

California Lutheran University

Bachelor's Degree for Professionals

Bus/Rel 354 Theology and Business Ethics

Summer Term 2016

Online

Last day to add or drop without financial penalty: Monday June 6

Last day to withdraw without academic penalty: Wednesday July 13

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Course Description

This course applies ethical theory to business decisions within the context of theological reflection. With a strategic focus, the course will investigate the relationship between theological ethics and the economic concerns of managers. The course is particularly designed to help students become effective ethical agents by developing the skills to apply ethical principle to strategic business decisions.

Textbooks/Required Readings

- *Everyday Ethics: Making Hard Choices in a Complex World*, 2nd ed., Catharyn Baird, Ethics Game Press, 2012. ISBN-13: 978-0-9831106-0-6
- GG Ethics Key Chain
- *An Introduction to Business Ethics*, 5th ed., Joseph DesJardins, McGraw-Hill, 2013. ISBN-13: 978-0078038327
- *Business as a Calling*, Michael Novak, The Free Press, 2013. ISBN: 978-1476745725
- Additional Readings as assigned and posted on blackboard.

Course Outcomes

The term “ethics” is used in three different but related ways: (1) a general pattern or “way of life,” (2) a set of rules of conduct or “moral code,” and (3) inquiry about ways of life and rules of conduct. This course will apply ethical theory to business decisions within the context of theological reflection. With a strategic focus, the course will investigate the relationship between theological ethics and the economic concerns of managers. The course is particularly designed to help students become effective ethical agents by developing the skills to apply ethical principles to strategic business decisions.

In particular this class will address the following questions: (1) What is ethics and its relationship to Theology? (2) What is business ethics? What is the relationship between business ethics and the law?

(3) Why be moral? (4) What is the relationship between the morals of the leader and the organization; (5) How do duty-based ethical standards differ from outcome-based ethical standards? (6) When engaging in ethical decision making, what questions do businesspersons and/or managers typically consider? (7) What is business ethics in the global context? (8) What is the intersection between Theology, Economics and Business?

In particular the *student outcomes* for the course are:

- Creative and Critical Thinking
 - Develop Critical thinking and ethical-reasoning skills through class assignments, case Reading and web based ethical simulation;
 - To explore the predominant ethical theories which have affected business in a historical and cultural context;
- Ethical and Professional Judgment
 - Identify and critically evaluate business ethical theory and corporate social responsibility as identified in readings, lectures; case studies; and simulation.;
 - To gain experience in the critical thinking skills required for ethical analysis and problem solving.
- Understanding Cultural and Global Diversity
 - Identify, interpret, and analyze the global, political, social, environmental, technological and cultural context of the business environment as identified in selected readings and case studies;
- Written Communication
 - To hone analytical writing skills through case study analysis and written papers.
- Oral Communication and Listen Skills
 - Articulate through class presentations issues in business ethics and the ethical business environment and their potential effect on personal, managerial and corporate decisions;
- Interpersonal & Teamwork Skills, Principled Leader
 - To begin to recognize and consider ethical and policy issues which are critical for being an ethical and effective member of the business community.
- Information Literacy and Computer Skills
 - Participation in the Ethics Game; Use of Book Companion Website; Use of Business Ethics resources on the Web; topically relevant websites; and web based simulation.

Course Format

This course follows the texts closely. For each topic covered, you should read the relevant assignments in the textbook and any other supplemental reading for that lecture prior to class. Each week will include a class Reading that centers on the topic and current issues and events as they relate to the class topic.

