BADM 4893 – Business Ethics

Week	Assignments/Projects Due Dates
1	
2	
3	
4	
5	
6	
7	
8	
9	Group Portfolio (35%)
10	
11	
12	
13	Group Portfolio (25%)
14	Group Presentations (5%) and Individual Writeup (20%)

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a. Attendance & class participation individually and group discussions: 15%
b. Formatting for Essay & Case Studies: Font: Times New Roman 12; Line spacing: 1.5; Referencing: MLA; Maximum 2 pages on smaller case studies & Maximum 4 pages on larger cases
c. Penalty for late submission of assignments/projects: 5% for each day
d. Office Hours & location: Mondays and Thursdays, Anglo-London Office

BADM 4893 – Business Ethics

Course Description:

In a world economy that is becoming increasingly integrated and interdependent, the relationship between business and society is becoming ever more complex. The globalization of business, the emergence of civil society organizations in many nations, and new government regulations and international agreements have significantly altered the job of managers and the nature of strategic decision-making within the firm. At no time has business faced greater public scrutiny or more urgent demands to act in an ethical and socially responsible manner than the present. (Lawrence & Weber, 2008, p. xiii) Thus, this course provides a conceptual and practical overview of the role of business in contemporary society. We explore the social context of economic systems, examine the concepts of business ethics and corporate legitimacy, and look at corporate responsibility in today's business environment. Particular emphasis is placed on understanding how concepts addressed in the course can be applied to the world of business and its societal context.

Course Aims:

The objective of this course is to provide the students of this class with a thorough review of the role of business in society through a wide variety of learning approaches including textbooks, readings, teamwork, videos, and case studies based on real life examples.

This course is divided into six major themes:

- Business Ethics & Corporate Social Responsibility
- Business Ethics: Ethical reasoning and business practices
- Shareholders and Stakeholders
- Corporate Governance & Accountability
- Globalization and Ethics: Costs & benefits of globalization
- Ecology and Sustainable Development in a Globalized World

This course is based on two principles of effective learning (1) activity-based learning, and (2) team-based learning. Students in this course are required to actively engage in class discussions, and develop solutions to cases either individually or as a team.

Learning outcomes:

At the end of this course, students will be able to:

- Recognize, reason about, and respond to political, social and moral dilemmas faced by business managers.

- Understand how business decisions affect society as a whole.

- Design and manage organizational programs to promote responsible business practices.

- Analyze the social implications of important contemporary business trends such as globalization, de-regulation, corporate mergers, technological advances, workforce diversity, ecological sustainability, and corporate citizenship.

- Explain how maintaining high ethical standards and practicing good corporate citizenship can build organizational reputation and create economic advantage for both companies and their stakeholders.

Finally, this course will endeavor to develop the analytical, and critical thinking skills that will help you understand the role of business as a global social institution, solve 'real life' business problems, and contribute to your community as a responsible business professional.

Participation: Participation in class will be graded according to the assessment criteria of the University of Connecticut (see Appendix II). The assessment criteria are clear that *quality* participation is expected. Attendance at all sessions in the course schedule is necessary for participation. Physical presence in class does not automatically accredit students to participation.

Case Studies (class-room activity and participation): Students are required to write 1200 words maximum for the major case study. For minor cases: maximum two-page(s) write-up.

Case study report should be formatted using Times Roman 12pt font, 1inch margins all the way around, text double spaced, and the first line of each paragraph indented 0.5".

Case Study Analysis: Answers to the questions in the case study will be structured in a report format. The report will have three identifiable parts: the introduction, the analysis (the middle part of the report), and the conclusion.

Introduction will include a brief background of the case (e.g. history of the company, **or** what line of business the company is in, and its current status). The introduction will also state the problem(s) you are going to address in the second part of the report (e.g., the problem identified may be: 'misrepresentation of annual accounts'). The second part of the report should analyze and discuss the problems identified in the introduction (e.g., ethical issues related to the problem of the misrepresentation of annual accounts). The conclusion should discuss the implications of your analysis – based on the evidence from the case or related information from other articles, or books.

NB: The criteria and rationale for grading these assessments is the standard University of Connecticut grading as explained in Appendix II of this course handbook.

Referencing Guidelines:
It is crucial that students reference the sources of **all** information used in their short papers and exam. There are several conventions regarding the formatting of reference lists (bibliographies/works cited). It is suggested that students adhere to the prescribed format of the University of Connecticut.
NB: in contrast to books and journals, information published on the web is not

necessarily reviewed or monitored by respected specialists. It is therefore particularly important that students 'decipher' the short form of any web address and state the full name of the organisation/person maintaining the referenced web site. For example: do not just quote a site as http://www.history.ac.uk/cmh/londonjournal/ but find out and state in your reference that this web site is maintained by 'The London Journal.' The need to give your readers complete information about the source of your information requires that you take this extra step.

