Value Systems and Professional Ethics

Mission Statement: The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.

Prerequisite Advisory: Please be advised that you (the student) are responsible to have completed all course prerequisites necessary for this course prior to participating in the course. Not completing required prerequisites may negatively impact you ability to successfully complete this course.

Ottawa Student Email: Ottawa e-mail is the official account to be used for e-mail communication. It is the responsibility of the student to check his or her e-mail account on a regular basis for the duration of the course. Failure to read one's e-mail will not be a valid excuse for lacking information communicated via e-mail. In addition, any campus emergencies will be announced via the Ottawa email system. If you are encountering difficulties with your e-mail, please contact the 24/7 helpdesk at 855-268-4357.

Course Number: BUS 7200/HRF 7001
Course Title: Value Systems and Professional Ethics
Credit Hours: 3 graduate semester credit hours
Prerequisites: None

Textbook: Introduction to Business Ethics
DesJardins, Joseph R.
McGraw-Hill Publishing Company
ISBN: 0-07-353581-8

Additional Resources: Not Applicable
Bibliography: Not Applicable

Course Description:
Study of personal and corporate value systems. Investigates personal beliefs, purposes and attitudes and their effects on self and others. Examines role of the human element in organizational structures.
Value Systems and Professional Ethics

Course Number: BUS 7200/HRF 7001
Course Title: Value Systems and Professional Ethics
Credit Hours: 3 graduate semester credit hours

Instructor: Nita A. Stika, CPC, CPC-H, CPC-H, PhD
Available for calls/appointments: 9-9 CST, M-F
Phone: 414-483-1332 (has voice mail)
Instructor’s Email: nita.stika@ottawa.edu or stika@wi.rr.com

Term: ES 2013

Class Days & Time: Monday Evenings 6 to 9:30 PM

Meeting Dates: May 6 to June 24, 2013

Additional Information:

Attendance: All OU-Wisconsin courses base 15 to 30% of the final grade on attendance/participation. It is understandable that a student might miss one class due to such things as job requirements, personal or family illness, emergencies, etc. It is expected that students will do the following regardless of the reason for missing class:

- Contact the instructor prior to the absence to discuss what will be missed and what needs to be done to make-up the absence. In the case of an emergency (for example, being in a medical emergency room) the student is expected to contact the instructor within 24 hours or have a family member or friend contact the instructor.
- Turn in make-up work as stipulated by the instructor. Attendance/participation points may be earned for one or two absences if the make-up work is satisfactory and turned in by the instructor’s deadline.
- After two absences, the student must initiate a conversation with the instructor to determine what is required to complete the course successfully. Failure of the student to initiate this conversation will affect the final grade and may result in withdrawal from the course.
- Three absences will result in loss of all attendance/participation points for the term and may result in withdrawal from the course.

Late Arrival: Arriving late to class or departing early may result in loss of attendance/participation points.
The grading scale for undergraduate courses is:

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<th>Grade</th>
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<td>A</td>
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**Final Grades:** All student work must be submitted by the last class session of the term. Instructors must turn in final grades by the University’s deadline. If, due to extenuating circumstances (e.g. childbirth, accident, death of a loved one), you are not able to satisfactorily complete a course within the term, contact the instructor immediately. Your final grade will be based on the work you have submitted by the end of the term. If the instructor agrees that your circumstances merit turning in work after the end of the term, you must submit the work by the agreed-upon deadline. If, upon evaluating your work, the instructor determines that your final grade should be changed, he or she will submit a Change of Final Grade form to the University registrar. If the instructor determines that the work you submitted does not warrant a change of the final grade, the original final grade will stand.

**Professional Writing Center:** The Professional Writing Center is located in Room 113 at the Brookfield site and is open during the following hours. You can contact the Center instructors at 262-879-0200 or writingcenter@ottawa.edu to schedule an appointment or to submit your work via email. To best help you with your writing, also bring the assignment for your paper and feedback from previous papers. Writing instructors staff the center to help you develop your writing skills, work on APA format, identify common errors, and address your writing-related questions.