Group Writings: Group participation in the weekly interactive assignments. Five (5) group assignments will be made over the course of the semester as part of the ethics simulation. One (1) assignment will be a Leadership Profile. Four (4) of the assignments will be ethical dilemmas from the simulation. (30 pts. each)

Participation in the Chat Rooms of the Game: Ten (10) postings on the GG Ethics Game site as indicated on the Class Schedule. Five (5) postings are to be original contributions to the Break Room

or the Water Cooler. Five (5) postings are to be responses to another's postings. The postings will be evaluated on thoughtfulness and how well the conversation is forwarded. No credit will be given if the posting is not made by the deadline. (5 pts each; 50 total points)

Critique of Colleagues in the GG Ethics Game: Eight (8) critiques of colleagues on the GG Ethics Game site as indicated on the Class Schedule. The critiques will be evaluated using the criteria posted in the Library. A maximum of two points credit will be given to late postings; no credit will be given if the critique is posted more than five days late. (3 pts each; 24 total points)

Individual Belief System: Each student will complete a 2-3 (single-spaced) page assessment of his or her individual belief system. In this paper, students will be asked to investigate the authority, tradition, reason and experience which forms their current thinking for business ethics. (30 pts.)

Entrance Papers: There are entrance papers due throughout the semester. The purpose of the papers is to develop your ability to communicate effectively the essential context of the reading. In effect, these papers are Executive Summaries of the reading and should be single spaced and contain 400-500 words. The papers are to be submitted through the Blackboard portal.

Weekly Live Chat: Each week there will be a 90-minute live chat session. The chats will be conducted in Blackboard's Collaborate utility.

Weekly Discussion: Each week, a discussion topic will be posted to Blackboard. Everyone needs to post both one initial thread and two responses to peers.

Final Project Case study: Final project will be a take home case study.

Course Evaluation/Assignment Details

Format for assignments: All individual and group assignments must be through Blackboard or Ethics Game Site. The document may be sent as an attachment in Microsoft Word, RTF file, or Corel (WordPerfect) 12.

Please name all documents beginning with your last name and the topic of the assignment. For example, if John Doe were posting the first assignment, the name would be: Doe Belief System.doc. Do not label your paper by the assignment name alone or I may miss the assignment. Also, please assure that the paper itself has a proper heading: your name, the date of submission, and a title.

Assignments for the GG Ethics Game: All of the assignments which are posted on the GG Ethics Game site will be graded from that site. You are not required to turn the assignments in to me in hard or soft copy.

Due Dates for Assignments: Calendar: For information about assignment due dates, go to the class game site. From the game's *Company Home* page, click on the button on the left navigation bar entitled *Calendar*. All assignment due dates can be found on that page.

Assessment Information: For information about how you will be evaluated for participation in *EthicsGame*, go to the class game site. From the game's *Company Home* page, click on the button entitled *Library*. Click on the various links under Guides for Communication to see how different aspects of the game are used and evaluated.

Grades: To determine the grade, add all points and divide by the total possible points. The resulting percentages are the grades. Completing all the assignments in a timely manner is very important for the quality of the grade achieved.

| Percentage | Grade | Assessment | Points |
|------------|-------|---|--------|
| >94% | A | Live Chat Room Participation | 50 |
| 90% to 93% | A- | Weekly Discussion Forum (10 sets @ 20 pts each) | 200 |
| 87% to 89% | B+ | Entrance papers (10 sets @ 10 pts each) | 100 |
| 84% to 86% | B | Individual Belief System Paper | 30 |
| 80% to 83% | B- | Final Project Case Study | 120 |
| 77% to 79% | C+ | Ethics Game | 500 |
| 74% to 76% | C | Group Writings (336 pts) | |
| 70% to 73% | C- | Critiques (110 pts) | |
| 67% to 69% | D+ | Chat Room/Break Room Participation (54 pts) | |
| 64% to 66% | D | TOTAL POINTS | 1000 |
| 60% to 63% | D- | | |
| <60% | F | | |

Educators have classified learning into six levels, known as Bloom's Taxonomy. They are:

| Level | Description ¹ |
|------------------|--|
| 1. Knowledge | Recalling specific Facts or general concepts. "Knowledge" as defined by Bloom involves little more than bringing to mind the appropriate material. |
| 2. Comprehension | Demonstrating the lowest level of understanding. The individual can make use of what is being communicated without necessarily relating it to other material or seeing its fullest implications. |
| 3. Application | Using abstractions in concrete situations. The abstractions may be principles, ideas, and theories that must be remembered and applied. |
| 4. Analysis | Breaking down a communication into its constituent elements. The relationships between ideas are made explicit and the organization of the communication is understood. |
| 5. Synthesis | Putting together elements to form a whole. This involves arranging elements to constitute a structure not clearly there before. |
| 6. Evaluation | Making judgment about the value of materials and methods for given purposes. The individual can make appraisals that satisfy criteria determined by the student or by others. |

¹ Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass, 1993, 2nd ed., p. 116.

