Department of Management Warrington College
University of Florida
BUL 4443 Ethics in Global Business (sections 1A71, 04DE)
Spring 2017 Mod 3: Jan 3, 2017 – week of Feb 20, 2017

I. Locator Information:
Instructor: Dr. Michelle Darnell
Class Meets: Office hours:
   Section 04DE: TR periods 3-4   TR: 2:00 – 4:00
      (9:35 – 11:30am), MAT 120   and by appointment
   Section 1A71: TR periods 5-6   Office: STZ 219A
      (11:45am-1:40pm), MAT 120   Office Phone: 392-8138
Online Resources: https://lss.at.ufl.edu/   Email address: michelle.darnell@ufl.edu
    CANVAS site

II. Course Description:
Catalog Description: Explores issues involving the role of individuals, citizens, business, and government in promoting profitable but responsible commerce and socially beneficial business activity.

Instructors Description: One person's values have significant impact on the lives of others; business decisions that are based on such values, particularly given the global community we find ourselves in, have far reaching effects. Broadly, this course is designed as an opportunity for reflection on what grounds and justifies values, increasing awareness of the ethical dimension of business, understanding both the diversity of ethical values and the problematic nature of ethical relativism in business, and improving critical thinking skills used in ethical decision making. Because ethics is not merely about understanding, but also *doing*, the course is structured to provide opportunities for you to resolve differences and work well with others to create value.

III. Disabled Student Services: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

IV. Textbook: Readings are provided on Canvas

V. Student Learning Outcomes: Upon successful completion of this course, the student will be able to:
- Describe and critically evaluate multiple ethical theories
- Identify ethical aspects of business activity
- Apply theoretical considerations to specific business scenarios
- Critically analyze business case studies with respect to their ethical dimensions
- Develop a value framework to guide ethical decision making
- Argue in favor of particular ethical decisions in business scenarios
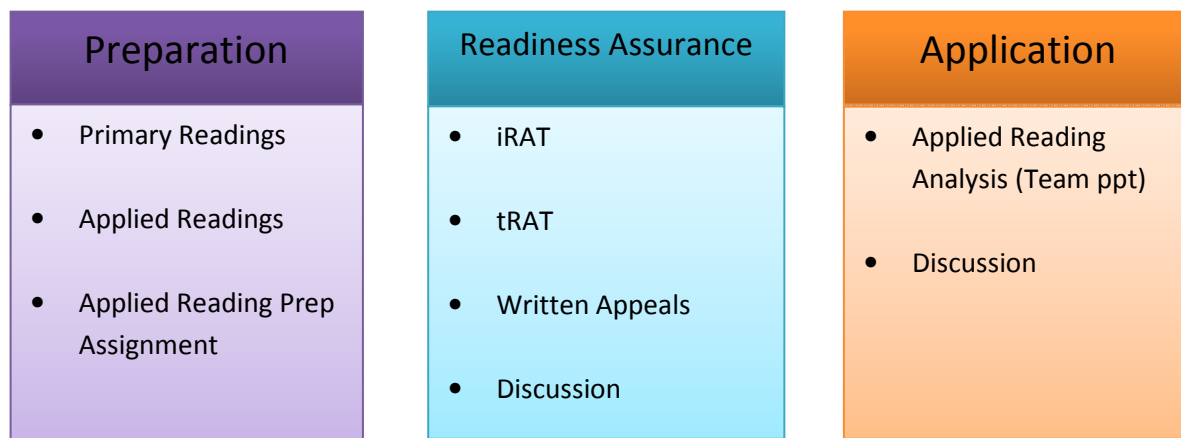
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last weeks of the module, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

VI. Class Format / Team Based Learning Approach:
This course is delivered using a Team-Based Learning (TBL) format, based on the approach established by Dr. Larry Michaelsen at the University of Oklahoma Business School. Teams will be assigned on a principle of "resource wealth distribution" during the first class period. The teams will be created based on student experiences with previous courses in ethics and business, employment, leadership, and international travel/residence. Research on Team-based learning shows that students in TBL courses actively focus on making decisions, that problem-solving improves, and that students gain a more in-depth understanding of the course concepts and are more likely to continue learning about the course topics beyond the course.

With the exception of the first few days of class, the first half of each class meeting (approximately the first 50 minutes, +/- 5 minutes) will involve working through theoretical material that is pertinent to business ethics, and the second half of class (approximately the last 50 minutes, +/- 5 minutes), student teams will work on applying the theoretical material to "real life" business examples.

