

Management and Ethics

JU Course Code:	MGT 326
SIS Course Code:	MGT 326
Subject areas:	Business, International Business, Management, Entrepreneurship, Organizational Behavior, Marketing
Language of instruction:	English
Contact hours:	45.00
U.S. semester credits:	3
Appears in JU transcript as:	<i>MGT 326 - Business, Ethics and Government</i>

COURSE DESCRIPTION

As students travel and study in a foreign culture, they are faced with the difference in values that are held by the culture in which they were reared and the one the student is currently living in and studying.

One of the greatest noticeable differences between American cultural values and those of other cultures is regarding business ethics.

No other institution has permeated multiple cultures more than the multinational corporations like IBM, Microsoft, Nestle, BASF, etc. With this permeation, managers from many different cultures are relocated to new and alien cultures. More and more decisions made by future global managers will need to be assessed in terms of an understanding of the multiple cultures the decisions will affect. Future global managers can only do this by knowing how different cultural business ethics are derived, tested, and used. This course has as its purpose the introductory exploration of business ethics in a cross-cultural setting. This can no better be achieved than in a foreign culture where the students can immediately receive information from their surroundings and managers who have had to face difficult decisions in the past.

LEARNING OUTCOMES

The students attending this program will be the global managers of the future. This course will allow the students to start thinking about cross-cultural business ethics and the role they play in business today.

This course is designed to develop the student's capacity to recognize and reason about ethical issues connected with international business management. Upon successful completion of this course, students will be able to:

- Recognize potential ethical dilemmas arising from a cross-cultural context,
- Understand the factors in a cross-cultural context that inform a manager's choice of action,
- Apply knowledge of the cross-cultural context to come to a solution of the ethical dilemma.

TEACHING METHODOLOGY



This course employs a blended teaching methodology to ensure student learning. The various pedagogical avenues will include, field visits, guest speakers, American and Spanish literature/film, and cases.

Those enrolling are expected to participate actively in class analysis and discussion.

COURSE EVALUATION

The evaluation of this course is based on continuous assessment, and students are provided with different assignments throughout the course to ensure constant learning. The breakdown of the final grade is as follows:

Class participation	20%
Class presentation	X%
Journal/forum/Photo Project	X%
Midterm written exam	X%
Final written exam	X%
Final paper	X%

Class participation (20%): Class participation in this course involves a positive and respectful attitude, active engagement in discussions, asking questions, contributing ideas, collaborating with peers, and demonstrating preparedness through reading and assignments. It reflects a student's commitment to learning and enhances understanding by integrating diverse perspectives within the classroom environment. Class participation will be evaluated based on these five (5) skills: attitude, engagement, preparedness, and frequency and quality of contributions. *Please see the participation rubric below.*

***Submitting Work:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format.

Field Visits and Guest Speakers: One individual paper turned in into the next 4 days commenting on the main issues brought about. 2 pages each, 1.5 spaced will explain the results of each field study.

Participation: Students are also expected to actively contribute to the class discussion based on the readings. When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade.

Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

Oral Presentations Case Analyses (15-slide PowerPoint): Three case analyses will be written and turned in for grading during the semester. The student has a choice as to which cases he or she will analyze. By allowing the student to choose, the student may delve more deeply into a couple of topics they are more interested in during the semester. Students turning in case analyses will be expected to help lead the discussion that day.

Ethics Paper (8-12 pages): The student is required to describe a global business ethical issue and compare how the American culture and Spanish/European culture are handling this ethical dilemma. The paper requires the student to identify the systemic, alternative courses-of-action available to the society in terms of social policy, programs, laws, and administrative, legislative and judicial structures required. Also, the paper should delineate the most ethical action to take and that position must be justified.



Help on Writing Papers for This Class: A quality paper must be well-researched, organized, and written. The paper should be double spaced. Staple the pages together and do not put them in a folder. Your name, the course number, and the date should be on the first page. Your paper must be prepared on a computer or typed. Use the following footnote process. Put your footnote section on the last page of your paper. Number the references 1, 2, 3 etc. When you use each reference within the body of your paper footnote it at the end of the sentence in the following way (1,p52). This will mean the footnote is for the first reference work and the material came from page 52. Every source that is used should be fully footnoted in your paper. Help is available in locating resources for this paper.

Your papers should reflect excellence. You will be graded on such things as:

- Quality of thought.
- Quality of research.
- Ability to organize ideas and express them effectively.
- Ability to correctly communicate by using proper grammar, punctuation and spelling skills.
- Ability to integrate problems and solutions presented in textbook and non-textbook material.
- Ability to follow the assignment.
- Ability to apply the ethical concepts, identify the alternative courses of action, and to justify your position.

