



SYLLABUS: **Spring 2016**

TESP 164: **Religious Ethics and Business**

Class meeting time: 9:15-10:20 a.m.

This course fulfills Santa Clara University's Core Requirement for RTC 3: Religion & Society

Instructor: Janet Giddings

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Office Hours: 10:30-11:45 a.m.

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Course Description

This course is an introduction to religious ethics in a business setting. Discussions include how one might live and apply their religious ethics at work without compartmentalizing their faith tradition from their business life; and when religious faith and ethics conflict with business ethics. The course units include an introduction to ethical thinking and argumentation; categories of ethical systems; comparative methods; religious ethics (Hindu, Buddhist, Jewish, Christian, Muslim; Chinese/Confucian); and an application of religious ethics to case studies presenting moral issues in business. Cases may include: deception in advertising and marketing, flawed products, affirmative action, environment and pollution, discrimination, labor trafficking, and other workplace issues.

Core Curriculum Goals and Learning Objectives for Religious Studies and Ethics

Religious Studies RTC 3

3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking; Ethical Reasoning; Perspective)

3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)

Ethics: SCU Core

- 1.1. Be able to reason ethically by drawing on major normative ethical theories; by normatively assessing individual, professional, and institutional decisions; and by articulating their personal, professional engagement with the meaning of the right and the good. (Arts & Humanities, Ethical Reasoning, Critical Thinking).
- 1.2. Be able to analyze, critically evaluate, and apply major ethical theories to significant personal, professional, and institutional decisions. As part of such efforts, students will be able to articulate how they understand some central concepts such as justice, happiness, the good, virtue, dignity, rights and equality. (Arts & Humanities, Critical Thinking, Ethical Reasoning).
- 1.3. Be able to demonstrate appreciation of nuance and ambiguity, as well as clarity and precision in their thinking and writing about moral problems, concepts, and ideals (Critical Thinking, Complexity).
- 1.4. Reflect on their own ethical decisions and actions, on their roles as morally responsible members of the human community, and on what it means to be a good person (Critical thinking, Complexity).

Course Goals

1. Students will be able to express a critical understanding of the theological and/or philosophical foundations of ethical systems in religious traditions.
2. Students will be able to compare and contrast at least two different cultural and/or theological expressions of religious ethics.
3. Students will be able to apply religious ethics to individual moral issues in business which may include discrimination in the workplace, deceptive advertising and marketing, bribes outside of the U.S., corporate tax evasion.

Pathways Learning Objectives

Meta Goals:

- 1.1 Describe connections among courses in their Pathways and between the Pathways and their majors. (Integrative Learning)
- 1.2 Analyze a significant issue from at least two different disciplinary or methodological perspectives. (Integrative Learning)
- 1.3 Reflect on the learning process itself and on the past and future of their vocational and educational choices. (Intentional Learning)

Religious Studies Department Goals

1. Students will probe and question religion for what it reveals about human beings, their diverse societies, traditions, convictions and aspirations.
2. Students use diverse materials and demonstrate formal postures of inquiry into religion and in order to go beyond a simple description of religion into a reflective engagement with it.
3. Students propose and investigate the “big questions” –that is, the meta-reflective questions that ask how and why we ask the questions that we do about religion.

Study Units

1. Ethics; Morality; Argumentation; Categories of ethical systems; Comparative methods
2. Religious ethical systems; a comparative study approach
3. Cases studies: moral issues in the workplace; global business issues, weight discrimination, LGBTQ discrimination in business, advertising, products, consumerism, poverty, the environment, Unions, AIDS in the Workplace; GM/VW/Ford Pinto, hacking, privacy, and more.
4. Applied religious ethics to these moral issues in business in written form and oral presentation.

Required reading materials:

Heidt, Mari Rapela. *Moral Traditions: An Introduction to World Religious Ethics*. Winona, MN: Anselm Academic, 2010.

Camino: Required articles for each week. Please see MODULES.

Bring all topic articles to class (not the Origins of religious ethics)

Assessment and Grading: 100-point goal

20: Informed participation: means in-class participation based upon your reading of the assigned material. While musing and personal comments may enhance discussion, the focus will remain on the readings for the day and the student will demonstrate a firm grasp of the materials. Argumentation of cases will remain respectful and we will all exercise listening skills (Learning Objectives 3.1; 3.2 1.2; 1.4)

10: 5 Homework 1-page outlines. The student will write an outline of the information assigned on each religious tradition’s origin of moral development. Each historical overview offers a substantial amount of information with terms and concepts that may be new to the student. The student must read carefully and use a dictionary if needed. The outline will help put the information in order and perspective for memory. (Learning Objectives

10: The Exam covers the readings on the origins of religious ethical systems. Students will write short essays comparing religious ethical systems. This is an in-class exam. (Learning Objectives: 3.1; 3.2; 1.3; 1.4)

