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SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage: Fall 2015**

**Discipline: Commerce**

**SEMS2500-102: Global Business Ethics**

**Division: Lower**

**Faculty Name: Lois Shepherd**

**Credit Hours: 3; Contact Hours: 38**

**B DAY SCHEDULE: 2:25 to 3:40**

**Pre-requisites:** None. This course is open to students from all academic disciplines.

**COURSE DESCRIPTION:** This is a course in practical ethics that will be equally accessible to business students and students of other disciplines. We will pay special attention to the many individual actions that have moral dimensions in everyday business decisions, especially in cross-cultural and international business contexts. Active student participation is required.

**COURSE OBJECTIVES:** The objectives of this course are to (1) introduce students to a conceptual framework to examine the range of ethical and social issues that arise when conducting business in today's global marketplace, and (2) encourage student thinking, reasoning, and decision-making; help students become astute observers and evaluators of the subtle, pervasive, and often unintentional ways that ethics decisions are made in a variety of business climates.

**REQUIRED TEXTBOOKS:**

*Blind Spots: Why We Fail to Do What's Right and What to Do about It.* Max H. Bazerman and Ann E. Tenbrusel. Princeton University Press, 2011. ISBN: 978-0-691-14750-5.

*No Longer at Ease.* Chinua Achebe, Anchor Press, 1994. ISBN: 978-0385474559.

*Maverick: the Success Story behind the World's Most Unusual Workplace.* Richard Semler. Grand Central Publishing, 1995. ISBN: 978-0446670555.

**TOPICAL OUTLINE**

Note that we will be doing a number of **in-class writing responses**. Your ability to do these well will depend upon your having read the assigned materials for the day. Together with your participation in class discussions, these in-class writing assignments will count for 15% of your

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grade. The outline also specifies when **four outside writing assignments** are also due. These outside writing assignments relate to the Field Lab and field experiences. They will count for another 50% of the grade. Another 15% of the final course grade will come from group case presentations. There will be a final essay exam for the remaining 20% of the course grade. You may earn extra credit points for writing response papers to some of the materials on reserve for this class. All of these matters are explained more fully below, under “Methods of Evaluation.”

**Depart Southampton**—September 13

**B1—September 16**

**TOPIC:** AN INTRODUCTION: Terms and Ethical Frameworks

**READ:**

[http://en.wikipedia.org/wiki/Business\\_ethics](http://en.wikipedia.org/wiki/Business_ethics)

<http://plato.stanford.edu/entries/ethics-business/>

<https://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html>

<http://www.ethics.org/resource/ethics-glossary>

**IN CLASS:** Core Values Exercise

**B2—September 18**

**TOPIC:** AN INTRODUCTION: Overview of Major Issues in Global Business Ethics

**READ:**

Andrea-Daniela Gangone, Ethical Issues in International Business, 2010.

Paul Ostasiewski, Considerations for a Global Business Ethics Framework

**BRING/IN CLASS:** An ethics topic you would like to explore while in Italy

**WRITING:** In class reading responses

**Civitavecchia**—September 19-22

**Naples**—September 23-24

**B3—September 26**

**TOPIC:** AN INTRODUCTION: Overview of Major Issues in Global Business Ethics

**READ:**

Oznur Yuksel, The Globalization and Global Ethics: The Case of Less Developed Countries.

Archie Carroll, Managing ethically with global stakeholders: a present and future challenge.

Diane Hamilton, 8 Important Business Ethics Cases

*also*

John Tagliabu, 7 Detailed as Parmalat Investigation is Widened, New York Times, Jan. 1, 2004.

**DUE: FIELD ASSIGNMENT 1 (first-half):** Your response to the Italy assignment (first half of this assignment only; 400-600 words)

**B4—September 28**

**TOPIC:** Why do ethics fail?

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**READ:** *Blind Spots*, beginning to page 60

**WRITING:** In class reading responses

**PREPARE:** for Istanbul, to compare/contrast the ethical issue you observed in Italy.

**Istanbul**—September 29–October 3

**Film Available:** *Uzak-distant*

### **B5—October 5**

**TOPIC:** Identifying our blind spots—or not?

**READ:** *Blind Spots*, 61-99

Also, on Greek Olympic Scandal:

<http://www.wsj.com/articles/SB119879170772353601> (skim)

**DISCUSS:** In class, we will discuss ethics prompt suggestions for Athens

**DUE: Field Assignment 1** (completed assignment due; total word count: 800-1000) (See below for details, under “Methods of Evaluation.”)