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<th>Professional Writing Center</th>
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<td>Week 8</td>
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**Addendum to Syllabus:** None at this time

**Disclaimer:** Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs. The full course syllabus is available within the course on Blackboard.
Course Objectives: Upon successful completion of this course the student will be able to:
1. Evaluate the importance of values and ethics in the workplace.
2. Develop a personal code of ethics.
3. Integrate personal and organizational values.
4. Analyze ethical situations and dilemmas, and apply best practices for ethical decision making.
5. Apply the principles of values-based leadership within an organizational setting.

Statement of Teaching & Learning in the Adult Curriculum:
Ottawa University’s philosophy of teaching and learning supports the theories and principles of the andragogical model, whereby education for students becomes a shared experience amongst the students and facilitators of instruction. Ottawa’s learning community fosters a social climate of respect and collaborative modes of learning that draw on the adult students’ previous life, work, and academic experiences, while encouraging active involvement in what and how the adult learns. Ottawa University believes learning is a cooperative endeavor requiring a shared commitment, positive attitude, strong work ethic, and the responsibility of all participants within the community of learning and classroom. All adult students are expected to actively contribute to the classroom learning environment by introducing and sharing new content related to the course, analysis and reflection from personal and professional experiences.

Homework Requirement: Homework for accelerated courses requires 12-15 hours of independent work each week (outside of class). Some students may complete homework study in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule for this course. Online students should also follow this expectation beyond the time he/she spends interacting within the online course.

Editorial Format for Written Papers: Unless otherwise informed by your instructor, all written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation unless an alternative style is mandated by the discipline or instructor. This course includes information regarding APA style. Additional information may be found under “Writing and Research Resources” in the online Resource Room located on the course menu in Blackboard.

Information Literacy: Ottawa University is dedicated to helping both faculty and students effectively utilize library resources. Ottawa believes that it is imperative faculty guide students on accessing and utilizing text and data resources presently housed within the University’s Myers’ Library system, and believes it is critical that students actively and continually
engage research resources, both online and through the main campus library facility. Students receive early training in the use of academic resources through new student orientation and from faculty instruction. Faculty are advised to utilize the Myers' Library online databases for class preparation and student assignments, and students are encouraged to incorporate research materials from the many Myers’ Library online databases when fulfilling general course assignments. Each database in the Myers’ Library collection offers a tutorial for its use. Additionally, an online tutorial regarding research is available for all academic disciplines. Please enjoy Ottawa University's rich and deep library resources, available to you 24 hours a day, seven days a week, through the Myers' Library system.

If you have any questions, please contact Gloria Creed-Dikeogu, Ottawa University Librarian or any other University librarian.

Sensitivity and Confidentiality:

It is intended that the professor and all learners will maintain an atmosphere of safety and freedom in order for all to feel comfortable in expressing ideas and reactions. It is imperative that we are all respectful of one another and mindful of difference during discussion periods. While there may be disagreements about topics of discussion, it is expected that students use critical thinking in expressing opinions, as well as listen to others with respect and an eagerness to consider alternative viewpoints. If at any time during the course, you feel unable to express yourself or to participate fully, please make an appointment with the professor to discuss the situation.

At times in the educational process, certain subject matter may be emotionally difficult or offensive to some learners. If a learner believes that a class activity may be personally disturbing, s/he should notify the instructor in advance to obtain a substitute assignment.

Blackboard:

When a Blackboard shell is available for this course, you may be expected to participate in the additional activities, resources and discussions as directed by your instructor. Blackboard engagement may be approximately one to one-and-one-half hours per week.

Blackboard Technical Support:

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff, and faculty at no cost.

Policies:

All course-specific policies for this course are spelled out in this syllabus. You are responsible for reading and understanding all of these policies. Failure to understand or abide by these policies could have negative consequences on your experience in this course.
Attendance Policy: Pending – University-wide attendance policy

Late Submission Policy: With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Student Handbook: Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus. Please see Policies in Blackboard for additional university policies.

