2017

BLAW 550-W17 Legal, Ethical and Regulatory Environment

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I. Course objectives:

The objectives of this course include:

- Gaining an understanding of the ethical and legal issues confronting individuals and organizations which conduct business in the United States.
- Developing an ability to use critical thinking and reasoning skills.
- Developing an ability to effectively communicate in both oral and written presentations your analysis of the implications an ethical or legal issue may have on a business.
- Using research methods to investigate how legal and ethical issues can be examined and analyzed through sources available to business people.
- Developing an understanding of and appreciation for the ethical framework derived from the Williams College of Business Mission Statement.

II. Course Description:

- This course explores the ethical and legal aspects of a business organization’s core values (i.e. leadership, integrity, corporate culture, privacy, loyalty, honesty). The relationship between law and ethics as applied to business is examined by first discussing legal issues (i.e. products liability, corporate governance, employment discrimination) and then analyzing the ethical implications arising from these issues. The class format includes examination of the text materials through the Socratic Method, case analysis, oral presentations, group presentations and a research paper.
III. Course Materials

- \textit{Law & Ethics(“LE”):} Halbert & Inguli; Law & Ethics in the Business Environment, 8th edition; West Publishing
- \textit{CANVAS Blackboard articles, video clips and blogs}

IV. Course Overview

Students will be graded in four areas:

- \textbf{Research paper} \hspace{1cm} (30%)
- \textbf{Eight quizzes} \hspace{1cm} (40%)
- 5\%\textbf{percent X 8 quizzes)}
- \textbf{Class participation} \hspace{1cm} (15%)
- \textbf{Group project} \hspace{1cm} (15%)

Students are expected to read all the assigned materials \textbf{before class} and prepared for \textbf{spirited, yet cordial debate}. The classroom discussion will include video clips from movies, documentaries, role playing hypothetical ethical matters, discussion of contemporary newspaper columns, magazine articles, guest speakers and other relevant material. I prefer our discussions to be frank and open and not politically correct. My teaching style is to keep the class captivated and motivated since this is an evening class. \textbf{Students are expected to present cases in the text if called upon, so please read and outline if necessary the cases assigned each week.} Typically, we will also take a five-minute stretch break each hour (6:30, 7:30 and 8:30) and complete the class at 9:15 PM. As with physical workouts, the brain works better and is more productive with short break in-between intense intellectual engagement (https://www.theatlantic.com/business/archive/2014/09/science-tells-you-how-many-minutes-should-you-take-a-break-for-work-17/380369/).

a. Each student will be required to submit a research paper which will account for \textbf{thirty percent (30\%)} of \textbf{the grade} from the list of topics below. The research paper should be nor more than ten pages (double spaced). Each research paper should be emailed to me at: rosswrightesq@gmail.com on or before \textbf{the last lecture class of the term (prior to the group presentation)}. The best tools for
analyzing your individual research topic are found in the materials we will cover throughout the course.

For instance, if you decide you would like to discuss in your research paper the ethical implications of the National Security Administration’s eavesdropping program, you would likely use the assigned reading materials in the Privacy & Technology, Marketing & Information and even the Duty of Loyalty materials. In other words, the assigned readings materials will serve as the yardstick by which you will measure and analyze your ethical topic and discuss the issues raised. You are free to interject some personal experience and personal ethical analysis, but try to focus on using the assigned reading materials. At the conclusion of each paper, please make some specific recommendations on how society, business or individuals can be improved as a result of your ethical analysis. Be sure to properly cite sources in your paper and do not plagiarize.

*SAMPLE RESEARCH PAPER TOPICS:

Covenants not to compete
National Security Administration
Immigration
Identity Theft
Conflicts of interest
Whistleblowers
Code of Ethics
Employee Privacy
Insider Trading
Civil Rights Act of 1991
Title VII of the Civil Rights Act of 1964
Gender discrimination
Sexual Harassment
Affirmative/reverse discrimination
Age discrimination
Disabilities Act
Foreign Corrupt Practices Act
NAFTA
Piracy and Counterfeit Goods
Criminal liability executives
b. There will be a quiz at the beginning of each class over the assigned readings. Each quiz will represent 5 percent (5%) of your total grade or 40% overall. Obviously, cheating is prohibited and will be punished severely. Please put away all cell phones, blackberry’s, blackjacks and other related electronic devices while taking a quiz.