**Piraeus, Greece**—October 6-10. **In Greece:** observe and record a business cultural difference with Italy or Turkey.

### **B6—October 12**

**TOPIC:** Ethics and the People around Us.

**READ:** *Blind Spots*, 100-151

**DISCUSS:** In class, we will discuss the *cultural differences* you observed between Greece, Italy, and Turkey and think about the ways such cultural differences may affect business practices.

### **B7—October 14**

**TOPIC:** Making Choices Under Pressure

**READ:** *No Longer at Ease*, preface-100

**WRITE/DISCUSS:** Ways in which cultures influence and create pressure in decision-making

**PREPARE:** Begin to choose topics for Field Assignment 2 in Barcelona/Casablanca. Bring prompt suggestions for Barcelona.

**Valencia/Barcelona**—October 15-19. **In Spain:** speak with at least one local young person about the Spanish employment crisis, banking, home ownership/bankruptcy, and protest.

Also, for **Barcelona and/or Casablanca:** After we leave Casablanca, be prepared to share in class a story, picture, or news item from either Barcelona or Casablanca which shows the reach of business ethics choices on the community, environment, or economic system.

**Film available:** *Todo Sobre Mi Madre*

### **B8—October 21**

**TOPIC:** Ethics and Decision Patterns

**READ:** *No Longer at Ease*, 101-196

**WRITE:** In class reading response to *No Longer at Ease*.

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**Casablanca**—October 22-26. In **Casablanca/Morocco**: look for and record differences and similarities in how you perceive want, need, poverty, or begging, and how these are answered, in each of the countries we have visited, including the US. Or, record someone working; signs of wealth and poverty.

**Film available:** *Casablanca*

### **B9—October 28**

**TOPIC:** Case 1. Does business have duties beyond the law?

**READ:** [http://thedianerehmsshow.org/shows/2014-11-04/the\\_environmental\\_outlook\\_rising\\_levels\\_of\\_garbage\\_in\\_the\\_world\\_s\\_oceans](http://thedianerehmsshow.org/shows/2014-11-04/the_environmental_outlook_rising_levels_of_garbage_in_the_world_s_oceans)

**READ:** <https://medium.com/matter/the-terrifying-true-story-of-the-garbage-that-could-kill-the-whole-human-race-b17eebd6d54>

**WRITE/DISCUSS:** What did we observe in Barcelona or Casablanca where we can see the myriad, or ripple, effects of business ethics decisions? From the use of plastic bags to pirated DVDs, from fishing quotas to religious tolerance in the workplace, how do these decisions affect the world beyond the core business?

**BRING:** A story, picture, or news item from either Barcelona or Casablanca which shows the reach of business ethics choices on the community, environment, or economic system.

### **B10—October 30**

**TOPIC:** Case 2: Whistleblower

**READ:** <http://www.rollingstone.com/politics/news/the-9-billion-witness-20141106>

**Dakar**—October 31-November 3.

### **B11—November 5**

**TOPIC:** Comparative Perspectives

**BRING:** A story, picture, or news item from Dakar that reveals something about the economic situation or business culture there that appears **different** from the other ports we've visited. Also, bring a story, picture, or news items from Dakar that reveals something **universal** about business around the world.

**DUE: Field Assignment 2**—Compare cultural elements from at least two ports thus far, and how you believe they would differently affect the way a business treats clients, employees, suppliers, or other stakeholders. (Total word count: 800-1000; see below for details, under "Methods of Evaluation.")

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**Study Day:** November 6

**B12—November 8**

**TOPIC:** Doing Business Differently

**READ:** *Maverick*, preface-75

**WRITE:** In class reading response to *Maverick*

**B13—November 10**

**TOPIC:** Challenges to Doing Business Differently

**READ:** *Maverick*, 75-150

**DISCUSS:** What is possible?

**BRING:** Ethics prompt suggestions for Salvador

**BRING:** Draft of Field-ish Assignment 3; must have minimum one page to share

**Salvador—November 11-16. In Salvador:** discuss with someone in business (management or owner) what is their impression of American businesses—what do they see as our cultural challenges? What is their impression of our ethics? Our ideas about clients, shareholders, or employees? Would they like to work for an American company? Why or why not? The person you speak with does not need to have first-hand experience, just an opinion. Record your discussion in some manner (notes, for example).

