

Course	Business Ethics
Program	Study Abroad in Spain Program
Credits ECTS	3 USA
Class hours	45
Pre-requisites	none
Language of instruction	English
Type of education	Face to face

PRESENTATION

The ethical behavior of companies is increasingly subject to scrutiny that goes beyond the purely market purpose that can justify the existence of an organization. The impact of the activities of companies in the social and environmental field is as important when assessing companies as the market position resulting from the design and execution of a more or less successful business strategy. Economic performance must be accompanied by compliance with a set of ethical principles that condition the actions of companies.

Thus, concepts such as corporate governance, stakeholders, executive compensation, whistleblowing, social responsibility, sustainability, etc. are increasingly present in the world of finance and the economy and are even already occupying an increasingly prominent place in conversations of a more popular nature. The behavior of companies that acquire a large presence in the media is opined and valued, being on many occasions, front pages in the press for scandals or behaviors that are not acceptable or are, at least, questionable. Not all kinds of practices are allowed, and the reputation of companies is permanently in question depending on whether there is total consistency between the proclaimed corporate values or principles and their actual performance, so that the appearance of lack of such coherence can generate reputational crises in companies. In addition, the consumer increasingly chooses based on the alignment of brands with their own ethical and moral principles, which is one more element for companies to take into account when designing their strategies for an increasingly demanding market.

COMPETENCIES

General competences (GC):

GC1: Enhance the ability to critically assess various situations, arguments, and propositions, identifying logical flaws and strengths in reasoning across different contexts.

GC2: Develop the capacity to foresee business trends and challenges, crafting visionary strategies that ensure long-term success and sustainability.

GC3: Promote understanding of how diversity and sustainability are integral to contemporary business strategy, reflecting on their impact on societal and environmental well-being.

GC4: Cultivate advanced communication skills, enabling effective conveyance of ideas, feedback, and instructions in a clear and persuasive manner.

Specific competencies (SC):

SC1: Understand how complex discussions about the business of ethics and ethics in business are, both in theory and in practice.

SC2: Reflect on the interplay between ethics and business but also between business ethics and nature, culture, science, politics and other fields of society.

SC3: Explore the conceptual shortcomings in traditional business ethics approaches to notions such as whistleblowing; reward, incentives, and compensation.

SC4: Delve into the history of business ethics research on these and other topics, and understand the blind-spots, impasses, and skepticism that research has often generated.

TEACHING METHODOLOGY

This course employs a diverse array of teaching methods to ensure an engaging and comprehensive learning experience in Business Ethics.

- **Lectures:** The course will utilize interactive lectures to provide foundational knowledge and theoretical frameworks in Business Ethics, encouraging active participation and inquiry from students.
- **Case Studies:** Students will engage in the analysis of real-world case studies, applying ethical theories to practical business scenarios. This approach is designed to enhance critical thinking and decision-making skills.
- **Reading and Commentary:** Regular reading assignments from contemporary articles and news items relevant to Business Ethics. Class sessions will be dedicated to discussing these materials, deepening students' understanding of current ethical challenges in business.
- **Video Screenings:** To supplement lectures and readings, educational videos and documentaries will be used to provide a visual and contextual understanding of complex ethical issues.
- **Interactive Classroom Activities:** A range of interactive activities such as debates and discussions will be incorporated. These activities aim to promote student engagement, collaborative learning, and the development of communication skills.
- **Student Presentations:** A key component of the course will be student presentations. Students will be required to present on various topics related to Business Ethics, either individually or in groups. These presentations are intended to foster research skills, encourage in-depth exploration of specific ethical issues, and enhance public speaking abilities.

Through these methodologies, the course aspires to provide students with a thorough and practical understanding of Business Ethics, preparing them for ethical decision-making in their professional lives.

HOW TO PREPARE FOR CLASS

To maximize learning and engagement in this Business Ethics course, students are expected to prepare thoroughly for each class session. The following guidelines outline the key preparation activities:

- **Pre-Class Readings:** Prior to each lecture, students should complete assigned readings from textbooks, articles, or case studies. It is crucial to not only read but also critically analyze these materials, noting any questions or insights to bring to class discussions.
- **Review Lecture Materials:** If provided, review any lecture slides or supplementary materials in advance. This will help you understand the upcoming lecture's focus and framework.
- **Case Study Analysis:** For sessions involving case studies, prepare by thoroughly reading the case, identifying key ethical issues, and considering various perspectives and solutions. Be ready to discuss your analysis and viewpoints in class.

- **News Item Reflection:** When assigned, read the selected news items or articles relevant to current ethical challenges in business. Reflect on these in the context of the theories and principles discussed in class, and be prepared to share your thoughts during class discussions.
- **Video Screening Preparation:** For classes that will include video screenings, research the topic beforehand to gain a basic understanding. Consider how the topic relates to your existing knowledge of Business Ethics.
- **Participation in Interactive Activities:** Actively engage in debates, discussions, and other interactive activities. Come to class with a willingness to participate, share your ideas, and listen to others.
- **Preparing for Presentations:** For classes involving student presentations, begin your preparation well in advance. Research your topic thoroughly, create a clear and engaging presentation, and practice your delivery. Whether presenting individually or in a group, ensure you understand the material and can confidently discuss it.
- **Reflection and Self-Study:** Regularly reflect on your learning and identify areas for further study or clarification. Utilize office hours or communicate with the instructor to address any questions or concerns.