Classroom Conduct: For additional information concerning student conduct, please see the Student Handbook, which is available on the Ottawa University Web site. As stated in the Student Handbook, the University has developed clear statements of institutional expectations and standards related to student behavior and conduct. The University assumes that students will behave in a responsible manner when attending or participating in course-related activities. Therefore, students must act in such a manner as to reflect consideration and respect for honesty and the rights and welfare of fellow students, faculty and of the community as a whole. The University reserves the right to impose sanctions up to and including expulsion from the course or the Institution when behavior is dishonest, disruptive, threatening, or in any way compromises the productive educational environment of the University, as determined by the University. Specific policy and explanation of the University’s expectations of student conduct are available in the Student Handbook.

Academic Integrity: Academic dishonesty includes: cheating on examinations, plagiarism, and the supplying of false information pertaining to the learner’s academic program. Another form of academic dishonesty is using the same paper or significant parts thereof for more than one class without permission from all instructors involved. It is recognized that it is a normal part of professional development to have a common theme of interest that may be explored in different classes. However, each paper should present an appreciable expansion of the thought, research, and interpretation beyond prior papers on the topic, with special appreciation for the specific assignment goals of the current class.

Cheating will not be tolerated in this course. The instructor considers plagiarism a form of cheating. Plagiarism is defined as presenting the work of another as one’s own. More than four consecutive words from a source other than the writer constitute
plagiarism when the source is not clearly identified in appropriate (APA) documentation format.

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

Statement on Diversity:

Diversity is defined as that incredible and beautiful variety of personal identities, experiences, values and world views that result from differences of origin, culture and circumstance. Ottawa University defines and appreciates diversity in all of its forms including age, ability or disability, ethnicity, national origin, race, religion, sex, gender, sexual orientation, and family and marital status.

Ottawa University celebrates and prizes the diversity of its students, faculty staff and Board of Trustees. In keeping with its Mission Statement, the University is called to actively foster an environment of awareness, appreciation, and intentional inclusivity. We hold this as essential in an institution which declares that it will conduct its affairs in a caring, Christ-centered community of grace. We believe we must embrace diversity because to do so is just, powerful, personally enriching and intelligent and because we believe Christ has called us to do so through His teachings and His example.

Services for Students With Disabilities:

Reasonable accommodation for persons with known disabilities will be made in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No person with a known disability will be intentionally excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under any University policy, program, service, or in relation to employment because of a disability. University programs and facilities are intended to be accessible to persons with disabilities. Students must declare their accommodations Request Form, as well as necessary documentation, to their campus Disabilities Services Coordinator. The University requires reasonably recent documentation of a disability and reserves the right to request additional information and documentation if needed; confidential medial information will remain confidential to the extent required and allowed by state and federal law. Requests for accommodation and documentation of a disability must be received for evaluation at least one to two weeks prior to implementation of accommodations. Additional time may be required for some accommodations requests. To assure timely provision of services, students should initiate their requests early. Ottawa University provides detailed information on the principles and practices governing disabilities-related accommodations in its ADA 504, Title III Policies and Procedures. This document is available in its entirety through the local Disabilities Services Coordinator, the University ADA Coordinator, and the
University website. The University’s ADA Coordinator oversees all disabilities-related issues concerning students.

**Withdrawal:**
Please note that if you decide to drop this class, you should do so early in the semester. This will appear as a “W” on your transcript, with no negative effect on your GPA. The later the withdrawal, the less the amount of reimbursement of tuition possible. Please check with Registration and/or the Business Office if you have questions. Failure to continue to attend without formal Withdrawal may result in a grade of “F.”