EXPERIENTIAL LEARNING AT SIS: FIELD STUDIES AND GUEST LECTURES

Field studies at SIS are crucial as they provide immersive, hands-on learning experiences. They enhance cultural understanding, bridge theory with real-world practice, and foster global perspectives. This experiential learning deepens subject knowledge, develops critical thinking, and enriches personal and academic growth, making education more impactful and memorable. The following field study trips will be organized during this course:

	Field Study Site	Description of activity on site
Field Study Visit 1		
Field Study Visit 2		
Field Study Visit 3		

N.B.: Field study trips may be subject to modification based on the semester, the number of participants, and/or the availability of the activity.

ATTENDANCE POLICY

As a member of the BSAE community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, **attendance is required** for all your SIS classes, including sessions with field studies. Students should immediately notify their instructor and the Academics Team of any past or future absences, and any accommodations for missed classes, if any, will be determined by the course instructor and the Academics Team. **If a student misses more than 3 classes in any course without justification, 3 percentage points (a third of a letter grade) will be deducted from the final grade for every subsequent absence. If a student reaches 6 absences, this will result in a failing grade.** Students may apply to excuse absences due to



hospitalizations, religious observance or family emergencies using this form. [Please see the Academic Student Manual for more information.](#)

LATE-WORK SUBMISSIONS

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur a penalty of 10% per day late, up to a maximum of three days. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity – such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance – may result in an automatic “F” or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

DEFINITIONS OF ACADEMIC DISHONESTY

Use of AI without permission or acknowledgment: A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.

Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes versus AI doing all the writing.

If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.

Cheating: the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:



- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination

Plagiarism: Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:

- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#). You are expected to read and understand the JU terms and regulations of Academic Misconduct.

FINAL GRADES REVIEW AND GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels they have been treated unfairly, in that an instructor has deviated from their prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult the [Student Academic Manual](#).

Please note, **grade appeals are not intended as a means for students to improve or negotiate their grades.** They are reserved solely for cases involving administrative errors, calculation mistakes, or grading that is inconsistent with the stated course policies or criteria. Appeals must be based on evidence of such errors and not on dissatisfaction with the outcome or a desire for a higher grade.

DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and



respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).

Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this [bias form](#) to report any incidents they witness, and will be guided through support options.

TENTATIVE COURSE CONTENT OUTLINE

N.B. Course schedule and field studies are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

COURSE SESSIONS AND CONTENT		
SESSION	CONTENT	READINGS / ACTIVITIES
1	Introduction to the Course Importance of Business and ethics Presentation of the available materials Clear Statement of Expected Mutual Requirements	
2	Field Visit 1 The law and human behaviour Morality, ethics and ethical theory The power of business and ethical objectives	
3	Business and globalization A new global space to manage New local challenges to address Sustainability and the triple bottom line	
4	International variety in approaches to business ethics Responsibility for ethical conduct Key issues Regional differences from a business ethics perspective: Europe, North America and Asia	
5	Some theoretical models in ethical management decisions (I) Ethical absolutism and ethical relativism Consequentialist theories Non-consequentialist theories	
6	Some theoretical models in ethical management decisions (II) Discourse ethics and feminist ethics	



	Conceptual absolutism and relativism: pros and cons	
7	Corporate Social Responsibility Key features of a corporation Social responsibilities CSR and strategy	
8	Tools and techniques of Business Management: Typical components of business ethics management Designing and implementing codes of ethics Effectiveness of codes of ethics	
9	Making Decisions in Business Ethics: Models of ethical decision-making Individual influences on ethical decision-making Situational influences on decision-making Conflicts of interest, gifts, bribes and hospitality. Ethics in negotiation	
10	Ethical issues in corporate management and governance I Executive accountability and control Executive remuneration Ethical aspects of mergers and acquisitions	
11	Field Visit 2: Merchants and Ethics Influence of cultural values and contexts Weight of ethical, moral and legal constraints and norms	
12	Employees and Business Ethics: Problem between rights and duties Discrimination and sexual harassment and mobbing Employee privacy	
13	Case Study 2: Boycotting the baby killers? Nestlé and the ongoing infant formula controversy Course review, main conclusions, preparation for the midterm exam	
14	Midterm Exam	
15	Employees and globalization Employee participation and association Working conditions Fair wages	
16	Consumers and Business Ethics Product safety Marketing communications Marketing strategy	
17	Government. Regulation and Business Ethics: Government as a stakeholder Government as a representative of citizen's interest Legitimacy, accountability and modes of influence	
18	Civil Society and relationships with companies and governments The third sector substituting government action or inaction?	



