis of discipline-specific, scholarly perspectives.

#### IV. GRADES:

##### 1. Short Papers (20%)

Almost every week there will be a discussion of a case from the book, an article, or a movie/movie clip). Some weeks will require a short (2-3 page) written paper on the topic. In other weeks, there will simply be a discussion. The best four papers will count towards your final grade. One of the goals of the writing intensive class is to revise work based on instructor feedback. Therefore, you have the opportunity to revise these papers based upon my comments. Your grade will be determined by your grade on the revised paper.

These papers will be run through TurnItIn software so they should be uploaded to E-Campus prior to class.

While this should go without saying at this point in your academic career, all papers should be double spaced in 12 point font with 1" margins. Papers not meeting this requirement will be returned to students ungraded. (i.e. will receive a ZERO)

##### 2. Term Paper (30%)

This is a writing intensive class, so that means we will do a lot of writing. In addition to the cases, you will write one paper and a revision/rewrite of that paper based upon my comments. The first draft will count 15% of your grade and the final paper will count 15%.

As with the short papers, these should be double spaced, 12 point font, 1" margins.

##### 3. Midterm Exam (20%)

##### 4. Class Participation (10%)

Ethics is all about discussion of ideas, therefore attendance is critical. However, attendance is not sufficient (only a necessary condition), you must be an **ACTIVE** participant during in-class discussions. This means expressing your ideas and kindly addressing other comments from students in the class. Short Translation: Show UP and Speak UP.

NB: If you are frequently absent, this will negatively count against your grades.

## 5. Policy Debates (20%)

Since one of the best ways to learn about ethics is discussion, we will have a number of "student-led" discussions over the course of the semester. These will entail two teams of two speakers who will "debate" an ethical issue. More details of the task can be seen [here](#). These will be graded by your professor and your peers (50% each). We will assign/select topics and sides during the first few weeks of class.

## 6. The breakdown of your final grade will be as follows:

Short Papers	20%
Term Paper	30%
Class participation/attendance	10%
Policy Debates	20%
Midterm Exam	20%

NOTE: There is no final exam for this course. Whether or not you should be happy about that is an empirical question...

## 8. Grade Cutoffs:

A: 93%+	A-: 90% - 93%	B+: 88% - 90%
B: 83% - 88%	B-: 80% - 83%	C+: 78% - 80%
C: 73% - 78%	C-: 70% - 73%	D: 60% - 70%
F: < 60%		

NOTE: The above list shows the minimum guaranteed grade. I reserve the right to modify those grades upward based upon standardization as described under "normalizing grades" in the course information section of e-campus.

NOTE 2: In order to earn an "A" in this course, you should expect to spend at least 2 hours out of class for every hour in class. Even though this is a hybrid class, that 80 minutes does not really count as "out of class hours". So, an "A" is more likely if you spend 3-5 hours on homework/readings/videos/etc. Spending that time is no guarantee of an "A", but will certainly make receiving one more likely.

## V. ACADEMIC INTEGRITY POLICY:

Academic dishonesty subverts Monmouth University's mission and undermines the student's intellectual growth. Therefore, the University has an obligation to ensure that each student's academic practices in written and oral assignments, examinations, or other academic work—in regular, hybrid, and online formats—is his/her own. Dishonesty in such practices will not be tolerated.

Students are required to know what constitutes plagiarism. A plagiarism tutorial certificate shall be submitted to the professor upon request. The tutorial can be obtained online at: <http://library.monmouth.edu/tutorials/plagiarism.swf>.

For additional guidance on the subject, consult: [Library Guide](#)

At a minimum, the first assignment or examination determined by the professor to be plagiarized shall receive a grade of zero. Two incidents of plagiarism shall result in a grade of F for the course. A student who submits dishonest work may also forfeit his/her right and opportunity to continue at the University. Students should consult the Student Handbook for University procedures on academic dishonesty and academic disciplinary charges. The Professor has the sole discretion to impose any of the sanctions based on the severity of the situation in accordance with the policies and procedures as set forth in the Student Handbook. If the student believes the Professor's decision is unjust, the student has the right to appeal in accordance with the policies and procedures as set forth in the Student Handbook.

"The University has an obligation as an educational institution to be certain that each student's work is his/her own. Dishonesty in such academic practices as assignments, examination, or other academic work cannot be condoned. A student who submits work that is not original violates the purpose of Monmouth University and may forfeit his/her right and opportunity to continue at the University.

Dishonesty in academic practices such as assignments, papers, examinations, or other academic work will be reported to the Dean of Student Life and Development. Should academic dishonesty be determined either by the College Discipline Committee or the Dean of Student Life and Development in an administrative hearing, a failing grade in the work submitted and/or the course may be recorded in addition to other disciplinary action."

Definition of plagiarism: "Plagiarism is the unacknowledged appropriation of the words, ideas, theories, and opinions of another. Since the writer represents these words, ideas, theories, and opinions as his/her own, plagiarism is the academic equivalent of theft. If a student has any doubt about the possibility of plagiarism in his/her work, the student should consult with the instructor before submitting it."