**Additional Information:**

**Copyright:**
This material is protected by copyright and cannot be reused without permission.

**Last Updated:**
July 11, 2012

**Lead Faculty:**
Elaine George, MBA

**Disclaimer:**
Course content and schedule may vary from this outline to meet the needs of a particular group of students. The instructor will explain the rationale for any variance as it occurs.
Grading /Evaluation: Pending – University-wide grading / evaluation policy

The final letter grade will be based on completion of the following:

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<tr>
<th>Assignment Description</th>
<th>Points</th>
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<tr>
<td>Attendance/Participation (20 points/week)</td>
<td>160</td>
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<tr>
<td>Personal Ethics Paper (Week 2)</td>
<td>40</td>
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<tr>
<td>“In the News” Presentation (Weeks 4-8)</td>
<td>50</td>
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<tr>
<td>Case Study 1 (Week 3)</td>
<td>50</td>
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<td>Case Study 2 (Week 5)</td>
<td>50</td>
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<td>Case Study 3 (Week 7)</td>
<td>50</td>
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<tr>
<td>Values Based Leadership Paper (Week 8)</td>
<td>150</td>
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<td><strong>Total Points</strong></td>
<td><strong>550</strong></td>
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Key Assignment Descriptions and Criteria

**Personal Ethics Paper** (40 points – Due Week 2)

According to Aristotle, personal ethics emphasize the importance of both reason and virtue in building good moral character. Personal ethics is about what matters to us and how we act in the world. Personal ethics determine our “true colors”, informs the decisions we make, and how we interact with others. To some extent, it also determines the environment in which we find ourselves.

In a **three to four** page paper (following APA format), clearly identify your personal ethics, values, morals, and beliefs; that is, develop a personal ethics statement or code of ethics. Note: Paper length does not include the title/cover page or References page. Your paper should provide a discussion on how your personal ethics were developed, define your values, and the sources (people, institutions, events, etc.) that helped shape them. Reading Chapters 1 and 2 prior to writing this paper will help clarify some of the basic concepts and terms related to the topics of ethics and morality. Support your discussion with in-text citations from the course textbook and at least one other peer-reviewed, scholarly reference. A References section, with your sources in APA format is required. The Myers Online Library is an excellent resource to review basic APA guidelines and can be accessed by clicking on the “Myers Library Online Writing Center” link on the MyOttawa web portal.

**“In the News” Presentation** (50 points -- Week 4, 5, 6, 7 or 8)

Select a recent news item or a current article (less than one-year old) that speaks to the topic of **business** ethics. Prepare a short presentation of the material and lead the class in a discussion.

During the first class meeting each student will sign up to formally present one news item or current article, during any class meeting from Week 5 through Week 8 or according to the schedule provided by the instructor.

The entire presentation/discussion should last from **8 to 10** minutes. This is a formal presentation; slides are required including a final slide with the complete reference(s) written in APA format. A copy of the slide presentation must be provided for the
instructor (sent via email, submitted on Blackboard and/or a “handout”/hard copy, as directed by the instructor).

**Case Studies (3 @ 50 points each – Due Weeks, 3, 5 & 7)**

Each student will analyze three of the cases introduced/summarized in the DesJardins textbook. The written case analysis will address the specific questions listed at the end of the case selected. In addition research, that is, use of sources other than the textbook, is required for each case study. At least 3 outside sources, other than the organization’s website and the course textbook must be incorporated into your case study. These sources can provide updates to the case or support some aspect of your analysis of the ethical issues involved. Note: Wikipedia is NOT an appropriate source since posted information is subject to constant change.

APA format is to be followed for in-text citations and references. Case studies should be 4-6 typed pages in length, not including the title/cover page and References page; size 12 Times New Roman font and double spaced throughout—with no additional spaces between paragraphs or headings.

Students should read the case and complete the following:

1. **Introduction Section**: Provide a brief summary of the case details, including background information and the identification of key stakeholders. (This section should be part of the case analysis and not exceed one page.)

2. **Issues to Consider**: Answer all of the questions presented in the text at the end of the case study. Include the question, followed by a thorough response to the question. A solid paragraph for each question is a good guidance.

3. **Case Impact and Outcomes (Discussion)**: Conduct some research to identify the outcome(s) of the case and its impact—what events happened after those described in the text? What can be learned from the outcome(s) of this case? In addition to citing ‘inside’ sources from the textbook, material from at least three ‘outside’ sources must be cited and listed in the References section at the end of the paper.

4. **Conclusion Section**: Conclude with a brief summary of your key findings and a concluding statement which drives home the main point.

