Welcome to Business in Society! This course is an examination of the contemporary social, political, cultural, legal, and ethical forces that shape the business environment. It will also consider the important role of stakeholder relations and Corporate Social Responsibility in contemporary society.

Course Goals: The goal of this course is to prepare students to:
- Think rigorously about the ethics and social responsibility of people and organizations.
- Personally behave ethically and in a socially responsible manner in all of their life roles.
- Commit to influence others to anticipate, avoid, and constructively deal with ethical dilemmas.

Student Learning Outcomes: After taking this course, students will be able to:
- Identify ethical issues that arise in everyday business and social situations.
- Demonstrate knowledge and application of ethical principles.
- Apply ethical reasoning and critical analysis to real-world scenarios.
- Formulate reasonable solutions to ethical dilemmas.

I. Pedagogical Philosophy. This course will be taught utilizing the Socratic Method requiring that each student be fully prepared for every class. The Socratic Method by definition implies the direct interaction between the professor and the student, so preparation is critical to a complete class experience. An essential component of your academic experience is your ability to interact with your peers in class and online. Furthermore, reading and understanding are different and if you should read something and not understand it, it is your responsibility to re-read it until you do understand it and ask questions if you do not. Most in class discussions will begin with the material in the text so a failure to comprehend that material will definitely put you at a disadvantage.

II. Course Requirements.

a. Required Text: The Wall Street Journal. You can access this publication for free through the URI Library Website. Please read it (or at a minimum read the lead stories) daily from January 3 – 18, 2017.

b. Preparation: Students must complete each assignment prior to class to have a full understanding of the integration of the materials. Each student shall be required to utilize the Sakai site for this class and check his/her URI email on a regular basis. Each student shall be responsible for any communication that is posted before each class.

c. Electronic Equipment: All electronic equipment shall be completely shut off (including “vibrations”) and out of view in the classroom. If electronic equipment (including but not limited to smartphones) is “on” during class, I reserve the right to assess a grade of “F” for the semester regardless of the student’s performance in class. Recordings of the class are expressly prohibited.
d. Attendance: Class attendance is *sine qua non* for effective participation in this class and is therefore **mandatory** unless expressly authorized by me in advance of class, or after class with a doctor’s verification in form and substance satisfactory to me. Please inform me as soon as possible if you will miss a class due to a legitimate preexisting obligation.

**Each unauthorized Absence beyond one will automatically result in the reduction of the grade for the course by one full grade category for each of such additional absences.**

e. Deportment: No millinery shall be worn in the classroom.

Once class has commenced the student shall minimize the need to exit and reenter the classroom. It should be well understood that each student will act with respect and courtesy toward the instructor, classmates and any classroom visitors. I reserve the right to assess a grade of “F” for the semester regardless of the student’s performance in class if these standards are violated.

III. Evaluation:

   **45% - Case Studies.** There will be 3 short case studies, each worth 15% of your grade. They will be assigned each Tuesday in class and will be due that same week on Thursday by 6pm through Sakai. The cases will highlight the topics discussed in class and will pose several questions for the student to answer. The answers shall be no more than 3 type-written pages.

   **20% - “What No To Do” Poster Person of the week assignment.** Each week a group of students (random selection will take place the first day of class) will be chosen to find a recent (within the past year) article from a credible news source discussing a recent lapse in business or professional ethics and the individual(s) responsible for said lapse. The student will write a two-paragraph summary of the article and how it relates to what we are studying in class. He/she will post the summary and a link to the article to Sakai by Tuesday night at 6pm. The rest of the class shall read this summary before class on Wednesday and be prepared to discuss in class.

   **20% - Essay Exam.** A cumulative one-question essay exam on Thursday, 1/19.

   **15% - Class Participation and Homework.** The homework is the foundation of class discussion, and if you did not research the questions it will negatively affect your understanding and class participation grade. Homework does not need to be submitted, just prepared. Class participation is **not** simply performing in-class assignments, completing the readings, or responding when called upon – that is absolutely required by each student. Class participation is the voluntary active engagement in class discussions that reflect and intellectual curiosity relating to the subject material. Notwithstanding the grade achieved pursuant to the percentages above, it is not possible to achieve a course grade in the “A” category (A or A-) without **effective** class participation.

I reserve the right during this term to assign specific projects if I feel the class is not performing their obligation to read and prepare prior to class, and to fully participate during class.

**Grading:** A = 95-100; A- = 90-94; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 65-69; D = 60-64; F = below 60. Grades will not be changed unless there is a mathematical error.