c. Class participation will represent fifteen percent (15%) of the grade. No need to filibuster the classroom discussion, but substantive input from everyone is expected from time to time.
d. Finally, there will be a group project. The group project will represent fifteen percent (15%) of your grade. You will form into groups and develop PowerPoint presentations to a hypothetical ethical dilemma. Each group will select its own ethical dilemma to present to the class. Preferably, each group will have four members, but five members may be permissible if someone is the odd person out. The dilemma can be drawn from any of the subjects listed for the research papers below or any other ethical dilemmas. Each group will make a presentation to the class during the last class. Each presentation should be timed to last 25 minutes and there will be a five-minute question/answer period after each presentation.

V. Course Learning Outcomes

1. Strategic Thinking and Leadership
   Through this course, students will be able to:
   • Describe foundational ethical and legal principles relevant to organizations and individuals in the workplace.
   • Incorporate legal and regulatory principles into organizational decision-making and strategic planning.

2. Global Perspective and Cultural Diversity
   Through this course, students will be able to:
   • Integrate the concepts of respect, inclusiveness and valuing all persons into their decision-making.

3. Ethics and Social Responsibility
   Through this course, students will be able to:
   • Critically assess the legal and ethical implications of business decisions.
   • Resolve conflicts between legal and ethical responsibilities in the business context.
   • Incorporate legal and regulatory principles into organizational decision-making and strategic planning.
   • Integrate the concepts of respect, inclusiveness and valuing all persons into their decision-making.
   • Identify the ethical path and serve as responsible members of society.

4. Critical Thinking
   Through this course, students will be able to:
• Analyze and explain judicial, legislative and regulatory developments relating to business organizations.

5. Effective Written and Oral Communication
   Through this course, students will be able to:
   • Clearly and professionally communicate information and concepts in writing and orally, using appropriate technology where relevant.

   Assessment: A variety of methods are used to assess student mastery of these Learning Outcomes. Classroom discussion will include the Socratic Method and group discussions synthesizing both the theoretical and applied.

VI. Disability Services Office:

   Anyone who believes he/she may need an academic accommodation based on the impact of a disability (e.g. sensory, learning, psychological, medical, mobility) should contact me to arrange an appointment to discuss your needs as soon as possible. I rely on the Disability Services Office for assistance in verifying your eligibility for academic accommodations related to your disability. If you have not previously contacted Disability Services, I encourage you to do so at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514 or e-mail Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations.

VII. Course Expectations

   Attendance is mandatory. Any student missing more than one class is subject to a lower class participation grade. Feel free to contact me regarding any questions you have.
**Note:** Canvas Blackboard readings will consist of news consistent with the assigned topic for class. THE ARTICLES AND READINGS OUTSIDE OF THE TEXT WILL NOT BE QUIZZED.

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject Matter</th>
<th>Book Pages</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Law, Ethics &amp; Business</td>
<td>LE : 1-39 + Canvas BB</td>
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<tr>
<td>Week 2</td>
<td>Privacy &amp; Technology</td>
<td>LE: 87-122 + Canvas BB</td>
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<td>Week 3</td>
<td>Valuing Diversity</td>
<td>LE:126-166 + Canvas BB</td>
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<td>Week 4</td>
<td>Duty of Loyalty: Whistleblowing</td>
<td>LE: 49-79 + Canvas BB</td>
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<td>Week 5</td>
<td>Marketing &amp; Information</td>
<td>LE: 248-284+ Canvas BB</td>
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<td>Week 6</td>
<td>Workers’ Rights</td>
<td>LE: 171-205+ Canvas BB</td>
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<td>Week 7</td>
<td>Ownership &amp; Creativity</td>
<td>LE: 323-367+ Canvas BB</td>
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<td>Week 8</td>
<td>Risk Allocation: Product Liability</td>
<td>LE: 289-318+ Canvas BB</td>
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<td>Week 9</td>
<td>Environmental Law &amp; Justice</td>
<td>LE: 210-241+ Canvas BB</td>
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<td>Week 10</td>
<td>Guest speaker &amp; discussion</td>
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<td>Week 11</td>
<td>Group Presentations</td>
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<td>20 minutes each group</td>
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<td>w/5 minutes for Q&amp;A</td>
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