Choices for each case study follow:

**Case Study 1 (50 points -- Due Week 3)**

For the Case Study 1 assignment select one case from the following list or from other case(s) approved by your instructor:

- AIG Bonuses and Executive Salary Caps (Chapter 2)
- Walmart: Socially Responsible and Green? (Chapter 3)
- Is Steve Jobs Health a Private Matter? (Chapter 4)
Case Study 2 (50 points – Due Week 5)

For the Case Study 2 assignment select one case from the following list or from other case(s) approved by your instructor:
- Social Enterprises and Social Entrepreneurs (Chapter 5)
- Electronic Privacy at Work (Chapter 6)
- Conflicts of Interest in Subprime Mortgages and at Enron (Chapter 7)
- Reverse Discrimination? (Chapter 11)

Case Study 3 (50 points – Due Week 7)

For the Case Study 3 assignment select one case from the following list or from other case(s) approved by your instructor:
- Life Cycle Responsibility for Products (Chapter 8)
- Predatory Lending: Subprime Mortgages and Credit Cards (Chapter 9)
- Sustainable Business (Chapter 10)
- Google and Doing Business in China (Chapter 12)

Values Based Leadership Paper (150 points – Due Week 8)

For the Personal Ethics Paper students focused on their personal values and how these contribute to a personal ethics statement of personal code of conduct. In this final paper, the Values Based Leadership paper, students will examine how corporate values can contribute to an ethical corporate culture and discuss the role of values based leadership in developing and maintaining an ethical organization.

Important questions to explore include: What role does corporate culture play in ethical decision making? Why are leaders charged with the duty of stewardship? What is the role of corporate leadership in establishing an ethical organizational culture? What are some of the principles or characteristics of values based leadership that can be applied within an organizational setting? What are some of the strategies and methods that can be used to create or build an ethical culture? How does an organization maintain an ethical culture?

Use the questions provided above as aids to expand and guide your thinking regarding the role of corporate culture and value based leadership in business ethics. Support your discussion with in-text citations from the course textbook and 6-8 peer-reviewed, scholarly references. End the paper with a References section, listing cited sources only. This APA formatted paper should be about 8-10 pages in length, not including the title/cover page or References page(s).

Online Grade Book: Professors may use the Blackboard online grade book (TBA)

Submissions: Professor may advise student on submission of coursework online (TBA)
Course Outline: Reading assignments indicate textbook chapters to be read in preparation for classroom discussion of that week’s topics. Assignments are generally due at the start of the class meeting for the week indicated.

**Week 1**

**Topic** The Importance of Ethics in Business

- Why the study of ethics is important
- The difference between the law and ethics
- Ethics from the stakeholder perspective
- Model for ethical decision making
- Identification of ethical issues within a case
  - Discussion Case: Bernard Madoff’s Ponzi Scheme

Sign Up for Individual, Formal Presentations: “In the News” Item/Article to Share

**Assignments** Bring your copy of the course textbook to the first class meeting. Identify your expectations or learning goals for the course. Review the Course Syllabus.

**Additional Info**

**Week 2**

**Topic** Application of Classical Ethical Approaches to Business

- Ethical Relativism, Utilitarianism, Deontological Ethics, & Virtue Ethics
- Where does your personal code of ethics best fit?

Current Events Discussion

Personal Ethics/Code of Ethics Discussion

**Assignments** Review Chapter 1: Why Study Ethics?
Read Chapter 2: Ethical Theory and Business
Due: **Personal Ethics Paper**

**Additional Info** Current Events Discussion: Throughout the course scan recent and current periodicals for articles concerning ethical issues in business. Excellent sources include the *Wall Street Journal, Financial Times, Forbes,* and *The Economist.* Be prepared to informally summarize the article, the ethical issues raised, and how the issue might have been avoided or handled if you were the manager or corporate officer responsible.