Students often claim that they “know” the material, but that the test was “tricky”, or did not allow them to show what they learned. These students quite possibly learned the material at level one or two, but when the questions to which they must respond are targeted for higher levels they feel “tricked”. ***Please be aware the questions in this class will ask for knowledge at the third level or higher.*** Contrary to many students’ allegations, this allows those who have fully grasped the material to demonstrate better what they have learned than procedures that test at only levels one or two. □I have a traditional (archaic?) view of education. Your enrollment in this class is to make you a better and more productive citizen by increasing your knowledge. I want to prolong the shelf life of your knowledge beyond your tenure at CLU. I recognize this may conflict with your short-term time horizons which often extend no further than the conclusion of the final exam. However, I am confident that the two time horizons converge. If you study to increase your comprehensive, long-term, knowledge, you will achieve the grade necessary to enter your desired profession or graduate school.

GG Ethics Game

The *GG Ethics Game* is a web-based interactive ethics simulation to help you hone your decision making skills to solve ethical dilemmas. The game allows participants to assume leadership roles in a fictitious company or organization and solve ethical issues using the process developed in the textbook, *Everyday Ethics: Making Hard Choices in a Complex World*. Each student will play the *GG Ethics Game*, trying on different ethical lenses and taking on different roles as they learn to interact with each other and develop ethical courage. In particular, you will acquire the keys for effective ethical decision-making skills; address the emerging issues of a postmodern world; and embrace management and corporate social responsibility. The Ethics Keychain combines textbook learning with a web based simulation to solve a set of problems typical of those in various management roles, with intended and unintended financial and social consequences thus emulating real life.

Ethics Game Website: www.ethicsgame.com

Keychain: The *Keychain* consisting of the book, *Everyday Ethics: Making Hard Choices in a Complex World*, by Catharyn A. Baird and a companion game Enrollment Code can be purchased in the bookstore. Please remember that the *Keychain* may not be returned once the shrinkwrap is broken. Specific instruction for registering for *EthicsGame* will be given in class.

Participation in EthicsGame: Students will be participating in *EthicsGame* which is an ethics simulation. The simulation requires eight (8) written ethical assignments as well as other short writing exercises all of which are part of the game. Each assignment will utilize a different ethical theory to analyze an assigned ethical dilemma and will be part of a business simulation.

Learning Objectives: The *GG Ethics Game* has the following learning objectives:

1. *Enhance ethical sensibility:*
 - a. Objective: Participants will be able to
 - i. Succinctly and accurately describe and summarize the context of an ethical dilemma;
 - ii. Recognize ethical issues within a business context; and
 - iii. Identify the values in tension within a business context.
 - b. Elements of the Game:

- i. Be Attentive: First screen of every ethical dilemma where participants are asked to identify the ethical actor and stakeholders.
 - ii. Be Intelligent: Second screen of every ethical dilemma where participants are asked to state the ethical issue and identify the values in tension.
- 2. *Increase efficacy in decision making*:
 - a. Objective: Participants will be able to
 - i. Use a coherent yet easily reproducible protocol for ethical decision making;
 - ii. Recognize the specific criteria and ethical content of four key traditions;
 - iii. Apply the criteria from each of the four traditions to a specific ethical dilemma; and
 - iv. Have an enhanced sense of self-efficacy in decision making which will allow them to make good/better decisions when faced with new dilemmas.
 - b. Elements of the Game:
 - i. Be Reasonable: Third screen of every ethical dilemma where participants are asked to work through the steps of ethical decision making.
 - ii. Break Room: Asynchronous chat room where participants can demonstrate ability to apply the viewpoints of the various lenses by analyzing current events.
- 3. *Increase ability to communicate effectively course of action*:
 - a. Objective: Participants will be able to
 - i. Succinctly explain an ethical dilemma, the decision process, and a course of action;
 - ii. Evaluate the communication skills of colleagues in reference to ethical dilemmas;
 - iii. Respond to issues as presented by colleagues; and
 - iv. Practice moving toward consensus and systemic solutions for common ethical dilemmas.
 - b. Elements of the Game:
 - i. Be Responsible: Fourth screen of every dilemma where participants prepare a memo to post in the public space of the *GG Ethics Game*;
 - ii. Critique of Memo: Participants have the opportunity to critique colleague's work and provide 360° evaluation;
 - iii. Break Room: Participants have the opportunity to respond to the posting of colleagues; and
 - iv. Water Cooler: Participants have the opportunity to work together in fashioning an appropriate response to an ethical dilemma.
- 4. *Provide participants an opportunity for reflection and mindfulness*:
 - a. Objective: Participants will be able to
 - i. Reflect on the decision process and determine whether applying the particular ethical content to a dilemma is a useful way to approach ethical issues;
 - ii. Notice their own biases in the process of making an ethical decision; and
 - iii. Observe where personal hubris might get in the way of making a good decision.
 - b. Elements of the Game:
 - i. Return to Awareness: Fifth screen of every dilemma provides an opportunity to reflect on the process.

- ii. Break Room: Participants have the opportunity to post reflections about the decision process which can build conversation.

Assessment Information: For information about how you will be evaluated for participation in *EthicsGame*, go to the class game site. From the game's *Company Home* page, click on the button entitled *Library*. Click on the various links under Guides for Communication to see how different aspects of the game are used and evaluated.

Blackboard

We will be utilizing Blackboard. Blackboard is the University's course management system. You log into Blackboard using your MyCLU portal. There you will find on the left hand side of the home page the course module links. Each module link is named for the appropriate task. All communication for this class with the instructor is thru Blackboard. Any email directed to the instructors CLU email will not be read and therefore not responded to. Submission of all assignments is through Blackboard.

Student Workload/Carnegie Hours

Student Workload for a 4-credit course (50-minute hour): The expectation for this course is that you will spend the equivalent of 4 hours per week in class (an hour is defined as 50 minutes), and you will spend approximately 9 hours per week studying and completing assignments for this course.

| Activity | Instructor-Led Hours | | Homework Hours | | Remarks |
|----------------------------------|----------------------|-----------------|----------------|------------|------------------------------------|
| | Weekly | Course | Weekly | Course | |
| Required Weekly Reading | | | 2 | 20 | Over 11 weeks, uneven distribution |
| Weekly Classes (Live Chat) | 1 hr. 30 min. | 16 hrs. 30 min. | | | Excludes final exam |
| Ethics Game | 1 | 15 | 3 | 30 | Average, varies by student |
| Reading Board | 1 | 10 | 1 | 10 | Average, varies by student |
| Mid-term Prep | | | | 10 | Average, varies by student |
| Flipped Class (recorded lecture) | 1.5 | 10 | | | Average, varies by student |
| Reading Response Papers | | | 2 | 20 | Average, varies by student |
| Final Exam Prep | | | | 5 | Average, varies by student |
| Final Exam | | | | 5 | Average, varies by student |
| Total | 5 | 50.5 | | 100 | |

Topic and Homework Assignments

The following is the homework schedule, subject to change.