Learning modules in the course will be based on a sequence of 3 distinct phases:

Preparation	Readiness Assurance	Application
• Primary Readings	• iRAT	• Applied Reading Analysis (Team ppt)
• Applied Readings	• tRAT	• Discussion
• Applied Reading Prep Assignment	• Written Appeals	
	• Discussion	

Phase 1: Preparation During the first phase, you will be assigned specific readings – both theoretical and applied readings - to complete prior to attending class. Three short questions about the applied readings are also to be answered (on Canvas) prior to attending class (for points). Be aware that guides are provided to help you better understand the theoretical readings; these guides are lists of questions that will help to prepare you for the in class activities but are not graded/worth any points. The purpose of phase 1 is to prepare you for the class activities which are based on the readings.

Phase 2: Readiness Assurance During the second phase, you will participate in readiness assurance tests (RAT) on the primary readings. The tests are closed book and measure your understanding of the information provided in the primary readings and your preparation for class time. During this process, you will first individually complete the test and submit your answers (iRAT). Immediately following this, you will work as a team to answer the same questions (tRAT). The team score will be the same for all members of the team (however, see description of the role of peer evaluation in assignment of "team" grades). Immediately following the team test, there is the opportunity for written appeals based on the primary readings. If the appeal is granted, the score is applied for the entire team. The purpose of phase

2 is to ensure that you and your teammates have the foundational knowledge needed to begin learning to apply the concepts in phase 3.

Phase 3: Application In the third phase, you and your team will use the foundational knowledge to solve problems, participate in hands-on activities, discuss cases, etc. The purpose of this phase is to give you a deeper understanding of the concepts.

Peer Evaluation At the end of the course, you will have the opportunity to evaluate your team members. The peer evaluation will ask you to consider how well your team members prepared for the readiness tests as well as the level and quality of their contributions to the in-class activities, in terms of their level of ability to apply concepts, engage in analysis and evaluation of material, and creativity in resolving presented issues. The peer evaluation will determine the percentage of "team points" that was earned by each individual member (see "participation", below).

Readiness Assurance Tests
The readiness assurance tests (individual and team) are closed book and based on the assigned readings in the assigned (primary) readings. They will consist of multiple choice questions that ask you to remember or recall information from the readings, demonstrate your understanding of this information and apply the concepts in a very simple manner. All readiness assurance tests are completed without the use of any notes, books, or related resources.

Team tests are completed using a "scratch and win" type answer card. When using the card, your team is awarded **1 point** if you uncover the correct answer on the first scratch, **.5 points** for the second scratch, **.25 points** for the third scratch, and **0 points** for needing all four scratches to uncover the correct answer. Any questions that remained unanswered (no scratch attempts) will earn 0 points. Correct answers are indicated by a small star.

Following the tests, a discussion will take place to address any questions about the reading material, and engage in additional critical evaluation of assigned readings.

VII. Course Requirements and Evaluation Criteria: Your final grade will be determined on the basis of the formal requirements outlined below.

Criterion	Individual /Team	% of Course Grade	# Relevant Assignments X Possible Points	Total Possible Points		
Participation	Individual	5%	10 days x 3 pts	30		
Start of Class / End of Class Comprehension	Individual	5%	2 x 15 pts	30		
Applied Reading Prep Assignments	Individual	5%	10 x 3 pts	30		
iRAT	Individual	15%	9 x 10 pts	90		
Midterm Paper	Individual	20%	1 x 120 pts	120	300 Individual Points	
tRAT	Team	15%	9 x 10 pts	90		
Applied Reading Analysis (ppt / discussion)	Team	15%	9 x 10 pts	90		
Final Case Analysis	Team	20%	1 x 120 pts	120		300 Team Points
Total Possible Points for Course:				**600**		

INDIVIDUAL POINTS
Participation: 5% of grade/ 30 pts. This course is designed around the principles of team based learning. Accordingly, student participation within each team is essential for the success of this course. Participation affects the student's grade in two ways: (1) a direct participation score, which is determined by the instructor, and (2) by earning a percentage of the points (0-100%) that the team acquired on each team assignment, as determined by the peer evaluation.

