

University of Waterloo

School of Interaction Design and Business

**Global Business and Digital Arts (GBDA) 306: COMPARATIVE ETHICS in a
GLOBALIZED WORLD BUSINESS**

LEC 001 Thursdays 9:00 a.m. to 11:50 a.m. and LEC 002 6:00 p.m. to 8:50 p.m.

Class room 2022/2024

Winter Term 2019

Instructor Information:

Instructor: Dr. Paul Doherty

Office: DMS 2024

Office Phone: 519 888 4567 ext. 23007: Please e-mail rather than leaving a voice mail for faster communication

Office Hours: Thursdays between 2:30 pm – 5:30 pm or by appointment

Email: pdohety@uwaterloo.ca

Course Description:

This is an introductory course to a variety of contemporary ethical systems including those associated with philosophical systems, political ideologies, and economic beliefs. Students will also examine several contemporary efforts to arrive at common ethical frames of reference. This course focuses on current ethical issues associated with global development and business.

Course Goals and Learning Outcomes

In this course we will examine ethical problems and challenges faced by individuals and organizations. Upon completion of this course students should be able to:

- 1) Have an understanding of how to approach a number of ethical issues that individuals must face in the course of doing business;
- 2) Have a greater understanding of the strategic impact of the social/ethical context for business;
- 3) Clarify personal values and attitudes associated with the social/ethical context for business;
- 4) Become better informed about current debates related to the social/ethical context for business;
- 5) Analyze strategies available for responding to the changing social/ethical context for business. Strategies to be reviewed include, issue management, stakeholder strategies and social/ethical/environmental leadership;
- 6) Develop an understanding of what ethical issues are, as distinct from practical, legal, religious or moral issues.

Students will develop a systematic way of expressing ethical opinions, and enhance their ability to make and articulate ethical decisions. The course is not about teaching what is right and wrong, nor aim to take positions on what the “right answers” might be in morally ambiguous situations. Instead students will become competent in dealing with ethical dilemmas by interacting with and understanding the viewpoints of others, by discussion, arguing for, and defending their own views, by expanding their perspectives and learning to think about ethical dilemma in principled and logical ways.

Required Reading:

- 1) “Good Corporation, Bad Corporation: Corporate Social Responsibility in the Global Economy” Author(s): Guillermo C. Jimenez, Elizabeth Pulos; SUNY Fashion Institute of Technology; Date: Apr 19, 2018
<http://solr.bccampus.ca:8001/bcc/file/70fa0825-d41b-4519-975b-71bc2ea1f704/1/Good-Corp-Bad-Corp.pdf>
- 2) Business Ethics: OpenStax College; <https://open.bccampus.ca/find-open-textbooks/?uuid=99690654-09da-4673-90cb-0a4e06c42512>
- 3) “Four Case Studies on Corporate Social Responsibility: Do Conflicts Affect a Company’s Corporate Social Responsibility Policy?” Authors: Cristina A. Cedillo Torres, Mercedes Garcia-French, Rosemarie Hordijk, Kim Nguyen, Lana Olup:DOI: <http://doi.org/10.18352/ulr.205>.’

Recommended Reading:

- 1) “Ethics and the Conduct of Business” Boatright, John R., 8th Ed, Pearson

Course Requirements and Assessment:

Requirement	Nature of Work	Percent of Final Grade
Class Participation	Individual/Team	25%
Assignment #1	Individual	10%
Assignment #2	Individual	10%
Assignment #3	Individual	10%
Team Paper	Group	25%
Paper presentation	Group	20%
TOTAL		100%

Method of Instruction, materials etc.:

It is expected that all students will actively participate in classroom discussions. In addition, students are expected to have prepared the text and other readings, and have read/analyzed the case, if assigned, for that class. The class will be interactive, driven by student discussion, debate, critique and exchange of ideas. Each class will be partly devoted to theoretical/conceptual readings assigned for that day, and partly to a discussion of the cases in the

applicable chapter, in addition to the major case that is assigned in several of the sessions. Students should be prepared to state their reasoned opinions about the cases and to debate differences of opinion with their colleagues.

Deliverables:

1. Class Participation (25% of Final Grade).

Each student is expected to read the course material and be able to discuss topic questions. Regular attendance in class is required, as is participation in class discussions. Marks will be based on overall day-to-day preparedness in class discussions. Consistent, meaningful class contributions are required to achieve a top grade; this will require students to be prepared for each class and to participate in the discussion. Contribution marks will generally fall into three broad categories: description/clarification, analysis/conclusions, or integration/synthesis; with description/clarification receiving lower contribution marks than analysis/conclusions, and integration/synthesis comments receiving the highest marks.

2. Case Analysis - Individual Assignments #1 #2 and #3 (3 x 10% or 30% of the final grade).

Written case assignment #1 is due at the start of Class #6; Case “To label or not to label” (The case for GMOs and against labeling) pgs. 53 to 60, “Good Corp Bad Corp”; written case assignment #2 is due at the start of Class # 7 “UBS Seeks an Appropriate Global Warming Policy” pgs. 46 to 49; “Good Corp Bad Corp. and written case assignment #3 is due at the start of Class #8 at the start of Class #8 (choice of one of the cases in “Four Case Studies on Corporate Social Responsibility: Do Conflicts Affect a Company’s Corporate Social Responsibility Policy?” Authors: Cristina A. Cedillo Torres, Mercedes Garcia-French, Rosemarie Hordijk, Kim Nguyen, Lana Olup:DOI: <http://doi.org/10.18352/ulr.205>).

