



# DOANE UNIVERSITY SYLLABUS

As of 2/4/2019

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| <b>Course Title</b>   | Ethics and Social Responsibility  |
| <b>Course Number</b>  | BUS 603   |
| <b>Number of Credits</b>  | 3   |
| <b>Course Dates</b>   | SPRG 19 (Mar 11-May 11, 2019)   |
|   |   |
| <b>Instructor</b>   | Dr. Kathie L. Court   |
| <b>Email Address</b>  | <a href="mailto:kathie.court@doane.edu">kathie.court@doane.edu</a> (This is my preferred contact method)  |
| <b>Office Hours/Availability</b>  | Email to arrange meetings   |
| <b>Phone Number</b>   | Office: 402-466-4774  |
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| <b>Textbook Information:<br/>(e.g. title, edition,<br/>publisher, ISBN)</b> | <p><b>Required</b></p> <p>Hacker, D. &amp; Sommers, N. (2018). <i>A pocket style manual: APA version</i> (8<sup>th</sup> ed.). Boston, MA: Bedford/St. Martin's. ISBN: 978-1-319-05743-5</p> <p>Hoyk, R., &amp; Hersey, P. (2008). <i>The ethical executive</i>. Stanford, CA: Stanford University Press. ISBN: 978-0-8047-5965-6</p> <p>Johnson, C. E. (2018). <i>Meeting the ethical challenges of leadership: Casting light or shadow</i> (6th ed.). Los Angeles, CA: SAGE. ISBN: 978-1-5063-2163-9</p> <p>For Leadership Ethics at the Movies:</p> <ul style="list-style-type: none"><li>• Bridge of Spies (PG-13)</li><li>• Everest (PG-13)</li><li>• The Martian (PG-13)</li><li>• Nicky's Family (Not Rated)</li><li>• Selma (PG-13)</li><li>• Spotlight (R)</li></ul> <p><b>Recommended</b></p> <p>Edmondson, B. (2014). <i>Ice Cream Social: The struggle for the soul of Ben &amp; Jerry's</i>. San Francisco, CA: Berrett-Koehler Publishers, Inc. ISBN: 978-1-160994-813-9</p> <p>Graff, G., &amp; Birkenstein, C. (2017). <i>"They say/I say": The moves that matter in academic writing</i> (4th ed.). New York: W. W.Norton. ISBN: 978-0-393-63167-8</p> |

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| <b>Additional Course Materials</b>         | Other course material may include articles, documentaries, movies, audio clips, etc., which will be available in Blackboard.   |
| <b>Course Description</b>                  | A more diverse, technologically changing society produces differing ethical standards that must be examined by managers for their application to decisions that are made about tasks and people within the workplace. This course examines the relationship between business (both for-profit and not-for-profit) organizations and society as a whole, and specifically, the responsibility of business to society.                               |
| <b>Program Outcomes</b>                    | <p>Graduates will analyze and apply prominent theories of leadership when addressing organizational issues and problems</p> <p>Graduates will demonstrate an understanding of ethical theories and practice and apply to their own leadership identity and decision making</p>   |
| <b>Course Learning Outcomes/Objectives</b> | <p>Upon completion of this course, students will:</p> <ol style="list-style-type: none"> <li>1. Analyze and evaluate case studies/scenarios</li> <li>2. Apply ethical principles and theories used to develop socially responsible solutions</li> <li>3. Describe the psychological traps that lead to unethical decisions and actions</li> <li>4. Evaluate their own ethical foundation, including psychological traps they might face</li> </ol> |
| <b>Technology Requirements</b>             | <a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>  |