(1) Direct Participation Score: Up to 3 direct participation points will be earned for each day of class, excluding Jan 3 and 5 (before add/drop ends), and Jan 19 as well as February 16 (no official class meetings). Additionally, students will be allowed one undocumented excuse without a penalty *to participation points* (see policy below for "making up" assignments – documentation is required to make up assignments), which results in 30 total possible points for the course. A minimum requirement

for earning direct participation points is being on time to class and remaining present for the full class period. Generally, attendance will be recorded on the basis of on time completion of iRATs, however on those days on which no iRAT is given, attendance will be taken via a sign in sheet. *Note, though, that attendance alone constitutes only 1 point per day*. Earning full participation points requires contributing to a classroom environment that is conducive to learning. Accordingly, students who do not regularly positively contribute to discussions, or who engage in distracting behaviors, will not earn maximum points even if present for each day of class. "Positive contributions" include being involved in class discussions, providing insights into assigned material, raising questions, and answering questions raised by others. Distracting behaviors include (but are not limited to) engaging in side conversations, readings newspapers, texting, surfing the internet, etc. Phones must be silenced before entering the classroom.

Video and Audio Recording, **as well as still Photography** of lectures/classroom requires explicit permission of the instructor.

Ethics can be a very a personal subject. It is essential that every student both feels comfortable sharing her/his views and is respectful of the views of others. If a student is unable to maintain a mature and respectful demeanor during discussions, she/he will be asked to leave the classroom.

(2) Peer evaluation of participation: Grades for this class may be divided into two categories: those earned by the individual student ("individual" points), and those earned by the student by completing team assignments ("team" points). At the end of the term, each student will be required to distribute 100 possible points total among the members of his/her team (excluding self) on the basis of level of contribution to team success. The sum of points assigned to each team member by the collective team will constitute the percentage of team points that the individual team member will be assigned. So if, for example, I am on a team of 4 people, and each of my peers assigns me 30 points, then the sum of those points is 90 and I will earn 90% of the points earned by my team. Note, it is possible for an individual to earn more than 100% of the points earned.

Failure to complete the peer evaluation of your team members will result in a penalty of all of your own direct participation points being removed (0 points for participation, which is 5% of your own grade). Peer evaluations are **due by 11:59pm on Feb 21.**

Start of Class/End of Class Understanding of Business Ethics: *5% of grade/ 30 points.*
Students are required to reflect on their current understanding of business ethics both at the beginning of this course as well as at the end of the course. During week 1, students will be required to provide a written response to a set of direct questions related to the nature of business ethics and its role in our lives, and a video response that completes the sentence "Business Ethics is…" (2.5% of course grade / 15 points). During the last week of class students will be required to reflect on their original answers to these question, and submit a video response on how their views on business ethics have, if at all, changed or developed (2.5% of course grade/ 15 points). The first report of the student's understanding of business ethics must be submitted no later than **11:59 pm on Tuesday Jan 10th.** The end of class reflection is due no later than **11:59 pm on Friday Feb 16th.** More information about this assignment will be provided on Canvas (under "assignments").

Applied Reading Preparation Assignment: *5% of grade/ 30 points.* During 9 of our class meetings we will engage in an analysis of "applied" readings (as indicated in the schedule, presented on the last page

of this syllabus). *Prior to coming to class* on these days each student is required to complete this assignment, which will typically consist of 3 ("short-answer") questions related to the assigned applied readings.1 point may be earned for each question, for a total of 3 points per assignment.

iRAT:15% of grade / 90 points. At the start of each class (excluding Jan 3, Jan 5, Jan 19, Jan 26, and Feb 16 - for a total of 9 class meetings) you will take a readiness assessment test individually on material presented in the "primary" readings assigned for the day. You will have 10 minutes to complete each iRAT, which consist of 10 questions, with each question worth 1 point. If you arrive after the iRAT has begun, you will only have 10 minutes from when the rest of the class started the quiz. These quizzes will be conducted on Canvas, but will not be made available to students until after class has started. Each student is expected to **bring a laptop** to complete this part of the class.

Midterm Paper: 20% of grade/ 120 points. This assignment requires students to clearly defend a position on the question of 'is business ethics an oxymoron'. Additional information about this assignment will be posted on Canvas. This assignment will be submitted through Canvas and is due on **Jan 29th before 11:59 pm**.

TEAM POINTS

tRAT:15% of grade / 90 points. Immediately following the completion of the iRAT assignment at the start of each class (excluding Jan 3, Jan 5, Jan 19, Jan 26, and Feb 16 - for a total of 9 class meetings), each *team* will, working together, take the readiness assessment test on the material presented in the "primary" readings assigned for the day (found in the course packet). You will have 15 minutes to complete each tRAT, which consist of 10 questions, with each question worth 1 point.