Student Academic Misconduct
Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research, or ideas to their rightful originators, or representing such information, research, or ideas as your own (e.g., plagiarism). Students' responsibilities with respect to academic integrity are described in *Responsibilities of Community Life: The Student Code (The Student Code).*

Submission of work
Late submission of coursework can only be sanctioned by the Director of Uconn in London, and late submission will only be granted in the following cases:
- Serious illness or injury verified by a doctor's certificate for a period of time (normally in excess of a week). On receipt of such certification the Director of UConn in London will discuss with the student what should be done, and can sanction a maximum late submission period. It is a requirement that the Director of UConn in London inspects the doctor's letter of certification/certificate.
- In all other cases where illness has been minor and has not required seeing a doctor to be signed off sick, a late submission cannot be sanctioned.
- Serious personal/family trauma: this would be a significant event that would require the student to be away from the UConn in London program for a substantial period of time. As before, late submission of coursework can only be sanctioned upon receipt of documentary evidence to explain or support this serious event, with an indication of the time-period within which the student is likely to be significantly impaired by the event.
- Continuing conditions or trauma: in such instances students are strongly advised to talk in confidence to the Director of UConn in London who would decide if it would be appropriate to organize a schedule of late submissions.

In all other circumstances, such as computer failure and having a cold for a few days, late submission of coursework will NOT be accepted and will be subject to a penalty of 5% deducted from the grade awarded for each day accruing from the coursework deadline.

Coursework submission forms:
As a step towards improving our environmental footprint, UConn in London is, like many academic institutions, in the process of becoming paperless. Therefore, unless a course instructor makes a specific request for coursework to be submitted in paper form, students are required to submit ALL coursework electronically via email and to include with their electronic submission an electronically completed Coursework Submission Form. This form will be forwarded to students electronically upon their arrival in London. Paper copies of the form are available in the UConn in London office but only for exceptional use. Course instructors WILL NOT accept a coursework submission without students attaching a completed Coursework Submission Form. Please note also

that the date of students emailing coursework to course instructors will be construed as the date of submission of that coursework; students should strictly adhere to course instructors specific course submission deadlines.

CAUTION: Laptop use in the classroom:
During class time students are free to write their lecture notes on their laptops. However, any student found to be accessing the internet – including Facebook, Twitter, You Tube, emails and any other forms of electronic communication as well as photographs – will receive a five per cent (5%) penalty from their Participation grade. As 5% is one quarter of the overall Participation grade, students should take particular note of this caution.

Methods of instruction:
The course comprises:
- lectures
- Case Studies (individual and team work)
- Seminars
- Videos/documentaries

Reading material:
Material that students are required to read before lectures and seminars will be distributed to them by email attachment one week before the commencement of each class. Supplemental reading material that is listed in this course handbook is also available electronically via the course instructor, whilst some relevant texts books are available for overnight loan from the UConn in London office.

GUIDANCE IN WRITING A CRITICAL REVIEW

What is a review?
The purpose of a review is to provide readers with an informed and succinct analysis so that they can decide whether this is useful to them. The review:
- provides a brief description of the purpose and content of the work;
- analyses the strengths and weaknesses of the work in terms of its value to a specific field of knowledge;
- shows how the work contributes to that field of knowledge.

As a reviewer you are usually expected to draw on a broad knowledge of the content area of the work. Your review should have three main parts:
- a *heading* which provides all the necessary bibliographic information about the work
- a *summary* which outlines the work and reports briefly on its purpose and overall argument
- a *critique* which uses knowledge of the field to evaluate the quality of the work

The summary and critique follow one another without the use of subheadings.

Steps in writing a review
When preparing to write a review you undertake a number of different activities:
- reading/viewing of the work and note taking
- writing of the first draft
- revising and redrafting
- using feedback

Some of the following questions might be helpful in reading/viewing the work:
- What is the stated purpose of the work? Where and how is this stated?
- Who is the intended audience? Is it a specialised or general audience?
- What is the main line of argument? Is the main line of argument logical?
- What arguments does the author use to support the main line of argument?
- What evidence does the author use to support the main line of argument?
- Is the evidence well presented, sufficient and convincing?
- Are there alternative points of view or lines of argument?
- Where does the author stand in relation to other points of view on this topic?
- Does the work present or refute opposing lines of argument and evidence?

Clearly some of these questions will be addressed through your wider reading on the topic.

Introduction
Provide the required bibliographic information at the beginning: author, title, year, publisher, film company, TV channel, place of publication. Inform the reader in clear and concise terms that you are writing about a particular work by a particular author.

Summary
A good summary demonstrates that you understood the work well. In the summary you provide readers with:
- A clear sense of what the work is describing in terms of its main ideas and in the same order as in the work
- An understanding of the author's purpose. This has to be done objectively by providing supporting evidence from the work.

Critique
The critique is your evaluation of the work based on your reading/viewing and analysis of the work and the related literature. If you take up and critique each of the points made in the summary your critique will mirror the organisation of the summary. As you write about the strength or weakness of the work you need to be explicit about your reasons for forming your views. You need to show your reader evidence that influenced you. For example, if you consider that the author presented a biased point of view you need to provide examples of bias from the work.