## Course Schedule

| Week or Module | Topic   | Content  | Assessments   | Learning Outcomes  |
|----------------|---|--|---|--|
| 1              | Ethical Leadership                                  | <p>Course Syllabus and Schedule</p> <p>Johnson (2018) – Introduction</p> <p>Lecture/Discussion: Ice Cream Social: The struggle for the soul of Ben &amp; Jerry's</p> | <ol style="list-style-type: none"> <li>1. Reflective Essay</li> <li>2. Case study 0.1 – A Girl Takes On the Taliban (and World Leaders)</li> </ol>                                | <ol style="list-style-type: none"> <li>1. 4</li> <li>2. 1, 2, 3</li> </ol>               |
| 2              | Psychological Traps that lead to Unethical Behavior | Hoyk and Hersey (2008) - All chapters  | Academic Essay: Hoyk and Hersey (2008)  | 3, 4   |
| 3              | The Shadow Side of Leadership                       | Johnson (2018) Chapter 1- The Leader's Light or Shadow   | <ol style="list-style-type: none"> <li>1. Leadership Ethics at the Movies – Selma (PG-13) – Assignment on Johnson (p.10)</li> <li>2. Self-Assessment 1.1 – Destructive</li> </ol> | <ol style="list-style-type: none"> <li>1. 1, 2, 3</li> <li>2. 4</li> <li>3. 4</li> </ol> |

| Week or Module | Topic  | Content  | Assessments   | Learning Outcomes                    |
|----------------|--|--|---|--------------------------------------|
|                |  | Chapter 2 – Stepping Out of the Shadows<br><br>Leadership Ethics at the Movies: Selma (PG-13)  | Leader Behavior Scale<br>3. Self-Assessment 1.2 – Personal Power Profile<br>4. Self-Assessment 2.2 – Propensity to Morally Disengage Scale<br>5. Case study 2.3 – VW’s Massive Deception  | 4. 4<br>5. 1,2,3                     |
| 4              | Looking Inward                               | Johnson (2018)<br>Chapter 3 - The Leader’s Character<br><br>Chapter 4 - Combatting Evil<br><br>Leadership Ethics at the Movies: Nicky’s Family                                 | 1. Leadership Ethics at the Movies – Nicky’s Family (Not Rated) – Assignment on Johnson (p.85)<br>2. Self-Assessment 4.2 – Apology Quotient Quiz<br>3. Case study 4.2 –Poisoning Flint, Michigan  | 1. 1,2,3<br>2. 4<br>3. 1,2,3         |
| 5              | Ethical Standards and Strategies             | Johnson (2018)<br>Chapter 5 – General Ethical Perspectives<br><br>Chapter 6 - Ethical Decision Making and Behavior<br><br>Leadership Ethics at the Movies: The Martian (PG-13) | 1. Leadership Ethics at the Movies Discussion –The Martian (PG-13) - Assignment on Johnson (p.198)<br>2. Self-Assessment 5.1 – The Organizational Justice Scale<br>3. Self-Assessment 5.2 – The Self Report Altruism Scale<br>4. Case study 5.2 – The Fukushima 50  | 1. 1,2,3<br>2. 4<br>3. 4<br>4. 1,2,3 |
| 6              | Ethical Standards and Strategies (continued) | Johnson (2018)<br>Chapter 7 - Exercising Ethical Influence<br><br>Chapter 8 - Normative Leadership Theories<br><br>Leadership Ethics at the Movies: Bridge of Spies (PG-13)    | 1. Leadership Ethics at the Movies – Bridge of Spies (PG-13) - Assignment on Johnson (p.227)<br>2. Self-Assessment 7.1 – The Argumentativeness Scale<br>3. Self-Assessment 7.2 – Incidents in Negotiation Questionnaire<br>4. Case Study 8.3 – Yvon Chouinard: Putting the Environment First at Patagonia | 1. 1,2,3<br>2. 4<br>3. 4<br>4. 1,2,3 |
| 7              | Shaping Ethical Contexts                     | Johnson (2018)<br>Chapter 10 - Creating an Ethical Organizational Climate<br><br>Chapter 12 - Ethical Crisis Leadership<br><br>Leadership Ethics at the Movies: Spotlight (R)  | 1. Leadership Ethics at the Movies Discussion –Spotlight (R) – Assignment on Johnson (p.347)<br>2. Self-Assessment 12.1 – Crisis and/or Disaster Preparedness Scale<br>3. Case Study 12.2 – New Orleans as Resilience Lab   | 1. 1,2,3<br>2. 4<br>3. 1,2,3         |
| 8              | Shaping                                      | Johnson (2018)   | 1. Leadership Ethics at the Movies  | 1. 1,2,3                             |