If a student believes that s/he led the team to choose an "incorrect" answer because of either ambiguity in the question or ambiguity in the primary text, an appeal may be made to the instructor. Immediately following the completion of the tRAT, teams should submit an appeal (the form is available on Canvas under "assignments"). Teams will have no more than 5 minutes to submit their appeal, which will be reviewed by the instructor outside of the class. The success or failure of the appeal will be determined before the start of the next class period. When an appeal is accepted on a question that a team has missed (no individual appeals will be accepted):

1. It "counts" i.e., the points missed will be added to:
   • their group score.
   • the score of any individual in the group who answered the same as the group
   • only those groups that appeal.

2. Group member(s) who had the original correct answer will continue to receive credit on the question.

Applied Reading Analysis: 15% / 90 points. Typically, the latter half of each class period will focus on applying the theoretical material that had just been covered in the iRAT/tRAT and mini-lecture. The instructor will provide each team access to a "google presentation" that raises a specific question that requires application of the theoretical material to the applied readings that were assigned for that day. Each team will have approximately 10-15 minutes to create one slide in the Presentation that notes their team's answer to the question and the most important factors that led them to determining their answer

to the given question. Contribution to the Presentation can earn each team up to 5 points, with the grade based on demonstrated understanding of both the theoretical material and its application to the situation(s) described (a more detailed rubric is provided on Canvas, linked to the assignment). After the Presentation is completed, it will be used to lead the class as a whole and a discussion about the applied readings. During this discussion, each team will be expected to speak to the answer they came up with, and how they came up with this answer. It is important to remember that *this is not a formal team presentation* – it is a discussion with the other teams. Each team's ability to communicate its own findings to the class, note similarity or differences with other teams' findings, and generally participate in the discussion will be worth up to 5 points (see rubric on Canvas for more details).

Final Case Study: 20% / 120 points. 20% of grade / 120 points. Each team will submit a (written) case study on a topic of their own choosing (with instructor approval) as a final project, which is due by **11:59 pm on Feb 21st**. A pre-assignment associated with this case study will be due on **Jan 12th** – failure to complete this pre-assignment will result in 5% grade deduction for the case study. Details about this assignment will be provided on Canvas.

Absences: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx "Make ups" of formal assignments will ONLY be accepted in accordance with the UF policy on "acceptable reasons for absence" Students that provide documentation that their absence was for one of these "acceptable reasons" will be allowed to make up all assignments without penalty. If it is known in advance that a personal obligation (not covered in UFs policy on "acceptable reasons for absence") exists that conflicts with an assignment, it is the student's responsibility to inform the instructor at least 2 business days before the scheduled assignment; the instructor will then work to arrange an alternate day/time to complete the assignment early. Any exceptions to this are at the discretion of the instructor, though, at minimum, the student must provide objective documentation that shows the (reasonable) inability of the student to complete an assignment on time, if the instructor is to consider making an exception.

With respect to team assignments, the points a team earns on an assignment will be awarded to every member of the team, irrespective of whether the individual was or was not present in class for completion of the assignment. This is consistent with what you will find in the workplace: teams as a whole are given credit for the products they produce, irrespective of "who did what". Nonetheless, even in the workplace, "free riders" will eventually be recognized and at minimum they will not be awarded opportunities for growth in their careers, and may ultimately be reprimanded by their supervisors and peers, and eventually fired. Accordingly, in this class it is important to remember that teams will perform better if all members are able to contribute to the completion of the assignment, and **the peer evaluation of team members will determine the percentage of team points that each individual member earned**. It is in each individual's best interest to (1) make every effort to be "fully" present at each class, (2) communicate with your team members if you must be absent before class to let them know about your situation, and (3) potentially share with your team members your own considerations about the material assigned for the day (e.g. via email or your team's page on Canvas) in order to help them complete the in class team assignments.

Grading Scale: Note that the formal requirements listed above total 100% when added together.

The grading scale for this course will be: 100%-94% = A, 93%-90% = A-, 89%-87% = B+, 86%- 83% = B, 82%-80% = B-, 79%-77% = C+, 76%-73% = C, 72%-70% = C-, 69%-67% = D+, 66%-63% = D, 62%-60% = D-, 59% - 0% = E.

