

BA 4115 – BUSINESS ETHICS

Course Schedule (Tuesday and Thursday, 10:40 – 12:15)

<b>Instructor:</b>	TUĞRUL ATASOY
<b>Office:</b>	FEAS Building B, H 120
<b>Phone:</b>	210 2034 (Please call only on course days)
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<b>Office Hours:</b>	H - 120, 13:15--14:15
<b>Course Web Page:</b>	Link to ODTUClass Course Page
<b>Course Description:</b>	
<p>Ethics is the general guidelines governing living, behaving and doing right. In this course, the aim is to help students become aware of the necessity of having, using and following the rules of ethics, what these rules are, how they came to be formed, and how business behavior may be impacted in the light of these rules. Thus, business behavior will be altered so that there will be business managers and administrators who want to make all behavior <b>right</b> in compliance with these principles in all walks of business life, especially when they are making decisions. The impact on environment will be considered as well. The ultimate objective is to train a generation so that they will be equipped with self-scrutiny but also with a view towards enhancing ethical business behavior.</p>	
<b>Course Student Learning Objectives: (CSLOs)</b>	
<p>Students who succeed in this course will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and talk about the major philosophies, theories, concepts and applications of ethical thought,</li> <li>2. Analyze ethical problems, and defend their views in both spoken and written form,</li> <li>3. Develop critical thinking related to a variety of ethical vistas,</li> <li>4. Apply principles learned and self-developed, with an eye towards applicability through case studies,</li> <li>5. Project ethical thinking flexibly towards applicability in a variety of vistas including moral thinking and behavior,</li> <li>6. Think about, formulate, express and apply "good" principles and behavior in a variety of fields through a large selection of case studies,</li> <li>7. Write their own case studies/codes of conduct.</li> </ol>	
<b>Course Content:</b>	
<p>Business Ethics has been designed as a detailed course aiming to alter/improve students' thinking, understanding and application behavior regarding ethics, its impact on a variety of aspects of human individual and social behavior, including indirect effects on humanity and other living beings through manipulation of the environment. To recap, the main aim of the course is to pass on to students the major tracks of ethical thinking, concepts and applications of ethics and what should/could be done to preserve "good" behavior towards fellow humans and indirectly, through preservation of the environment, towards all living beings.</p>	
<b>Learning and Teaching Methods:</b>	
<p>Sessions are based on interactive information sharing, with the instructor lecturing, and linking this to real-life examples related to the material, discussions of cases and events in class, and relating the information acquired to cases and other assignments directed by the instructor.</p>	
<b>Required Reading:</b>	
<p>The related chapters from the book, the pdf of which the instructor will supply, to be the subject of lecture that week, and any other reading that the instructor will specify.</p> <p>Link: <a href="https://www.dummies.com/article/body-mind-spirit/philosophy/ethics/ethics-for-dummies-cheat-sheet-209060">https://www.dummies.com/article/body-mind-spirit/philosophy/ethics/ethics-for-dummies-cheat-sheet-209060</a></p>	

**Suggested Reading:**

\*Bowie, Norman E.; Schneider, Meg; BUSINESS ETHICS, 2011, Wiley (Alias: BusEthcs)

\*Panza, Christopher; Potthast, Adam; ETHICS, 2010, Wiley

\*Ferrell O.C.; Hirt, Geoffrey; Ferrell, Linda; BUSINESS – A Changing World, Ninth Edition, 2014, McGraw-Hill (Irwin)

\*Bovée, Courtland L.; Thill, John V.; BUSINESS COMMUNICATION TODAY, Eleventh Edition, 2012, Pearson

\*Dellaportas, S.; Gibson, K.; Alagiah, R.; Hutchinson, M.; Leung, P.; Van Homrigh, D.; ETHICS, GOVERNANCE AND ACCOUNTABILITY, 2005, Wiley

**Assessment and Grading:**

Form of Assessment	% Contribution	Size of the assessment	CSLOs covered by the assessment	Feedback Method
Attendance, participation in class activities	10%	In-class discussions	1 – 6	Oral (in-class)
1 Midterm Exam	25%	m/c, t/f, and short essay questions	1 - 6	Written (in-class)
Quiz	4%	Pre-announced	1 – 6	Written (in-class)
Class exercises, case discussions, homework	36%	Assigned and announced by the instructor as per a schedule	1 – 6	Written (some in-class, mostly at home and involving internet research)
Application: Practice-Session	25%	End-of-semester and in-class activity	1 – 6, 7	Oral-Written
NO FINAL EXAM	-	-	-	-

**Course Policies:**

**STUDENT DISABILITIES:** Any student, who, because of a disabling condition, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible. Students should present the appropriate documentation from the university's Disability Support Office (Engelsiz ODTÜ Birimi, ODTÜ Kütüphanesi, Solmaz İzdemir Salonu, Tel: 210.7196; [engelsiz@metu.edu.tr](mailto:engelsiz@metu.edu.tr)) verifying their disability, and outlining the special arrangements required. Please note that no accommodations will be provided to the disabled students prior to the completion of this approved University process.