**Film available:** *City of God*

**B14—November 18**

**TOPIC:** Work Environments

**READ:** *Maverick*, 150-end

**WRITE:** in class reading response to *Maverick*

**DUE: Field-ish Assignment 3:** Argue Against *Maverick* (Total word count: 800-1000; see below for details, under “Methods of Evaluation.”)

**B15—November 20**

**TOPIC:** U.S. Companies—Responsibilities and Interests

**READ:**

Ben W. Heineman Jr. *The Google Case: When Law and Ethics Collide*, *The Atlantic Monthly*, Jan 13 2010, <http://www.theatlantic.com/politics/archive/2010/01/the-google-case-when-law-and-ethics-collide/33438/>

Case Study: Merck & Co., Inc., in Donaldson, Werhane, Cording, eds., *Ethical Issues in Business: A Philosophical Approach* (Prentice Hall, 2002), 238-243.

**WRITE:** In class response to reading assignments.

**Study Day:** November 21

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**B16—November 23**

**TOPIC:** Case presentation preparation

**B17—November 25**

**TOPIC:** Case presentations

**Port of Spain—November 26-27. In Port of Spain:** discuss with fishermen about quotas, seasons, poachers, and international fishing boundaries. Record some notes of these discussions.

**B18—November 29**

**TOPIC:** Case presentations

**B19—December 1**

**TOPIC:** Case presentations

**Study Day: December 2**

**B20—December 4**

**TOPIC:** Case Presentations

**WORK:** Put your final portfolio together. This will include your in-class writing assignments, Field Assignments, field notes, and any extra writing you have done on reserve assignments.

**Puntarenas—December 5-9.**

**Field Lab—December 9 (Last Day). See description below.**

**Film available:** *Buena Vista Social Club*

**B21—December 11**

**TOPIC:** Discussion of Field Lab

**IN CLASS WORKSHOP:** In class workshop of Punteranas (Field Lab) writing (bring at least a one page draft)

**B22—December 13**

**TOPIC:** U.S. Consumers and Food Ethics—“Can We Eat Our Way To Justice?”

**READ:**

Willis Jenkins, Worrying About the Food Movement, <http://reflections.yale.edu/article/risk-our-food-our-water-ourselves/worrying-about-food-movement>

Richard Marosi, Hardship on Mexico’s farms, a bounty for U.S. tables, L.A. Times, Dec. 7, 2014, <http://graphics.latimes.com/product-of-mexico-camps/>

**WRITE:** In class response to reading assignments.

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**B23—December 15**

**TOPIC:** Review.

**DUE:** FIELD LAB paper due (800-1000 words).

**Study Day—**December 16

**B24—December 18; B-Day Finals**

**Arrive San Diego—**December 21

**FIELD WORK**

Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

**FIELD LAB** (December 9)

Shark-finning, a wasteful and brutal practice, involves cutting off the valuable fins of sharks and returning the still living sharks to die in the waters. The waters of Costa Rica have been a prime spot for shark-finning by international fishing fleets supplying Chinese and other Asian markets where shark-fin soup is in high demand. Although the practice is now illegal, there have historically been legal loopholes and lax enforcement. We will talk with people working for organizations to stop the practice of shark-finning to learn about the challenges to enforcing a ban on a highly lucrative business practice that has damaging environmental and ecological effects.

**METHODS OF EVALUATION / GRADING RUBRIC**

**Grading**

15% In class reading responses and participation in class discussion.

15% Case presentations.

50% Field lab and comparative field assignments generally (includes all written responses to onsite field experiences, i.e., field notes).

20% Final exam.

Near the end of the semester, you will place all written assignments, field notes, and extra credit responses to reserve materials in a portfolio to hand in together. Please organize this portfolio as follows: Reading Responses, Field Assignments, Extra Credit Reserve Material Responses (if any). Within each section, please organize chronologically, in relation to the ports we visited. You will also include any materials you would like on your Case Presentation.