More detailed information on the specific processes involved in regard to violations of this Policy may be found under the section entitled "Conduct Policy" in the most current Monmouth University Student Life Handbook.

Turnitin: Assignments in this course may be checked for plagiarism using Turnitin (<http://www.turnitin.com>), a Web-based resource that compares the text of student papers to an extensive electronic database. I will inform you in advance about which assignments will be checked for originality using Turnitin.

Students agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

**MY ACADEMIC INTEGRITY POLICY: The first instance of plagiarism earns a zero on the assignment in question. Further instances will result in an "F" for the course.**

## VI. REGISTRATION POLICY

Any student who has registered for this course without either a) completing prerequisites as itemized in the most recent version of the Monmouth University graduate catalogue, or b) receiving permission prior to registration from both the departmental chair and School of Business Dean/Associate Dean will be subject to administrative withdrawal, which will occur prior to the beginning of the third week of classes.

## VII. STUDENTS WHO NEED ACCOMMODATION

Students with disabilities who need special accommodations for this class are encouraged to meet with me, or the appropriate disability service provider on campus, as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University Guide to Services and Accommodations for Students with Disabilities.

Students will **not** be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

## VIII. COURSE SCHEDULE (Subject Likely to Change)

All VIDEOS are in the presentation in the week they are to be watched BEFORE COMING TO CLASS!

Date	Topic	Readings and Out of Class Assignments  TO BE COMPLETED BEFORE CLASS	In Class Assignments/Discussions  Assignments due marked with *
1: Sep 07	Introduction/Course Overview	NONE	NONE
2: Sep 14	Can you teach ethics?	READINGS:  Creating Competitive Advantage Through Business Ethics  Arguments against ethics  Does an "A" in ethics have any value?	Teaching Ethics  Ethics in Business Schools
3: Sep 21	The Language of ethics	READINGS:  A framework for thinking ethically  Making Choices  Ethical Business Decisions  Why don't moral people act morally?  Dishonesty was on display everywhere	Is Extra Credit Ethical? (Draft 1)*

		<p>VIDEOS:</p> <p>Damon Horowitz (A Moral Operating System)</p>	
4: Sep 28	Ethical Problems in Business	<p>READINGS:</p> <p>When good people do bad things at work.</p> <p>Beyond the code of conduct – eight steps to building an ethical organizational culture</p> <p>Only the Ethical Survive</p> <p>The Parable of the Sadhu</p> <p>Milgram, Kohlberg, and Dostoevsky</p> <p>VIDEOS:</p> <p>Conflict of Interest</p> <p>Milgram Obedience Experiment</p> <p>Stanford Prison Experiment</p>	<p>Is Extra Credit Ethical? (Final Draft)*</p> <p>The parable of the Sadhu (Draft 1)*</p>
5: Oct 5	NO CLASS		
6: Oct 12	The Stakeholder view of the organization	<p>READINGS:</p> <p>Shareholders v Stakeholders. A New Idolatry</p> <p>Friedman: The social responsibility of business...</p> <p>Merck and Ivermectin</p> <p>The age of consumer capitalism</p> <p>VIDEOS:</p> <p>Gordon Gecko: Greed is Good</p> <p>Business is about purpose</p> <p>What is Stakeholder Theory</p> <p>Freeman vs. Friedman</p>	<p>Should the stakeholder viewpoint be adopted?</p> <p>The parable of the Sadhu (Final Draft)*</p> <p>Merck and Ivermectin (Draft 1)*</p> <p>TERM PAPER PROPOSAL DUE FRIDAY OCT 13th at MIDNIGHT</p>

		Does Stakeholder theory hurt shareholders?	
7: Oct 19	Sustainability	<p>READINGS:</p> <p>Top 10 Myths about sustainability</p> <p>Making sense out of mixed meanings</p> <p>Investing to Make a Difference...</p> <p>The Triple Bottom Line</p> <p>New Belgium Brewery</p> <p>What We Know</p> <p>VIDEOS:</p> <p>New Belgium Brewery</p> <p>Socially Responsible Investing</p> <p>IKEA sustainable impact</p> <p>The Business Logic of Sustainability</p>	<p>Is sustainability important?</p> <p>Merck and Ivermectin (Final Draft)*</p> <p>Policy Debate: Government Subsidies for Renewable Energy</p>
8: Oct 26	<p>MIDTERM EXAM</p> <p>New Belgium Brewery*</p>		
9: Nov 2	Finance	<p>READINGS:</p> <p>The Big Takeover</p> <p>Many on Wall Street say it remains untamed.</p> <p>Too big to jail</p> <p>Rewards of an ethical culture</p> <p>Can Bankers Behave?</p> <p>The \$9 Billion Witness</p> <p>VIDEOS:</p>	<p>Financial Meltdown 2008*</p> <p>Policy Debate: Glass-Steagall</p>