| <u>Class Session</u> | <u>Topics Addressed</u> | <u>Assignments/Readings****</u> |
|----------------------|---|--|
| <u>Week One:</u> | <p>What is Theology, Economics and Ethics?</p> <p>Ethics, Values, and Business Responsibilities</p> | <ul style="list-style-type: none"> ▪ Assignments: <ul style="list-style-type: none"> • <i>Completion of Orientation to the Simulation</i> • <i>Register for the GG Ethics Game</i> ▪ Pre-recorded Lecture 1 ▪ Reading: DesJardins, Chapter 1: Why Study Ethics? (pp. 1-18) <i>Reading Questions:</i> <ol style="list-style-type: none"> 1. <i>Why is the study of ethics important?</i> 2. <i>What is the nature and meaning of Business Ethics?</i> 3. <i>Is there a difference between ethics and other values?</i> 4. <i>How do you distinguish between personal morality, virtues, and social ethics?</i> ▪ Reading: Alister E. McGrath, Getting Started: Preliminaries, Blackboard ▪ Reading: Thomas Sowell, What is Economics?, Blackboard ▪ Discussion Forum: The LIBOR Scandal: Is it OK If Everyone Does It? |
| <u>Week Two:</u> | <p>The Art of the Decision</p> <p>Community and Moral Formation</p> | <ul style="list-style-type: none"> ▪ Assignments: <ul style="list-style-type: none"> ▪ <i>Entrance Paper* - Baird Chapter 1</i> ▪ <i>Entrance Paper* - Baird Chapter 2</i> ▪ Pre-recorded Lecture 2 ▪ Reading: Baird, Chapters 1: Exploring Ethical Decision Making Belief Systems (pp. 3-36) <i>Reading Questions:</i> <ol style="list-style-type: none"> 1. <i>Describe the Core Ethical Frameworks.</i> 2. <i>What is Lonergan's Method? Why is it important?</i> 3. <i>How are belief systems formed?</i> |

| | | |
|----------------------------|-------------------|--|
| | Reflection | <ul style="list-style-type: none"> ▪ Donaldson, Thomas 1996. Values in Tension: Ethics Away from Home: <i>Harvard Business Review</i> 74, no. 5:48-62. Blackboard ▪ DesJardins, <u>Chapter 12, <i>International Business and Globalization</i> (pp. 268-287)</u> Reading Questions: <ol style="list-style-type: none"> 1. <i>What is the range of ethical issues arising in a global business context?</i> 2. <i>Analyze the issue of the ethical relativism in a global setting?</i> 3. <i>What is the application of human rights to international business?</i> 4. <i>Explain the ethical issues involved in globalization.</i> 5. <i>Describe business's role and ethical responsibilities in an increasingly global economy.</i> ▪ Discussion Forum: Business in a Global Setting |
| <u>Week Eleven:</u> | FINAL EXAM | Take Home Case |

Technology Requirements

In order to participate in a fully online course at California Lutheran University, you will need the following hardware, software, and capabilities. These are the minimum requirements; specific courses may have technological needs above and beyond this list.

1. If you have a Windows operating system
 - a. Browser: Firefox or Chrome
 - b. Java 1.6 or 1.7 (SE 6 or SE 7)
2. If you have a Mac OS or Ubuntu
 - a. Only use Firefox
 - b. Apple Java 1.5.0_16 or 1.6.0_07
3. 256 MB RAM
4. 20 MB free disk space
5. Internet Access - 28.8 kbps speed or above (Broadband connection highly recommended)
6. Soundcard
7. **A headset with microphone/headphones**
8. Webcam (optional)
9. Program(s) that can open .doc, .ppt, and .pdf documents

Check your OS and internet browser at: www.thismachine.info

Check your OS and Java version here, and enter into the Configuration Room to make sure you can get into Blackboard Collaborate:

<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336>

Attendance Policy

Attendance at class meetings is essential to academic success. Interaction with faculty members and fellow students provides the best opportunity for learning information and for exercising skills necessary to gain competencies in the subject. Classroom Reading also enriches understanding beyond the boundaries of the specific course and develops students' analytical facility and ability to communicate ideas effectively. The University expects each student to take full advantage of his or her educational experience by developing personal responsibility for class attendance.

Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

Disability Statement:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3260 or emailing wjimene@callutheran.edu

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours using the ideas or work of others without acknowledgement
- not citing quoted material.
- Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)

- [Academic Honesty Statement](#)

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights**, please go to the following link: [Student Life Handbook](#)

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

CLU Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805-493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you

are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

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