By following these preparation steps, students will be well-equipped to actively participate in and contribute to each class session, thereby enhancing their own learning experience and that of their peers.

COURSE EVALUATION

Final Grades will be based on the following breakdown:

Mid-term exam	30 %
Final exam	30 %
Class participation and presentations	40 %

Plagiarism:

Research papers should state students' own ideas. The work of other writers or experts used to support students' ideas must be properly cited. Inappropriate use of someone else's text or work is considered

plagiarism. Plagiarism is a violation of academic standards and may result in failure of the paper or even the subject for which the paper was written. In extreme cases it may result in expulsion from the program. Guidelines for writing the paper properly should be provided by the teacher. If you are going to use Chat GPT or any other AI system, mention it as a source in the written work. If the professor detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any type of recovery.

If the student arrives more than ten minutes late for an exam without having any written justification from a doctor, or program director, the student will be penalized with a reduction of 10 points from the final grade of the exam.

ATTENDANCE POLICY

1.- If students miss classes without providing proper justification their final participation grade will be systematically lowered (two unexcused absences allowed). 0.5 points lowered per unexplained absence after this maximum of two.

2.- Coming late to class. Students who come to class more than 15 minutes late will not be allowed to enter. Being about 10 minutes late is acceptable. If this tardiness happens frequently the student will be given a warning before his/her grade will be lowered.

SPECIAL EDUCATION NEEDS

Students with special needs can contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH has the necessary measures in place to help those students who can prove, by means of a medical certificate, that they have special needs.

CLASSROOM POLICY

Chatting, food, and drinks in class:

Many university professors abroad consider it quite disrespectful or even insulting if you chat, eat or drink during class. Your professors will require your full participation and undivided attention. Eat, drink, go to the bathroom, chat before or after class or during your break if the class is long. Make an effort to dress comfortably but properly for class as well, out of respect for your professor and for your host university.

USE OF TECHNOLOGY IN CLASS

Technology in the classroom is essential today. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc... Misuse of these tools can also distract other classmates. Permission must be requested from the teacher in order to use computer or any other devices.

CLASS PROGRAM

<p>Orientation</p> <p><i>My goals, hopes, and expectations for this course</i></p> <p>Popular approaches to moral decision-making</p>	<p>Lecture</p> <p>Debate</p> <p>Readings and assignments for next class</p> <p><i>Game: The Trolley Dilemma</i></p>
<p>Social Psychology and Ethics</p>	<p>Lecture</p> <p>Debate</p>
<p>Organizational Culture and ethics</p>	<p>Student Presentations</p> <p>Lecture</p> <p>Debate</p> <p>Readings and assignments for next class</p>
<p>Ethical leadership</p>	<p>Lecture</p> <p>Debate</p> <p>Readings and assignments for next class</p>
<p>The Stakeholder Theory</p>	<p>Student Presentations</p> <p>Lecture</p> <p>Debate</p> <p>Readings and assignments for next class</p>
<p>The Ethics of Diversity</p>	<p>Lecture</p> <p>Debate</p> <p>Readings and assignments for next class</p>
<p>Consumers and Business Ethics</p>	<p>Lecture</p> <p>Debate</p>
<p>Corporate Social responsibility</p> <p><u>Mid Term Exam</u></p>	<p>Lecture</p> <p>Readings and assignments for next class</p>
<p>Ethics and environmental sustainability (I)</p>	<p>Presentation in Class</p> <p>Lecture</p> <p>Debate</p> <p>Readings and assignments for next class</p>

Ethics and Code of Conduct	<p>Student Presentations</p> <p>Lecture</p> <p>Debate</p> <p>Readings and assignments for next class</p>
Technology: Ethics and Social Responsibility Issues	<p>Lecture</p> <p>Debate</p> <p>Readings and assignments for next class</p>
Final EXAM	

BIBLIOGRAPHY

A dossier will be delivered with selected texts from different bibliographic sources to be used in the sessions. They will be readings prior to classes and for, eventually, the completion of assignments and presentations by the students.

- Blackburn S., Ethics: A Very Short Introduction, Oxford University Press, Oxford and New York 2003.
- Crane, A., Business Ethics, Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford, Oxford University Press, 2010.
- Hoffman, M., et al. Business Ethics: Readings and Cases in Corporate Morality, John Wiley & Sons, Oxford, 2014.
- Painter-Morland, Molly, and René Ten Bos, eds. Business Ethics and Continental Philosophy. Cambridge: Cambridge University Press, 2011.
- Painter-Morland M, Business Ethics as Practice, Cambridge University Press, Cambridge, 2008.
- Swartz, M. Business Ethics, And Ethical Decision-Making Approach, John Wiley & Sons, Oxford, 2017.

This syllabus is subject to change if needed