| Week or Module | Topic                    | Content  | Assessments   | Learning Outcomes                        |
|----------------|--------------------------|--|---|--|
|                | Ethical Contexts (cont.) | Chapter 9 - Building an Ethical Small Group<br><br>Chapter 11 - Meeting the Ethical Challenges of Leadership in a Global Society<br><br>Leadership Ethics at the Movies: Everest (PG-13) | Discussion –Everest (PG-13) – Answer<br>Case study 9.1 – Chaos on K2 questions.<br>2. Self-Assessment 9.2 – Task/Relationship Conflict Scale<br>3. Self-Assessment 11.1 – Individualism/Collectivism Scale<br>4. Self-Assessment 11.2 – Moral Foundations Questionnaire<br>5. Case study 11.1 – Being Worked to Death?<br>6. Reflective Essay | 2. 4<br>3. 4<br>4. 4<br>5. 1,2,3<br>6. 4 |

## Grading Assessments

| Type of Assessment            | Points per Type | Weighted Contribution to Total Grade | Learning Objectives |
|-------------------------------|-----------------|--------------------------------------|---------------------|
| Class Discussion Contribution | 1,200           | 35                                   | 1, 2, 3             |
| Case Study Analyses           | 700             | 25                                   | 1, 2                |
| Academic Essay                | 200             | 20                                   | 3, 4                |
| Reflective Essays             | 200             | 10                                   | 4                   |
| Class Discussion Facilitation | 100             | 10                                   |                     |

### 1. Class Discussion Contribution

In addition to participating in face-to-face class discussions and issue analysis, students may communicate with each other on a discussion board in Blackboard. Access discussion forums by using either the Weekly Modules or Discussion Boards link:

- *Student Questions*: This discussion forum is available for students to ask the professor questions. The idea is that if one student has a question about the class or project management, others may as well. Students should email questions about individual grades or issues specific to [kathie.court@doane.edu](mailto:kathie.court@doane.edu).
- *Leadership Ethics at the Movies*: Students will view movies throughout the term. Students will post a review that addresses the assigned questions related to that week's movie.
- *Self-Assessments*: This discussion forum is available for students to post the results of their self-assessments, which are the basis for in-class discussions.
- *Discussion Board*: The discussion board will be available for ad hoc discussion and information sharing in addition to classroom activities.

### 2. Case Study Analysis

Students will submit a written analysis of case studies or issues. This analysis must follow APA guidelines, as stated in Hacker and Sommers (2016), especially concerning in-text citations.

### 3. Academic Essay based on Hoyk and Hersey

Students will address the following questions:

- Which psychological trap(s) are you most likely to fall into and why?
- What steps might you take to avoid those trap(s)?
- Describe a situation where you have witnessed someone falling into a psychological trap(s). How might that situation been avoided?

The essay must follow APA guidelines, as stated in Hacker and Sommers (2016), especially concerning in-text citations.

### 4. Reflective Essays

Reflective essays give students the opportunity to discuss their own learning in a private forum and to engage in a one-to-one dialogue with the professor. Students will write two reflective essays, one at the beginning of the term and one at the end. Each essay should be four to six paragraphs long.

In the first essay, students will reflect on the questions that they have about ethics and social responsibility in the business environment, what steps they plan to take to address those questions, and how the answers to the questions might help them in the future.

In the final essay, students will reflect on the original questions that they had and if those questions were answered. If students' questions were answered, were the answers what students expected? How do the answers change students' thinking about ethics and social responsibility in the business environment? If students' questions were not answered, what steps might students take to answer them? Now that students know more about ethics and social responsibility in the business environment, what additional questions do students have?