The instructor reserves the right to assign a higher grade than outlined by this scale if there is *strong* evidence of significant and continuous improvement by the student over the course term, or if there is significant reason to believe a single anomalous grade is inappropriately affecting the student's course grade. However, any deviation from the above scale will be considered only if the student is less than 1% away from the next grade designation, and no deviation will be greater than a single grade designation (e.g. an 86.1%-86.9% may be evaluated for a change from a "B" to a "B+", but nothing higher than a "B+" is possible). The above is consistent with current UF grading policies for assigning grade points, which may be found at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Academic Honesty: Academic dishonesty will not be tolerated, and may result in a failing grade for the course and additional disciplinary action at the College or University level. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

NOTE: During the iRAT, all electronic devices, with the exception of laptops, are to be silenced and put away. Laptops are to be used only to complete the assigned iRAT. If a student has any other program open during the iRAT – **even if the student has finished the quiz – that student will receive a "0" for the quiz. No forms of technology** – including cell phones – may be utilized in the classroom during the tRAT, even after the team has completed their quiz. If any team member begins to use an electronic device – e.g. opens up a computer or checks a cellphone – during the 15 minutes set aside for the tRAT, **the whole team** will receive a "0" for the quiz. If a team wishes to complete an "appeal" for the tRAT, **explicit permission** from the instructor to use a computer is needed.

VIII. Course Outline and Assignment Schedule: This course is scheduled for the week of Jan 3, 2017 – week of Feb 20, 2017. Readings must be completed before coming to class on the date the material is to be discussed. This schedule is subject to change at the instructor's discretion; any changes will be announced in class.

Jan 3: No class meeting to stay consistent with undergraduate calendar

Jan 5: Introduction to course … Ethics is ambiguous, but not absurd!
Primary Readings: Beauvoir, *Ethics of Ambiguity*
Review Syllabus and familiarize yourself with the course Canvas site.

Jan 10: Generally, is ethics worthy of our consideration? Is it all about perception?
Primary Readings: Plato, *The Republic*;
Applied Readings: "Pharma's Charity Play"

DUE by 11:59pm: Start of Class Understanding of B-Ethics and Syllabus Acceptance

Jan 12: Is business ethics an oxymoron?
Primary Readings: Friedman, Milton. "The Social Responsibility of Business is to Increase its Profits";
Freeman, R.E. "Managing for Stakeholders: Trade-offs or Value Creation"
Applied Readings: "No Cheers When Walmart Packs Up"; "Take Two Butterfingers and Call Me in the Morning"

Due by 11:59pm: Pre-Assignment for Team Final Case Study

Jan 17: The Role of Ethics in Economic Exchanges
Primary Readings: Sen, "Does Business Ethics Make Economic Sense?"
Applied Considerations: "For-Profit College Fraud Has a Public Cost"

Jan 19: No Class – work on your midterm paper

Jan 24: The Challenges of Relativism and Global Diversity
Primary Readings: Pojman, "A Critique of Ethical Relativism"
Applied Considerations: "Sharing Everything but the Wealth"; "China Tries Its Hand at Pre-Crime"

Jan 26: GUEST SPEAKERS (TBA)
Due by 11:59pm – Analysis on Applied Readings from Jan 24

Jan 29: Midterm Paper Due by 11:59pm

Jan 31: Producing Good Ends: Teleology in Business
Primary Readings: Mill, *Utilitarianism* (additional suggested reading: Bernanke Speech on Happiness)
Applied Considerations: **"**Here's a Survey and $5. Now Rate Me"

Feb 2: Respecting Persons in Business

Primary Readings: Kant, "Groundwork for a Metaphysics of Morals"; Pfeffer, "People, Profits, and Perspectives"
Applied Considerations: "Ex-Spies Go Hunting for Rogue Traders"; "Green is Good, but One Outdoor Outfitter Puts People First"

Feb 7: Character and Personal Implications of Ethics in Business
Primary Readings: Aristotle, *Nicomachean Ethics*
Applied Considerations: "The Incredible Rise and Final Hours of Aubrey McClendon"

Feb 9: Distributive, Procedural, and Interactive Justice
Primary Readings: Rawls *Theory of Justice*
Applied Considerations: "Tim Cook says Apple won't repatriate money to US 'until there's a fair rate'"

Feb 14: Sustainability and the Environment
Primary Readings: DesJardins
Applied Considerations: TBA (Guest Speaker)

Feb 16:No Formal Class - Work on Team Project, End of Class Understanding of Business Ethics

Feb 21: Final paper and Peer Evaluations due by 11:59 pm.