COURSE SYLLABUS
School for New Learning
1. SNL Bachelors Degree Program

2. AI 252: Ethics for Today’s Successful Business Manager
   Tuesdays  Winter Term  Naperville , 2017

3. Instructor: Clifford Ratza  Email: cratza@depaul.edu
5. Course Location: Naperville Campus
6. Course Description This course will provide students with a foundation that will help them deal
   with ethical issues arising in business today. It will first provide an overview of where ethics fits
   within philosophy, examine some of the important ethical frameworks, and describe how to
   apply them. It will then describe “best practices” for how companies and managers can excel in
   today’s business climate, and illustrate them via relevant corporate examples. All of this will
   provide students with the tools they need to become ethical, successful managers.

7. Learning Outcomes, Competencies, and/or Objectives

A-4: Can analyze a problem using two different ethical systems.
1. Identifies and describes an ethical issue or problem
2. Describes the distinctive assumptions of two different ethical systems
3. Analyzes the problem by comparing and contrasting how these two different systems would apply to
   that particular ethical issue or problem.

Students demonstrate this competence by applying two ethical systems to a particular issue or problem
that permits substantial ethical examination (for example, business practices, uses of technology,
reproductive rights, class structures, institutional racism, sexual behavior, etc.). Students may choose
any ethical system that is associated with particular thinkers. Students may consider the choices these
thinkers identify, and the standards or measures by which these choices are made to obtain desired
outcomes.

Course lectures, assigned articles and books, plus individual research and assignments teach students
about many useful ethical systems and provide useful frameworks in which to conduct an ethical
analysis.

A-3-C: Can examine a social issue from an ethical perspective.
1. Identifies and describes a social issue or situation.
2. Identifies an ethical perspective relevant to the issue or situation.
3. Uses that perspective to raise or explore questions about this issue or situation.

Students demonstrate this competence by using an ethical perspective to analyze a social issue. They
may create their own ethical perspective, but should always engage the ideas of one or more significant
ethicists. The issues or situations that students address in this competence should affect large groups of
people.
Students should explore the implications of this analysis for their own experience.
Course readings, discussions and student research teach students to look for two or more ethical perspectives in a variety of personal, career or social interactions among two or more groups. Students also learn how each side’s particulars may shape relative assessment of the situation.

**H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.**

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Students demonstrate this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States. To the extent possible, we hope that students will relate this to their experiences as well as their responsibilities as a citizen. In many ways this competence is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. Since, however, inequalities persist in this country, it is important to understand the ways in which some groups have been systematically denied economic, social, and political justice.

Course readings, group projects, research and class discussions show students that ethical issue negotiations occur in a situation of unequal power between the groups involved. The course also emphasizes how ethical systems have been adjusted via historical/sociological/economic context. The course also illustrates how discussion of common interests can turn the confrontation into a win-win negotiation.

**FX: Can understand and articulate the impact(s) of ethical and unethical behavior on an organization.**

1. Can identify criteria that can cause ethical and unethical behavior
2. Analyzes an ethical situation that has had a significant individual or organizational impact

Students demonstrate this competence by analyzing an ethical situation and identifying the potential ethical paths that could have been taken other than the one chosen. This will include a situational study (what was the consequence or benefit at stake), ethical criteria identification (what were the main drivers, money, love, fame?) and what went wrong?

Course individual written work and group projects, as well as class discussions, teach students to look for the outcomes of ethical arguments and to assess how the outcomes impact all parties involved. Students also learn the difference between ethical issues and moral temptations where unethical behavior is exhibited.

**In all of the competencies, the students will choose a current event ethical situation or a personal business scenario and prepare an ethical analysis paper that applies the tools learned on class. Each student will need to incorporate the main idea of their chosen competencies within their paper.**

8. Learning Strategies & Resources

**Learning Strategies:**
• **Discussion** – Students will take part in open discussions that will assist them in relating the class material to real life events.

• **Lecture** – Lectures will be used to explain relevant topics and techniques for use in careers as well as personal life.

• **Role-playing** – Role-playing will allow for the application and understanding of ethics in business situations by determining the most appropriate course of action.