### 5. Class Discussion Facilitation

Students will facilitate a class discussion of case studies or issues.

### Grade Scale

|    |          |    |          |    |          |    |           |
|----|----------|----|----------|----|----------|----|-----------|
| A+ | 97-100%  | B+ | 87-89.9% | C+ | 77-79.9% | D+ | 67-69.9%  |
| A  | 93-96.9% | B  | 83-86.9% | C  | 73-76.9% | D  | 63-66.9%  |
| A- | 90-92.9% | B- | 80-82.9% | C- | 70-72.9% | D- | 60-62.9%  |
|    |          |    |          |    |          | F  | Below 60% |

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| <b>Participation Policy</b> | Students are required to complete all assignments on time. Response engagement is included in each assignment. If students do not attend class, they cannot respond to classmates in class discussion. This lack of engagement will impact students' grades.   |
| <b>Study Time</b>           | Students should expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. The actual time for study varies depending on students' backgrounds.   |
| <b>Late Work</b>            | ALL assignments must be finished and posted in Blackboard to complete the course. I encourage students to complete their work ahead of time to prevent possible stress due to computer problems, work schedules, family demands, travel delays, illness and so on. At my discretion, and only in extreme |

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|   | <p>circumstances, will I allow a student to make up missed or late assignments. Unless I have been notified BEFORE the assignment is due and have provided you the opportunity to submit your assignment late, I may deduct points for a late assignment. Any assignment submitted more than <b>48 hours past the due date will receive a 0.</b></p>   |
| <b>Submitting Assignments</b>                             | <p>All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.</p>   |
| <b>Communication Policy including Assignment Feedback</b> | <p>This course uses a “three before me” policy related to student/faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:</p> <ol style="list-style-type: none"> <li>1. Course syllabus</li> <li>2. Announcements in Blackboard</li> <li>3. The “Student Questions” discussion board</li> </ol> <p>This process will help you find answers to your questions before I can get back to you and prevents duplication of questions, which is a time saver for all of us.</p> <p>If you cannot find an answer to your question, please first post your question to the “Student Questions” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or by me. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.</p> <p>If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email. I will usually respond to email between the hours of 8am to 5pm on weekdays, please allow 24 hours for me to respond.</p> <p>My goal is to grade submissions within 48 hours of the posting deadline. If I cannot achieve that goal, I will notify students as soon as I can about the delay.</p> |
| <b>Academic Integrity Policy</b>                          | <p>Professor’s Academic Integrity Policy:</p> <p>If you are found guilty of academic dishonesty, your academic career could be finished. The severity of the consequences is not worth taking the risk. I will never knowingly allow any student to plagiarize or cheat. Remember the following when writing for my classes:</p> <ul style="list-style-type: none"> <li>• their idea, their words – in-text citation should include author(s), year, and page number.</li> <li>• their idea, your words – in-text citation should include author(s) and year.</li> <li>• your idea, your words – no citation required.</li> </ul> <p>Anyone found cheating in any form will receive a grade of F in the course and the case will be referred to the Academic Integrity Committee for whatever action it deems advisable. Also, if you cheat in my course, you are not welcome to enroll in this or any other course I may teach in the future.</p>   |
| <b>Academic Support</b>                                   | <p>Please contact <a href="mailto:academicsupport@doane.edu">academicsupport@doane.edu</a><br/> <a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>  |
| <b>Disability Services</b>                                | <p><a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a><br/> Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is</p>  |

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|                               | responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at <a href="mailto:chris.brady@doane.edu">chris.brady@doane.edu</a> or 402-467-9031 for assistance.  |
| <b>Military Services</b>      | <a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a>   |
| <b>Anti-Harassment Policy</b> | <a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a>   |
| <b>Grade Appeal Process</b>   | <a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a>   |
| <b>Credit Hour Definition</b> | Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts. |
| <b>Syllabus Changes</b>       | Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.   |