20: Research and applied religious ethics paper. The student will argue a case with a religious ethical application. The student will demonstrate scholarly research skill by considering a case in which they have researched and consulted various sources; they will choose and apply one religious ethical system

(other than their own) to the case demonstrating an understanding of the religious, theological or philosophical history and development of the ethical framework; how it can be applied to the argument with a critical evaluation of the application and its outcome(s). (Learning Objectives: 3.1 1.1; 1.3)

20: Final Presentation with 3-page paper. Singular or group project offering the class your creative expression as to how religious ethics and business can connect in a positive way. The choices may include: (Learning Objectives: 3.1;1.4)

20: Pathways Reflection Paper:

The student will identify connections to learning between disciplines. The questions for this paper are:

1. Connections: Integrations

What is a significant connection that emerges as you think about your Pathway theme and courses you completed for your Pathway (and, if relevant, courses in your major)?

2. Analysis: Disciplinary Perspectives on an Issue or Problem

What issue, problem, or situation relevant to the theme of your Pathway can be examined through two of the disciplinary approaches represented by courses in your Pathway?

3. Reflection: Looking Back and Looking Forward

In what ways has the learning experienced in your Pathway complemented your learning for your major(s), your education overall, or your life experience?

Writing the “A” paper:

An “A” paper is excellent. An “A” paper is focused with an explicit thesis statement (or position/claim if an argumentative paper). It exhibits a clear, effective and organized line of thought as well as a thorough understanding of the material. It has no English usage/grammar problems; it is concise and coherent; no problems with format, anticipates possible objections to its point of view (or directly considers an opposing view if an argument), supports the thesis (or position) with research and/or premises, and frequently provides pertinent citations to make its case. All borrowed ideas or words are cited whether using a direct quote or not. The writer’s “voice” is firm, confident, and clear. The paper assignment meets the directive completely.

- Late papers will not be accepted in this course. In a business setting you must meet deadlines. So in this setting as well.
- All papers will follow MLA Writing Style and Guidelines (7th edition), unless the student’s major has followed the APA format. Please consult the professor.
- If hard a hard copy paper is required, a finished paper is a final draft, which means you have edited your work and stapled the paper if more than one page. Unstapled papers are not accepted.
- Grading is on a 5-point scale. Example: 96-100 = A.

*In fulfillment of **Core 3.1**, you must identify diverse perspectives and evaluate ethical positions on contemporary questions. Each applied religious ethics paper or oral argument made in class, will ask you to demonstrate an understanding of the ethical framework from each religious tradition. These Applied Religious Ethics papers may include:*

Research paper (1): This paper is the culmination of the quarter study in applied religious ethics and business. The student will research and consider a moral issue in business (current) and apply one religious ethical system to the case, analyzing and critically examining the potential outcomes and possible conflicts the system presents.

Exams: The exam evaluates student knowledge and understanding of course materials, and will include questions that challenge critical thinking and the student's own evaluation of data.

*In fulfillment of **Religious Studies learning goals**, Informed participation, the Group Presentation and paper, and quiz questions will also ask you to reflect critically on your own religious ethical system and about the religious dimension of human existence that are raised by the various religious ethical systems.(3.1; 3.2; 1.1; 1.2; 1.3; 1.4)*

Attendance Policy

Consistent attendance is paramount to this course and its learning environment. Arguing cases is an essential part of the course and you must be in class to participate. One unexcused absence will not reduce your grade. There are 2 "sleep-in" days for this class. This means you should schedule any/all important meetings on either of these days. The professor will be in her office during the regular scheduled class time; you may use these class times to consult with her on upcoming assignments, case arguments, or any issue you may want to discuss.

Generally, legitimate excuses for an absence are illness or family emergencies. If you have a job interview, you may be asked to substantiate your absence. You will be asked to document absences (more than 1) so you will not lose points or have a grade reduction for these excuses.

Tardy/Coming to class late

This is disruptive to your fellow students and the professor. Please do not be late. Two (2) late arrivals will prompt a warning; more than 2 will have a consequence of a reduced grade. Three = reduced ½ participation grade and each additional tardy will result in the same.

Disability Policy

Disabilities Statement

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, and www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time- and-a-half should talk with me

as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).

Title IX Statement

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com.

Reporting Practices

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Academic Integrity Pledge

Students should read and thoroughly understand the University's policy with regard to academic integrity:

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>

Santa Clara University has implemented an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.

The Academic Integrity Pledge states:

"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

I ask that you affirm this pledge and apply these principles to your work in this class.

Suspected violations of academic integrity, plagiarism, falsification of data, misrepresentation of research, will be investigated immediately and students who have violated the University academic integrity policy will receive a failing grade on the assignment and possibly for the course.