IV. Proposed Class Calendar. Set forth below is a chronological outline of the coverage of the course material during the term. Please be advised that this schedule is subject to modification depending on various factors including time spent on current events that are relevant to the course material.
T 1/3: Introduction, Syllabus, WNTD date assignments, assign 1st case study
   Different ethical frameworks, history, modern applications
   Mountain terrorist group exercise
   **Homework:** *Group 1 post WNTD on Sakai by 6pm. Everyone else read the posts.*
   *Go to [www.house.gov](http://www.house.gov) and [www.senate.gov](http://www.senate.gov) to find your federal senators and representatives. Choose any one person (either a Senator or Congressperson), go to his or her website and answer the following questions: Political party? Committee membership? PAC support?*

W 1/4: The role of government and why legal and ethical are not always the same
   A brief discussion of the American government system
   Lobbying and Administrative Agencies
   McDonalds vs. the DMV group exercise
   **Homework:** *Choose a profession and review the code of ethics for that job in terms of how it can make the job harder and/or easier.*

Th 1/5: Professional Codes of Ethics
   Moral Exemplars in Business
   Leaders vs. Companies vs. Industries
   Ethics of Teamwork group exercise
   **Homework:** *If a firm engages in “ethical” behavior solely for the purpose of gaining profits from the goodwill it generates, the “ethical” behavior is essentially a means toward a self-serving end (profit & wealth). Is the firm acting unethically in any way? Should motive or conduct carry greater weight here?*
   *Answers for Case Study 1 due in Sakai by 6pm.*

T 1/10: CSR (Corporate Social Responsibility)
   A short history of the corporation and other business entities
   Shareholder and Stakeholder approaches to CSR
   Burger Man group exercise
   **Homework:** *Group 2 post WNTD on Sakai by 6pm. Everyone else read the posts.*
   *Choose a charity that you support or find worthwhile. Research how it uses the funds it receives and discuss potential improvements/pitfalls.*

W 1/11: Ethical Leadership and Corporate Governance
   Role of the Board of Directors
   CEO Compensation
   Strategic Planning and Corporate Culture
   Compliance
   World Wide Web group exercise
   **Homework:** *What were the best and worst jobs you have held so far? Why?*

Th 1/12: Employee/Human Resource Issues
   Workplace Diversity and Privacy
   Sexual Harassment and Sexual Discrimination
   Wage and promotion equality
   Pink Slip group exercise
   **Homework:** *Answers for Case Study 2 due in Sakai by 6pm.*
   *Find an example of a US company that has decided to offshore part of its operations formerly conducted in this country as well as one that offshored but has since returned.*
T 1/17: Global Ethical Perspectives
   Human Rights, Child Labor, and Fair Trade
   Sustainability and Environmental Issues
   Information Technology
   Cost of Cotton group exercise
   Homework: *Group 3 post WNTD on Sakai by 6pm. Everyone else read the posts.
   *What companies/organizations would you like to work for someday? Do you consider them to be ethical?

W 1/18: Developing and Evaluating Your Own Ethical Focus
   Living your values = loving your life
   When there are no options, or “Everybody else is doing it”
   Core values individual exercise
   Course Review
   Homework: *Answers for Case Study 3 due in Sakai by 6pm.

Th 1/19: One-question cumulative essay exam. You will be able to use your class notes and the WSJ.

V. Special Concerns:
a. Disability Mission. The URI community encourages contributions to the learning environment from members of all its cultures, including students with disabilities. The Disability Services for Students recognizes disability and cultural diversity and fosters an inclusive environment for all in the university community through education, awareness, and accessibility. We accomplish this mission by recommending and coordinating reasonable accommodations in a variety of domains (exam, course, program, housing, transportation), encouraging development through self-advocacy and personal decision making, supporting a commitment to academic success and student retention, providing training and information to faculty and administration that uphold the inclusion of persons with disabilities.

   Any student with a documented disability is encouraged to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401.874.2098.

   b. Academic Support: The Academic Enhancement Center houses the University’s existing writing center and learning assistance program, as well as many other academic support services such as tutoring, study groups and multiple forms of academic assistance workshops. The Center serves students who are seeking academic support as well as those with more advanced academic ability who are interested in helping others. The Center is located on the fourth floor of Roosevelt Hall in University College. Peer tutors may also be available through the College of Business; check with your advisor for more information.

   c. Discrimination. Any incident of discrimination or discriminatory harassment (including sexual harassment and/or sexual violence) or unlawful retaliation by a faculty member, staff or student and/or administrators towards a member or visitor of the University community should be reported to the Affirmative Action Office immediately by calling 401.874-2442. If you or someone you know has been harassed or assaulted based on gender, you can find help at The Center for Gender and Sexuality: 401.874.9277; The Women’s Center: 401.874.9131 (anonymous) or online
VI. **Academic Honesty and Integrity**: Integrity, honesty, trust, respect, and responsibility are principles that guide all activity at the College of Business Administration. As a community of higher learning we accept that adherence to these principles is a necessity and the joint responsibility of the students and the faculty. Breaches of academic integrity only serve to decrease the value of all academic degrees offered by this institution.

The faculty and the administration of the College of Business Administration recognize this and consequently take violations of academic integrity (e.g., cheating, plagiarism, lying and/or using false documentation to gain special privileges, etc.) very seriously. Instances of academic dishonesty in the CBS courses will be resolved according to the policies and procedures outlined in the University Manual, specifically Chapter 8, Academic Regulations.

VII. **Inclement Weather Policy**. Students should not attend class when the University announces classes are cancelled due to severe weather, or when state officials indicate that travel is prohibited due to such conditions. If weather conditions warrant, the instructor will cancel class by 8am that morning. Please be sure to check your URI email for cancellation information. A make-up class session or alternate arrangements will be made at the next class session. Please contact the instructor directly should you feel unsafe coming to class even though class is not cancelled.

VIII. **Miscellaneous**: I will utilize your uri.edu e-mail addresses for all class correspondence. Please contact me as soon as possible with any questions, concerns or issues. *Thank you!*