Finding 'model' reviews
If you are writing your first review you may wish to read a review that someone else has written. The UK broad sheet newspapers such as the *Guardian*, *Independent*, *Times* and *Sunday Times* all contain

reviews that would guide your approach. Similarly, the *London Review of Books* and the *New York Review of Books* contain well written reviews.

When you look at a review that could serve as a model, you need to consider the review's purpose, structure, organization, and use of language. What does it set out to do and how well does it do it?

APPENDIX II

The grade boundaries used at UConn in London are as follows:

A 93-100
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
D- 60-62
F Below 60

A grade of "A" in a course indicates exceptional mastery of the course's objectives in both knowledge and skills. While a grade of "A" may not symbolize perfection, it does indicate that the student has demonstrated consistently high standards of commitment, clarity, and application. Typically, the "A" grade further signifies a student's creativity, insight, and breadth of comprehension.

A grade of "B" in a course indicates solid mastery of the course's objectives in both knowledge and skills. Further, the "B" grade indicates a student's facility with analyzing course material and his clarity in expressing that facility although he may not demonstrate the depth and breadth of comprehension that merits the "A" grade, regardless of the amount of time spent on a specific assignment. The B suggests a strong understanding of the course material and the ability to do the work of the course, including writing, to a high standard.

A grade of "C" in a course indicates competent mastery of the course's objectives in both knowledge and skills. A student who earns a "C" should feel reasonably confident about his ability to move on to the next course in a sequence within a discipline or about his facility with the course's objectives. For some students, a grade of "C" may represent significant intellectual growth; for others, only modest growth. In any case, the C suggests an acceptable level of understanding and analysis of the course material.

A grade of "D" in a course indicates less-than-competent mastery of the course's objectives in knowledge and skills. Usually the student has made some effort to engage the work of the course but has made little progress and demonstrated little real understanding of the skills and information the course seeks to elucidate. It should be remembered that students who receive a grade of D do receive credit for the course and may move on to other courses in the discipline. If performance does not warrant this, the student should receive a grade of F.

A grade of "F" in a course indicates insufficient mastery of the course's objectives in knowledge and skills. The grade of "F" is not meant to discourage students about their academic work, but rather to afford them an accurate appraisal of their performance. Students would not be well served to receive a "passing" grade only to discover later that they lack the information and/or skills necessary to proceed to the next level of a discipline. The F suggests that a student would need to repeat the class in order to be prepared to move on.

Because the grades described above still include a range of performance levels and because grades need to be seen, in part, as gauges to future achievement, teachers use the plus (+) and minus (-) to further refine their grades, indicating how close a student's performance comes to the adjacent levels.

In cases of partial work, credit must be lost for work not completed. A few assignments, even if completed to a very high standard, do not suggest full mastery of the course material as they do not cover all of the course material. The student's work, not his/her perceived potential or inherent ability, must be the basis for the grade.

Essay marking: general guidelines for students

Essays will be marked with respect to the complexity of the ideas pursued, the detail and sophistication of the engagement with the sources used and the skill with which the essay is actually written.

A-range papers will offer a sophisticated argument that goes well beyond standard generalizations. This argument will not only be supported by the sources but will actually illuminate key ideas, debates, and a full range of relevant detail. These papers will begin with a clearly, even eloquently presented thesis and proceed, in elegant and grammatically sound prose, to develop this argument. Transitions will be carefully marked through strong topic sentences for each paragraph and the conclusion will be engaging, not simply a repetition of the thesis, but a demonstration and measured assessment of its implications. Sometimes a paper will make it into the lower end of the A-range if there are some rough edges but the argument is unusually sophisticated or adventuresome.

B-range papers will offer an interesting and clear thesis in clear, grammatical prose. They will demonstrate argumentative control, developing the thesis with well-chosen evidence from the sources. Papers which are extremely well-written and clearly argued but which offer tame or predictable arguments will fall in this range, as will papers which are more intellectually adventurous but lose argumentative control.
C-range papers will offer a weak or uncertain thesis. They may be very general, showing little direct engagement with the ideas and information presented by its sources. Or they may be of the "laundry list" kind, asserting several points and demonstrating that these are true without ever establishing any substantial connection between them. Papers with a reasonable thesis, but which completely lose argumentative control, will be in this range.

D-range papers will be vague and scattered, without a distinct argument or thesis. The prose will be convoluted and characterised by spelling and grammatical errors,

which significantly obscure meaning. These papers will not demonstrate a clear understanding of the requirements of the assignment.

Class participation: general guidelines for assessment

Grade	Discussion	Reading
A	**Excellent:** consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
A-	**Very Good:** frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings.
B range	**Good:** frequent contributor; has basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings, but tends not to analyze them.
C range	**Rather Poor:** sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D/F	**Poor:** rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material.