		<p>Matt Taibbi on Majority Report</p> <p>Byron Dorgan on Bill Moyers</p> <p>Matt Taibbi on Rachel Maddow Show</p> <p>Cenk Uygur on regulation</p>	
10: Nov 9	Accounting	<p>READINGS:</p> <p>Audit Firms Overbilled Clients For Travel, Arkansas Suit Alleges</p> <p>Dissent Occurred on Travel Rebates; Pricewaterhouse's Records Indicate Some Partners Opposed Keeping Payments</p> <p>PWC to Settle Travel Expenses Lawsuit for \$54B</p> <p>ENRON Time line</p> <p>Fastow details Enron's LJM partnerships in first day on the stand</p> <p>Interview with Andrew Fastow</p> <p>Sherron Watkins email to Ken Lay</p> <p>Top 10 Accounting Scandals</p> <p>VIDEOS:</p> <p>Interview with Bethany McLean and Alex Gibney</p> <p>WATCH ENRON: THE SMARTEST GUYS IN THE ROOM OUT OF CLASS</p>	<p>ENRON*</p> <p>Policy Debate: Non-audit services</p>
11: Nov 16	Marketing	<p>READINGS:</p> <p>14 False Advertising Scandals</p> <p>Retailer's Use of their Fans' photos draws scrutiny</p>	<p>Advertising</p> <p>Policy Debate: DTC advertising</p>



		<p>Direct-to-Consumer Pharmaceutical Advertising: Therapeutic or Toxic?</p> <p>Bad Medicine (not the Bon Jovi Song)</p> <p>VIDEOS:</p> <p>False Advertising Tactics</p> <p>The Fibberati</p> <p>Battling Bad Science</p>	<p>FIRST DRAFT of TERM PAPER DUE Monday Nov 20th at midnight.</p>
NOV 23 - HAPPY THANKSGIVING			
12: Nov 30	Management	<p>READING:</p> <p>Giving Toothless Boards Some Bite</p> <p>Women and Minorities on Fortune 500 Boards</p> <p>CEOs get paid too much, according to pretty much everyone in the world.</p> <p>Executive Compensation: The case for reduction</p> <p>Something's Rotten in Hondo</p> <p>Diversity management in Corporate America</p> <p>Diversity of a Different Color</p> <p>VIDEOS:</p> <p>Getting Executive Pay Right</p> <p>In a Weak Economy, why is CEO pay on the rise?</p> <p>The Young Turks on CEO/Employee Pay Ratios</p> <p>The Young Turks on CEO pay vs. the rest of us</p>	<p>Something's Rotten in Hondo*</p> <p>What is "ethical management"</p> <p>Diversity in Corporate America</p> <p>Policy Debate: "Minimum Wage"</p>
13: Dec 7	Ethics into the Future - Technology	READINGS:	The Surveillance State

		<p>GMF: What is and isn't true</p> <p>GMO Crops - Just the Science</p> <p>Noam Chomsky: A Surveillance State Beyond Imagination Is Being Created in One of the World's Freest Countries</p> <p>Why the Surveillance State Lives On</p> <p>The Case Supporting the NSA's PRISM decrypting</p> <p>Progressives are missing on the surveillance state</p> <p>The Surveillance State</p> <p>VIDEOS:</p> <p>Miko Hyponnen on the NSA</p> <p>Glenn Greenwald Interviews Ed Snowden</p> <p>GMO-A-GO-GO</p> <p>Neil DeGrasse Tyson on GMO</p> <p>5 GMO Myths Busted</p> <p>Rachel Parent (14) takes down Kevin O'Leary</p>	<p>Genetically Modified Foods: GMOs</p> <p>Policy Debate: GMO labeling</p> <p>FINAL DRAFT OF TERM PAPER DUE FRIDAY DEC 15th BY MIDNIGHT</p>
Dec 13-19	14th week adjusted schedule: TBD		

## IX. ASSURANCE OF LEARNING STATEMENT

In most business core courses, participation in on-line learning assessment is required. Your best efforts are expected and will be acknowledged as a component of your grade. Your participation will assure that our courses meet the objectives and that appropriate improvement will be made for future semesters.

## X. CLASSROOM CONDUCT

The Leon Hess Business School expects its students to routinely observe etiquettes of professional organizational life while in the classroom. Please note that the following apply:

1. Students should arrive and be prepared to begin by the start of the class. Occasional delays are understandable, but they should not become habitual.

2. Students are expected to remain seated while class is in session. Wandering in and out of the classroom is a distraction to everyone and is not allowed. A student who has a medical condition that makes it difficult to remain seated for an extended period of time is urged to privately notify the faculty member at the beginning of the semester or at the onset of the condition so that appropriate adjustments can be made. This shall not be interpreted as requiring a student to divulge the details of such medical condition to the faculty member.
3. Dialogues are possible only when participants listen to one another. Chatting, whispering, passing notes to classmates, and incivility are not permitted in the classroom as they interfere with the educational process.
4. Cell phone use is not permitted in the classroom at any time, for any reason, including but not limited to calculating, phoning, or texting while class is in session. Students are expected to turn their cell phones off or to silent mode during class.