• **Collaborative learning** – Through a group project and assignments, teams will produce written group ethical analyses. Students will learn the need for the diversity of thought as well as how to apply ethical restraint to differing opinions.

• **Research project:** Each student will produce a written ethical analysis that is relevant to their chosen competence(s). It will require the student to think of a current situation either in their personal careers or the current business world that the class materials can assist them in determining how they would have approached the situation differently given the tools discussed in class.

**Required Readings:**

**Books**


• “How the Mighty Fall” and “Good to Great” Jim Collins. HarperCollins

• “The One Minute Manager” Blanchard and Johnson. HarperCollins 2003


**Articles:**

1. Introduction to Types of Ethical Systems – Janet Lasley and Ilayna Pickett

2. A Framework for Thinking Ethically – Markkula Center for Applied Ethics


4. The Social Responsibility of Business Is to Increase Its Profits–Milton Friedman

5. Some Avenues for Ethical Analysis in General - Harvard Business Review:


8. Ethics:The Right Use of Power and Influence – Cedar Barstow

9. Power and Ethics – Howard Sercombe
9. **Learning Deliverables**
   • Weekly individual assignments on the readings, to be discussed in class
   • Weekly group ethical analysis assignments based on a current topic selected by the group
   • A Group Ethical Analysis Project on an ethical situation (6 – 8 pages) – in class PowerPoint presentation (20 minutes)
   • An Individual Ethical Analysis on a current event or personal dilemma (4 - 6 pages) – in class discussion that gives a brief overview of the analysis (5 minutes maximum).

10. **Assessment of Student Learning**
    • **A-4:** Can analyze a problem using two different ethical systems.
      Homework questions, Individual and Group paper applying two ethical systems to a particular issue or problem that permits substantial ethical or unethical behavior and the impact that these systems have on society.
    • **A-3-C:** Can examine a social issue from an ethical perspective.
      Homework questions, Individual and Group paper applying this competence by using an ethical perspective to analyze a social issue and the impact that ethical and unethical behavior can have on society both within an organization and the environment that the organization or individual controls or does business within.
    • **H-4:** Can analyze power relations among racial, social, cultural, or economic groups in the United States.
      Homework questions, Individual and Group paper applying this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States
    • **FX:** Can understand and articulate the impact(s) of ethical and unethical behavior on an organization
      Homework questions, Individual and Group paper applying this competence by choosing individual experiences that addresses an important social or personal problem. Students develop a rationale of ethical and unethical behavior and can apply tools to identify the differences.

11. **Grading Criteria & Scale**
    Grading is based on percent of cumulative points earned as follows:
    - One Individual Research Project due Week 10 40 points
    - One Group Project due Week 10 40 points
    - Seven Individual Assignments worth 5 points each 35 points (Weeks 1 – 7)
    - Eight Group Assignments worth 5 points each 40 points (Weeks 1 – 8)
    - Ten Individual Class Discussion/Participation worth 2 points each 20 points
    - Group/Team Leader 20 points

    A = 85% or above  B = 75% or above  C = 65% or above  D = 55% or above
Here is the report outline to follow for writing up an ethical analysis. Use it for weekly Group Assignments, Individual Research Project and Group Project. It should contain these sections:

- Background/Overview
- Ethical Issues
- Who or What is being Impacted
- Ethical System for each Side
- Analysis
- Results and Ethical Justification
- Conclusion

**Written Work Will beEvaluated As Follows**

- **A** = designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.
- **B** = designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.
- **C** = designates work which minimally meets requirements set forward in assignment reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.
- **D** = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thorough.

**Effective writing skills are important in this course, and students are encouraged to work with the Depaul Writing Center for additional guidance on both business and academic writing skills.**

**12. Course Schedule**

Week 1: Introduction to Ethics. Where Ethics fits in philosophy. Ethical frameworks. Be prepared to discuss your answers to these questions:
1. What is your definition of ethics?
2. Where and how do you use ethics today?
3. Do you think most people and businesses are ethical?