	Free will of companies to subsidize the third sector (imbalances with non attractive realities) The third sector as customer of the administration goals when there are important subsidies for the NGO's objectives	
19	Ethical issues in product and price Fair trade: determining the right price Purchasing power parity or commercial margin? Discriminatory price examples Different product standards for different peoples	
20	Shareholders and Business Ethics Corporate governance Executive accountability and control Executive remuneration	
21	Presentation Final papers	
22	Presentation Final papers Review	
23	Final Exam	
24		

BIBLIOGRAPHY

Required Readings:

- Crane, Andrew & Matten, Dirk (2010) " Business Ethics " Third edition, Oxford University.614 pages .ISBN 978-0-19-956433-0
- Case/ Readings Packet available at Google drive

Web bibliography

Business Ethics:

- <http://www.depaul.edu/ethics> (Institute for Business & Professional Ethics at DePaul University, Chicago)
- <http://www.emory.edu/ETHICS/> (Center for Ethics in Public Policy and the Professions, Emory University)
- <http://www.indiana.edu/~poynter/index.html> (The Poynter Center for the Study of Ethics and American Institutions, Indiana University)
- <http://www.josephsoninstitute.org/> (Josephson Institute for Ethics)
- <http://www.iit.edu/~csep/> (Center for the Study of Ethics in the Professions)
- www.public.iastate.edu/~Bacon_Center/

Computer and Information Ethics (Computer Ethics):

- <http://www.eff.org> (Electronic Frontier Foundation)
- <http://www.cpsr.org/> (Computer Professions for Social Responsibility)



- <http://epic.org> (Electronic Privacy Information Center Resources)

Additional Sites:

- <http://envirolink.org/arrs/index.html> (Animal Rights Resource Site)
- <http://www.globalethics.org/> (Institute for Global Ethics)

Book and article bibliography

Individual Manager Issues:

- "What, If Anything, is Wrong with Baby Selling?," Radin, Pacific Law Journal, v. 26, p. 135, 1995
- "Questions Linger in Del Harassment Case," Diana B. Henriques, The New York Times, August 9, 1995.
- "The Manager Seeking Virtue: Lessons from Literature," McAdams and Koppensteiner, Journal of Business Ethics, 11, 627-634, 1992.
- "Business Ethics in Fiction," Kennedy and Lawton, Journal of Business Ethics 11, 187-195, 1992.
- Death of a Salesman, A. Miller, Penguin, New York, 1949.
- "The Matter of 'Business'" in Changing World of the Executive, Peter Drucker, Times Books, New York, NY, 1982.
- When All You Ever Wanted Wasn't Enough, Harold Kushner, 1986.
- Why Christianity Must Change Or Die, Bishop Spong, 1998.

Corporate Culture and Policy Issues:

- "Black Mark for a 'Good Citizen': Critics Say H.B. Fuller Isn't Doing Enough to Curb Glue-Sniffing," Diana B. Henriques, The New York Times, November 26, 1995.
- "The Problem of Business Ethics: Oxymoron or Inadequate Vocabulary?," J. M. Shepard, Journal of Business and Psychology, 6, 9-23, 1991.
- "The Place of Ethics in Business: Shifting Paradigms," J. M. Shepard, Business Ethics Quarterly, 5, 577-601, 1995.
- Poor Richard's Legacy: American Business Values from Ben Franklin to Donald Trump, Peter Baida, W. Morrow, New York, NY, 1990.
- Business as Ethical and Business as Usual, Sterling Harwood, Jones and Bartlett, Sudbury, MA, 1996.
- Business Ethics, O. C. Ferrell and John Fraedrich, Houghton Mifflin, Boston, MA, 1994.

Society and Global Issues:

- Ethics and the creation of wealth, ITESM, Monterrey, Mexico, 1995.
- "A Global Gauge of Greased Palms," Barbara Crossette, The New York Times, August 20, 1995.
- Ethics and Excellence, R. C. Solomon, Oxford University Press, New York, 1992.
- The Capitalist Spirit: Toward a Religious Ethic of Wealth Creation, Peter Berger, CA:ICS Press, San Francisco, 1990.
- Ethics in the World of Business, David Braybrooke, Rowman & Allanheld, Totowa, NJ, 1983.
- U.S. Catholic Bishop's Statement on the Economy, Sterba and Rasmussen, Transaction Books, New Brunswick, NJ, 1987.
- "Is There More to Corporations than Maximizing Profits?," Smith and Kleiner, The Systems Thinker, 6:3, April, 1995.
- Moral Man and Immoral Society, Reinhold Niebur, 1935.
- The European Dream: How Europe's Vision of the Future is Quietly Eclipsing the -American Dream, Jeremy Rifkin, Cambridge: Polity Press, 2004.

Online reference & research tools:



- Useful ethics web links
- These are some business ethics sites mentioned in Crane and Matten, as well as a few other favourites that we think are particularly worth a look: <http://craneandmatten.blogspot.com/>