**ACADEMIC DISHONESTY:** The Department of Business Administration has no tolerance for acts of academic dishonesty. Such acts damage the reputation of METU, the department and the BA/MBA/MS degree and demean the honest efforts of the majority of the students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

**CHEATING:** All university, faculty/institute, and department principles on academic honesty will be strictly enforced. The usual consequence for academic dishonesty is failure in the course and referral of the case to the Dean of the Faculty/Institute for additional disciplinary action. Examinations are individual and are to be completed without outside assistance of any sort. Persons observed cheating during examinations will receive a failing grade in the course. Homework assignments are individual, unless otherwise specified by the instructor, and are to be completed without outside assistance of any sort. Persons observed to have cheated in their homework assignments will receive a score of zero for the portion of the semester grade that is allocated to such assignments.

**PLAGIARISM:** The instructor assumes that students will do their own work. By placing their names on assignments (individual or team), students are affirming that the contents are their original work. Any

previous work available from files or past students, as well as materials available on the internet may be used only as a suggestive model. Violation of this provision will be considered as unethical behavior, subject to disciplinary action. If you have any doubt about the use of a specific material, see the instructor ahead of time. Any material used from outside sources must be referenced appropriately.

## METU HONOR CODE

Every member of METU community adopts the following honor code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted.

"The members of the METU community are reliable, responsible and honorable people who embrace only the success and recognition that they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."

**CIVILITY IN THE CLASSROOM:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from using laptop computers and cellular phones, making offensive remarks, reading newspapers, sleeping, or engaging in any other form of distraction. Inappropriate behavior in classroom shall result, minimally, in a request to leave class.

**Past observations have shown that the METU classroom experience is improved when the following are true:**

**Students arrive on time.** Timely arrival ensures that classes are able to start and finish at the scheduled times. Timely arrival shows respect for both fellow students and faculty and it helps to create a better learning environment by reducing avoidable distractions.

**Students are fully prepared for each class session.** Much of the learning in this course takes place during classroom discussions. When students are not prepared, they cannot contribute to the learning process. This affects not only the individual but also the classmates who count on them.

**Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged; however, intolerance for the views of others is unacceptable. Laptops, phones and wireless devices are turned off.

**STUDENT EXCUSES:** In case you cannot attend one of the examinations, **if and only if** you can present an official (dean's or president's office approved) excuse or METU Medical Center certified Health Report, you will be eligible to take a make-up examination. There will be one single, comprehensive and essay type make-up examination during the final period and it will be counted towards whichever exam(s) you are missing.

**KNOW YOUR RIGHTS AND RESPONSIBILITIES!** <http://oidb.metu.edu.tr/en/academic-rules-and-regulations>

**NOTE THE IMPORTANT DATES ON THE ACADEMIC CALENDAR!** <http://oidb.metu.edu.tr/en/academic-calendar>

The instructor assumes that students who attend the next class have understood and accepted to agree with all the requirements and rules of this course.

Notes:

☒ **Usage of cell phones is strictly prohibited during class.** Please be courteous to your classmates and me and make sure that your phones are on silent mode before the class begins.

☒ **Please arrive on time.** If you have to leave early, please inform me in advance.

☒ **Please turn in the homework assignments on time** and note that late assignments will suffer serious discounts in grades.

☒ **I encourage you to drop by my office during office hours** for questions, concerns, or suggestions. Outside the office hours, please make an appointment with me via e-mail. For quick questions that you may have, note that e-mailing is a very effective means of communicating with me.

The following table gives the tentative schedule for the semester. The lectures will stress the most important and/or most difficult material. Appendices are required only if they are assigned. The students are required to read the chapters and appendices before they are covered in class.