The case assignments should be in the form of written memos and based on each student’s case choice. The assignments are individual assignments. The content of the memo should have two parts: 1) an assessment of the situation using ethical theories and frameworks covered to that point in the course, and

2) a sound recommendation for the decision-maker. If it is not clear who the decision-maker is, or if there are multiple possibilities, make an assumption and state it.

Memos will be evaluated on:

- a) Your ability to apply theoretical concepts to the real world
- b) The clarity of your reasoning
- c) How consistent your recommendation is with your analysis
- d) The persuasiveness of your overall position.

Memo formatting requirements:

Memos are limited to one 8 ½ by 11 page, 12 point font. One page of exhibits may be added in support of, or to clarify points made in the text.

3. Team/Group Paper (25% of Final Grade).

In Class #2, self-select teams/groups of 5. All teams will prepare a major paper that analyzes and comments on a current or recent ethical issue faced by a firm, organization, government or industry. Examples recently in the news might be; privacy concerns on the internet, government or regulatory officials that may be in ethically ambiguous situations (too many examples to list), bad advertising etc. Teams should write a brief proposal (1/2 page maximum) and email it to me before Class #3. I will follow up and make suggestions as required.

The paper should present an even-handed analysis of the situation chosen, based on ethical frameworks and models discussed in this course (or others). “Even-handed” does not mean that you should avoid expressing an opinion. On the contrary the paper will probably be much strengthened if you have a point to make. However, the point, or opinion, needs to be expressed in the context of an intellectually honest consideration of all sides of the situation, in a way that acknowledges competing viewpoints even though you may disagree with them. Any sources or ideas employed which are not your own

must be adequately referenced. All the papers are due by Class #10, regardless of your teams scheduled presentation date.

In Class #4 topics will be assigned for the team project and report. The report will be a maximum of 8 pages (excluding cover page, executive summary, table of contents and list of references/bibliography) plus a maximum of 4 pages of exhibits. Teams are expected to research the assigned topic and a minimum of ten sources (e.g. blog, book, peer reviewed paper, case study etc.) are to be cited (excluding the text). The report is due at the beginning of Class #10 and must be submitted both electronically and in hard copy. In addition self and peer evaluations may be submitted in hard copy with the report. Peer evaluation material will be provided in LEARN

Peer Evaluations. Teams are expected to meet during the following week to create and sign a Team Charter and then submit that contract at the beginning of the Class #5. The charter/contract sets out the mutual expectations of team members. The team is expected to manage all of its organizational and work assignment tasks with fairness and respect. The instructor will mediate issues (when necessary) as long as assistance is requested in a timely manner. When the Team Assignment is submitted each student may submit a self and peer evaluation of the other members of the team based on their compliance with the Team Charter. Please note that an individual's mark for the Group Assignment, Class Participation and Team Presentation may be adjusted below the team mark based on the peer evaluations.

4. Team Paper Presentation (20% of Final Grade).

Using the team paper as a point of reference, teams are expected to lead a discussion about the ethical dimensions of the topic they have chosen. Each team is expected to make a presentation (10 minutes presentation/discussion plus 5 minutes for questions from the class) on the subject/ethical dimensions they have chosen. Presentations will be delivered in Classes #11 and #12.

The presentations should have the following components:

- 1) A 10 minute formal summary of the facts, issues the group's analysis to provide others with the information needed for a discussion

2) A 5 minute Q&A and debate allocated to questions by the class and answers by the group

The professor will evaluate each presentation on the basis of content, relevance and class engagement.

Course Outline

The following is a general outline of the course for the coming term with assignments. At the end of each class additional assignments and/or content changes may be provided.

DATE	TOPIC	ASSIGNMENT(S)/Recommended Reading(s)
Class #1	Introduction, Ethics and the world of business – Why ethics matter	Course overview/introductions Chapters 1 Boatright and Business Ethics
Class #2	Ethical decision making Class discussion: Does Being Ethical Result in Better Business Performance?	Reading – Chapters 2 Boatright and Business Ethics Teams (self-selected) to be established
Class #3	Applying ethical theories to real organizations	Reading - Boatright Chapter 3 Group paper proposals due
Class #4	Loyalty and Whistle Blowing Class discussion: Does it pay to be a whistle blower?	Reading - Boatright Chapter 4 Group paper assignments approved.
Class #5	Trade Secrets and Conflict of Interest	Reading - Boatright Chapter 5 Team Charters due.
Class #6	Privacy and Employee Rights	Reading - Boatright Chapters 6 and 8 and Business Ethics Chapters 6 and 7

		Case Assignment #1 due
Class #7	Discrimination and Affirmative Action	Boatright Chapter 7
Class #8	Marketing, Advertising and Product Safety	Reading - Boatright Chapter 10 Case Assignment #2 due
Class #9	Ethics and Corporate Social Responsibility	Reading - Boatright Chapter 12 and Business Ethics Chapter 4 "Social Responsibility that Rubs Right Off" David Gelles; The New York Times, Oct, 17th 2015
Class #10	International Business Ethics	Reading - Boatright Chapter 14 Group Assignments due
Class #11 & 12	Team Presentations	

UNIVERSITY POLICIES:

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the Office of Academic Integrity for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should

refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Note for students with disabilities:

The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support: All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus:

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655

- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website [Download UWaterloo and regional mental health resources \(PDF\)](#) [Download the WatSafe app to your phone to quickly access mental health support information](#)

Territorial Acknowledgement: We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.