## Assignments

1. **Field Assignments and Field Observations.** In class, prior to each port of call, we will discuss options for observing, engaging, and evaluating comparative ethical decisions we might find in a local business. The objective will be to compare these ethical habits with those of other ports, or the US. Topics will vary, but might include such aspects of a business as advertising; marketing; pricing; customer relations; competition; fair trade; corrupt practices; best practices. We will, as a class, come up with ideas; it will be the responsibility of each student to find an appropriate particular ethics issue to discuss in their three formal Field Assignment writings, described below.

**Field Assignment 1:** Essay comparing/contrasting an ethical issue you observed in Italy and Turkey (can include observations about comparisons with the U.S. as well). Total word count: 800-1000. This essay will count for 10% of your final grade.

**Field Assignment 2:** Essay comparing/contrasting *cultural elements* from at least two ports thus far, and how you believe they would differently affect the way a business treats clients, employees, suppliers, or other stakeholders. Total word count: 800-1000. This essay will count for 10% of your final grade.

**Field-ish Assignment 3:** Essay engaging the methods of *Maverick*. The short-hand for this assignment is "Argue Against Maverick," but your essay does not have to argue against every aspect of the methods explored in the book, just be a critical thinker. Also find something to appreciate. When you write this essay, it will be important to draw on your observations in our various ports of call about the working conditions, working capacities, economic systems, political systems, etc. (whatever you believe relevant) to provide an analytical critique to the book. Have fun with this essay. And make it interesting. Total word count: 800-1000. This essay will count for 10% of your final grade.

2. **Primary field lab report and analysis:** You will write up an analysis of this field lab which compares what you have learned with what you have observed in other field settings, in readings, and in classroom discussion. Total word count: 800-1000. Your essay and participation in the field lab will count for 20% of your final grade.
3. **Case presentations.** Based on your written on-location scouting assignments, your readings, and your discussion, come up with an ethical subject which you find compelling. In four person teams, prepare a 30 minute presentation on the following: identification of the problem, including comparative elements and analysis according to standard business ethics language; a primary suggested solution, to include an appreciation of the local norms; a contrary or competing solution, which must also include an appreciation of local norms; and an analysis of how a proposed solution would be applied in another cultural, business, national, or overall broader context. Your case presentation will count for 15% of your final grade.



4. **A final essay exam.** If you have prepared well for class during the semester, preparing for this exam should not be onerous. The final exam will count for 20% of your final grade.
5. **Extra credit** responses to reserve materials. **With a partner**, choose one of more articles, films, or books from the reserve list; discuss with your partner what you have learned, and write a brief response. The writing can be done together or separately with your partner, but must reflect that a discussion with your partner took place.

Missing class, field work, or deadlines will significantly impact a student's grade. Excuses are granted at the discretion of the professor, and excepting verified illness or emergency (such as the death of a loved one), students should expect that missing class, field work, or deadlines will result in a lower final grade, including the possibility of a failing final grade.

Students are expected to attend class, arrive on time, and be prepared. Each of the assignments contributes to the final grade. Extra credit opportunity is available, as specified above, but should not be used to make up for repeated instances of absence, tardiness, or unpreparedness.

In general, students earn an A for work which demonstrates the highest levels of imagination, talent, preparation, skill, and a high level of accomplishment, with excellent attendance, participation, and attention to deadlines. Students earn a B for work which is highly skilled, with great attention to deadline, detail, precision, participation, and attendance, which strives for imagination, and which shows a willingness to learn and work hard. Students earn a C for work which is skilled, with attention to deadline, detail, precision, participation, and attendance, but which might have benefited from more work, willingness to learn, or imagination. A failing grade is awarded to students whose attendance, work, attention to detail, participation, or willingness to learn has been inadequate for performance at the college-level.

As with any course in which grades are based on writing and discussion, there is an element of subjectivity, although exceptional writing and work are easily recognized. The professor reserves the right to weight the above grading rubric to the benefit of a student whose work is of a *remarkably* higher caliber in a specific area.

#### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

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**RESERVE BOOKS, ARTICLES, VIDEOS, AND FILMS FOR THE LIBRARY**

AUTHOR: Manuel G. Velasquez  
TITLE: Business Ethics: Concepts and Cases  
PUBLISHER: Pearson  
ISBN #: 13: 978-0-205-01766-9  
DATE/EDITION: 2012, 7<sup>th</sup> Edition

AUTHOR: Martin E. Sandbu  
TITLE: Just Business Arguments in Business Ethics  
PUBLISHER: Prentice Hall  
ISBN #: 13: 978-0-205-69775-5  
DATE/EDITION: 2011, 1<sup>st</sup> Edition

AUTHOR: John R. Boatright  
TITLE: Ethics and the Conduct of Business  
PUBLISHER: Pearson  
ISBN #: 13: 978-0-205-05313-1  
DATE/EDITION: 2012, 7<sup>th</sup> Edition

AUTHOR: Bucky McMahon  
ARTICLE/CHAPTER TITLE: "The Terrifying True Story of the Garbage that could Kill the Whole Human Race"  
JOURNAL: Medium  
WEB ADDRESS: <https://medium.com/matter/the-terrifying-true-story-of-the-garbage-that-could-kill-the-whole-human-race-b17eebd6d54>  
DATE: August 18, 2014

AUTHOR: Clare O'Connor  
ARTICLE/CHAPTER TITLE: "These Retailers Involved in Bangladesh Factory Disaster Have Yet to Compensate Victims."  
JOURNAL/NEWSPAPER: Forbes  
WEB ADDRESS: <http://www.forbes.com/sites/clareoconnor/2014/04/26/these-retailers-involved-in-bangladesh-factory-disaster-have-yet-to-compensate-victims/>

AUTHOR: Jim Yardley  
ARTICLE/CHAPTER TITLE: "After Bangladesh Factory Collapse, Bleak Struggle for Survivors"  
JOURNAL//NEWSPAPER: New York Times  
WEB ADDRESS: [http://www.nytimes.com/2013/12/19/world/asia/after-collapse-bleak-struggle.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2013/12/19/world/asia/after-collapse-bleak-struggle.html?pagewanted=all&_r=0)

AUTHOR: Arjyo Mitra  
ARTICLE/CHAPTER TITLE: "Ethical Analysis of the 2014 FIFA World Cup in Brazil"

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JOURNAL/NEWSPAPER: Seven Pillars Institute

WEB ADDRESS: <http://sevenpillarsinstitute.org/case-studies/ethical-analysis-of-the-2014-fifa-world-cup-brazil>

AUTHOR:

ARTICLE/CHAPTER TITLE: "Financing, Ethics, and the Brazilian Olympics"

JOURNAL/NEWSPAPER: Seven Pillars Institute

WEB ADDRESS: <http://sevenpillarsinstitute.org/case-studies/financing-ethics-and-the-brazilian-olympics>

AUTHOR: J Lawrence French and Richard Wokutch

ARTICLE/CHAPTER TITLE: "Child Workers, Globalization, and International Business Ethics: A Case Study in Brazil's Export-Oriented Shoe Industry"

JOURNAL/NEWSPAPER: Business Ethics Quarterly

WEB ADDRESS: <http://www.management.pamplin.vt.edu/directory/Articles/Wokutch2.pdf>

AUTHOR: Ray Fisman and Edward Miguel

ARTICLE/CHAPTER TITLE: Cultures of Corruption: Evidence from Diplomatic Parking Tickets

JOURNAL/NEWSPAPER: USC FBE Applied Economics Workshop

WEB ADDRESS: [http://www.usc.edu/schools/business/FBE/seminars/papers/AE\\_4-28-06\\_FISMAN-parking.pdf](http://www.usc.edu/schools/business/FBE/seminars/papers/AE_4-28-06_FISMAN-parking.pdf)

## TEDTALKS

TedRadioHour—[Jeff Hancock, Does Technology Make Us More Honest?](#)

TedRadioHour—[Dan Ariely, Where's The Line Between Cheating A Little and Cheating A Lot?](#)

TedRadioHour—[Pamela Meyer: Can You Learn To Spot A Liar?](#)

TedRadioHour—[Michael Shermer: Why Do We Believe In Unbelievable Things?](#)

## FILMS

*Uzak-distant*

*Todo Sobre Mi Madre*

*City of God*

*Casablanca*

*Buena Vista Social Club*