Homework:
Read the following articles and be prepared to discuss them in class next week:
1. Introduction to Types of Ethical Systems – Janet Lasley and Ilayna Pickett
2. A Framework for Thinking Ethically – Markkula Center for Applied Ethics
3. How Ethical are You? (Harvard Business Review) Mahzarin Banaji

Individual and Group Assignment due next week will be handed out in class.

Week 2: Some useful Paradigms for evaluating ethical issues. The difference between ethical dilemmas and moral temptations. Why it’s important to practice ethical analysis. Are there core values shared among ethical frameworks and cultures?

Homework:
Read chapters 1 thru 4 of “How Good People make Tough Choices” and be prepared to discuss them in class next week.

Individual and Group Assignment due next week will be handed out in class.

Homework: Read chapters 5 thru 9 of “How Good People make Tough Choices”. Be prepared to discuss them in class next week.

Individual and Group Assignment due next week will be handed out in class.

Week 4: Class discussion of last week’s reading homework. Class discussion of last week’s Individual Assignment. Class discussion of last week’s Group Assignment. Overview of this week’s homework.

Homework: Read “Good to Great” by Jim Collins. Be prepared to discuss the book in class next week.

Individual and Group Assignment due next week will be handed out in class.

Week 5: Class discussion of last week’s reading homework. Class discussion of last week’s Individual Assignment. Class discussion of last week’s Group Assignment. Overview of this week’s homework.

Homework: Read “How the Mighty Fall” by Jim Collins. Be prepared to discuss the book in class next week.

Individual and Group Assignment due next week will be handed out in class.

Week 6: Class discussion of last week’s reading homework. Class discussion of last week’s Individual Assignment. Class discussion of last week’s Group Assignment. Overview of this week’s homework.

Homework: Read “The One Minute Manager” by Blanchard and Johnson. Be prepared to discuss the book in class next week.

Individual and Group Assignment due next week will be handed out in class.

Week 7: Class discussion of last week’s reading homework. Class discussion of last week’s Individual Assignment. Class discussion of last week’s Group Assignment. Overview of this week’s homework.


Individual and Group Assignment due next week will be handed out in class.

Week 8: Class discussion of last week’s reading homework. Class discussion of last week’s Individual Assignment. Class discussion of last week’s Group Assignment. Overview of Power and Ethical Relations via articles 8 and 9, and “Power, Influence and Persuasion” book. Overview of this week’s homework.

Homework: Week 8 homework will focus on the H-4 competence (can analyze power relations among racial, social, cultural, or economic groups in the United States).

We have seen that there are two sides to an ethical analysis. There is usually an uneven balance of power between the two sides that is caused by the differences stated in the H-4 competence. The homework this week is for each group to pick/research a current or historical ethical issue that clearly illustrates the power difference and do an ethical analysis. Be sure in your background section to discuss how the power relations influence the course of events. Some examples: Gay Rights; Immigration Reform; Keystone Pipeline; Minimum Wage Floor.
Week 9: The Impact of Power Relations in Ethical Issues. Summary of how ethical issues are resolved via “negotiations” between the two sides of unequal power. Each group presents its ethical analysis in class for the issue it chose.

Week 10: Presentation of Group Projects; Overview of Individual Ethical Issue Analysis

13. Course Policies
   This course includes and adheres to the college and university policies described in the links below:
   - Academic Integrity Policy
   - Incomplete Policy
   - Course Withdrawal Timelines and Grade/Fee Consequences
   - Accommodations Based on the Impact of a Disability
   - Protection of Human Research Participants

14. Course Resources
   - University Center for Writing-based Learning
   - SNL Writing Guide
   - Dean of Students Office

15. Instructor Brief Bio
   Clifford Ratza has over 20 years Sales, Marketing, Project Management and Systems Development experience at major corporations such as Johnson and Johnson and Discover Card, where he is currently Consulting Analyst. He holds a PhD in Applied Mathematics with supporting degrees in Physics, Computer Science, and an MBA from the University of Chicago. He has combined his professional business career with Adjunct Professor teaching assignments in Business and Project Management, Computer Programming and Mathematics. He has studied, witnessed and practiced business ethics at numerous companies in diverse industries.