Tentative Course Schedule				
Month	Week	Topic	Reading/ Assignment	CSLO
	1	Introduction to the course: Objectives and Ground Rules Ch 1: Putting Ethics to Work for Business	General lecture Read Ch 3 (BusEthcs)	
	2	Ch 3: Examining the Study of Ethics	Read Ch 4 (BusEthcs)	
	3	Ch 4: Identifying and Handling Conflicts of Interest	Read Ch 5 (BusEthcs)	
	4	Ch 5: Mixing Marketing and Ethics	Read Ch 6 (BusEthcs)	
	5	Ch 6: Understanding Public and Government Relations	Read Ch 7 (BusEthcs)	
	6	Ch 7: Spreading the Pay: Executive Pay, Bonuses and Incentives Home Exercise: When Ethics Dies and Corruption Is Born	ENRON, Read Ch 8 (BusEthcs)	
	7	Ch 8: Managing People: Discrimination, Privacy, and Safety	Part III, Read Ch 9 and 10 (BusEthcs)	
	8	Ch 9: Understanding Stakeholder Theory Ch 10: Contributing to Charity	Read Ch 11, 12	
	9	Ch 11: Protecting the Environment Ch 12: Treating Competitors Fairly	Read Ch 13, 15 (BusEthcs)	
	10	Ch 13: Establishing a company's Ethical Culture Ch 15: Cooking the Books: Accounting after ENRON	Study for Midterm	
	11	MIDTERM	Class-time Read Ch 16, 17 (BusEthcs)	
	12	Ch 16: Gathering, Using, and Protecting Information Ch 17: Going Global: Ethical Issues for the Multinational Companies	Read Ch 19, 20, 21 BusEthcs	
	13	Ch 19: Ten Common Obstacles to Ethical Behavior Ch 20: Ten Ways Managers Can Keep Their Companies Ethical Ch 21: Ten Universal Guideposts		
	14	Review		
	15	Application	Writing Code of Ethics	

Attendance, in-class participation, short in-class writing exercises: Students are expected to attend classes and be active in the class discussions and be prepared.

In-class exercises: Students are expected to do certain exercises/activities in class in compliance with critical writing principles.

#### Assessment Criteria for Essays

The criteria for the assessment of the in-class, midterm and group project essays are listed below. After writing your essays, please read them carefully to see if the criteria are fulfilled.

<sup>1</sup> The number of students will be announced after the add-drops when the class size is known.

	Criterion A	Criterion B	Criterion C	Criterion D	Criterion E
Mark	UNDERSTANDING AND FAMILIARITY WITH THE SUBJECT:	BREADTH OF READING	OVERALL STRUCTURE OF THE ARGUMENT. INCLUDES THE ABILITY TO LINK THE ELEMENTS	INDEPENDENCE OF THOUGHT AND CRITICAL EVALUATION	PRESENTATION, INCLUDING FLUENCY OF WRITING, GRAMMAR AND SPELLING
1	Subject matter treated as set of discrete bits of knowledge	Little or no reading evident,	Little clear structure or argument evident.	Uncritical and unreflective work, relying mostly on undigested sources.	The quality of written expression undermines the ability of the work to communicate ideas.
2	Evidence of knowledge, but only basic connections made between items	Limited use made of Reading	Argument patchy, inconsistent, or proceeding with conjecture and opinion rather than evidence.	Critical evaluation limited to expressions of opinion, using mainly second-hand ideas	While the written style generally gets the content across, with occasional errors that limits effective communication.
3	Subject matter adequately understood, with some connections made	Effective use made of the reading and arguments reasonably supported	The essay mainly supported by evidence but let down by some unsound inferences or unsubstantiated assertions	Evidence of occasional independent and critical thought, limited by either inconsistent reasoning or an over-reliance on the text	The quality of the writing communicates effectively, with occasional minor lapses
4	Familiarity with subject demonstrated, including complex connections between elements	Recommended reading used, supported with clear examples and supported arguments	A clear and generally structured argument - most of argument is supported with links to literature	Critical evaluation and independent thought are the norm, but there are occasional inconsistencies.	Error-free and clear, the writing generally does justice to the content, with few or minor errors
5	Ability to contextualize subject within wider frameworks and critically explore connections, demonstrating depth of understanding of relevant theoretical	Evidence of extensive reading beyond the recommended texts, including critical evaluation of sources and skillful synthesis of	The argument is pursued clearly and in a balanced and authoritative manner very well supported by evidence and informed judgement. The thread of the argument is obvious	Contains some novel/ original ideas, the work shows excellent critical evaluation of sources and ideas. There is clear demonstration of the author's own considered,	The writing style is clear, concise, fluent and readable, significantly enhancing the overall quality of the submission.

	frameworks.	sources to make coherent points.	throughout.	well reasoned, and unbiased judgment	
Mark		.		.	
GRADE	0%	..		..	