See **Key Assignment Descriptions and Criteria -- Personal Ethics Paper.**

**Week 3**

**Topic** Corporate Social Responsibility (CSR), Culture, Governance, and Ethical Leadership

- Economic Considerations of CSR
- Philanthropic, Stakeholder, & Sustainability Considerations of CSR
- Value-Based Corporate Culture & Leadership
- Mandating and Enforcing an Ethical Culture

Current Events Discussion

Case Study 1 Discussion
### Assignments
- Read Chapter 3: Corporate Social Responsibility
- Read Chapter 4: Corporate Culture, Governance, and Ethical Leadership
- Due: **Case Study 1**

### Additional Info
See **Key Assignment Descriptions and Criteria – Case Studies.**

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<tr>
<th>Week 4</th>
<th>Topic</th>
<th>The Workplace: The Value/Meaing of Work and Employee Rights</th>
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<tr>
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<td>- The Meaning and Value of Work</td>
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<td>- The Conventional, Human Fulfillment, &amp; Liberal Models of Work</td>
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<td>- Employee Rights</td>
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<td>- The Right to Work, Employment at Will, &amp; Due Process</td>
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<td>- Health and Safety, &amp; Privacy in the Workplace</td>
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<td>Current Events Discussion</td>
<td>“In the News” Presentations</td>
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<td>Assignments</td>
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<td>Read Chapter 5: The Meaning and Value of Work</td>
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<td>Read Chapter 6: Moral Rights in the Workplace</td>
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<th>Topic</th>
<th>Employee Responsibilities &amp; Diversity in the Workplace</th>
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<td>- Employees as Agents</td>
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<td>- Professional Ethics, Trust and Loyalty in the Workplace</td>
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<td>- Managerial Responsibility and Conflicts of Interest</td>
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<td>- Responsibilities to Third Parties</td>
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<td>- Diversity and Equality</td>
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<td>- Discrimination, Equal Opportunity, &amp; Affirmative Action</td>
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<td>- Preferential Treatment in Employment and Hiring</td>
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<td>- Sexual Harassment</td>
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<td>Current Events Discussion</td>
<td>“In the News” Presentations</td>
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<td>Assignments</td>
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<td>Read Chapter 7: Employee Responsibilities</td>
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<td>Read Chapter 11: Diversity and Discrimination</td>
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<td>Due:</td>
<td><strong>Case Study 2</strong></td>
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<td>Additional Info</td>
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<td>See <strong>Key Assignment Descriptions and Criteria – Case Study 2.</strong></td>
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<th>Week 6</th>
<th>Topic</th>
<th>Marketing Ethics</th>
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<td>- Overview of Ethical Issues in Marketing</td>
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<td>- Ethical Responsibility for Products: From Caveat Emptor to Negligence</td>
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<td>- Product Liability &amp; Product Pricing</td>
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<td>- Ethics of Sales, Advertising and Product Placement</td>
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</table>
- Consumer Vulnerability and Consumer Autonomy

Current Events Discussion
“In the News” Presentations

Assignments
Read Chapter 8: Marketing Ethics: Product Safety and Pricing
Read Chapter 9: Marketing Ethics: Advertising and Target Marketing

Additional Info

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**Week 7**

**Topic**
Environmental and International Corporate Responsibilities
- CSR and the Environment
- Business Ethics and Sustainable Economics
- The “Business Case” for Sustainability
- Ethical Relativism and Cross-Cultural Values
- Cross-Cultural Values and International Rights
- Globalization and International Business
- Globalization and the Poor; the “Race to the Bottom”

Current Events Discussion
“In the News” Presentations
Case Study 3 Discussion

Assignments
Read Chapter 10: Business’s Environmental Responsibilities
Read Chapter 12: International Business and Globalization
Due: **Case Study 3**

Additional Info
See Key Assignment Descriptions and Criteria – Case Study 3.

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**Week 8**

**Topic**
Current Events Discussion
“In the News” Presentations
Discussion of Values Based Leadership
Course Wrap Up
- Discussion of Key Learnings Related to the Course Objectives and Student Expectations
Completion of Course Evaluation Form

Assignments
Due: **Values Based Leadership Paper**

Additional Info
See Key Assignment Descriptions and Criteria – Value Based Leadership Paper.

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**Final Examination:** None