BMGT 650
Business Ethics

Content

BMGT 650 is a class designed to acquaint students with the ethical implications of business decisions, policy, strategy and operations. It will be an interactive discussion class that will rely heavily on the ideas and participation of students. The learning goals for this class include:

1. Developing a system of ethics that will form the foundation for future ethical practices in business.
2. Analyzing specific contemporary issues in business for their ethical implications and content.
3. Challenging conventional thinking about ethics by introducing broad-based ethical principles and systems to enlighten and inform ethical thinking.

Required Material

Michael Sandel Justice Course: http://justiceharvard.org/justicecourse/
The Wall Street Journal. Students are required to have a subscription or access to the WSJ to use during the class.

The book has not been ordered for the class through the UC Bookstore since it is a trade publication. It is available to order through the Bookstore and many other outlets online.

Schedule (Class begins the week of November 13th and continues through Dec. 11th) We will meet November 20th as my email indicated. The day class will meet Monday but not Wednesday of that week.
The day class meets MW 11:10-12:30 in GEX 015 (Lower Level Classroom in Gilkey)
The evening class meets M 6:00-8:50 pm in GBB 104 and at various sites around Montana

Course Process and Delivery

The course meetings will consist of reading specific chapters in Justice and in discussing contemporary issues through WSJ articles that have ethical implications.
Week 1 (Nov. 13, 15): Overview of Ethics and Moral Theory

   Initial Assignment due in class the first day. Write a paragraph describing a major issue in business ethics that you would like to resolve during class. I will ask you to read yours the first class meeting. Here is mine: A recent WSJ article reported on recently published research done at the University of Nevada that showed that university students learned better from professors they thought were attractive. They just did not like them better; they actually learn more from these perceived more attractive professors.
   Question: Should we start using perceived attractiveness as a criterion for hiring new professors? Here is the link to the article: http://www.wsj.com/articles/yes-students-do-learn-more-from-attractive-teachers-1472223974
   Reading: Chapter 1 in Sandel (Watch the Sandel Video on chapter 1.)
   Reading: Chapters 1-3 of the Quest for Meaning

   Watch Lectures 2 and 3
   Assignment Due: Write a 1-page paper on the case What Should Mary Do?

Week 3 (Nov. 27, 29): Justice Chapter 3: Do We Own Ourselves, Libertarianism and Freedom Theories of Ethics.
   Justice Chapter 4: Hired Help/Markets and Morals
   Watch Lectures 5 and 6

   Watch Lectures 11, 12, and 13

   Read the Evans and Evans article
   Watch Lectures 14, 15, and 16
   Second Paper Due: Ethical analysis of a contemporary issue.

Course Assessment

In addition to the initial assignment, students will write two short papers (two word-processed double-spaced pages maximum) due in week two and in week five. The first paper will be an analysis of the case What Should Mary Do? The second paper will be an analysis of a recent WSJ article or other contemporary business issues in the light of the readings. The paper must take a clear position on the issue as enlightened by the reading and class discussion. These papers are to be short and to the point and actually say something coherent.