

TESP 164: **Religious Ethics and Business**

**ONLINE: Summer Session I: June 16-July 20**

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

This is an Applied Ethics Pathways Course

**Instructor:** Janet Giddings

**Office Hours:** Online: Mondays and Thursdays, 9:00 a.m. to 10:00 a.m.; or by appointment via email

**Contact through Email:** jgiddings@scu.edu (Note: emails after 5 p.m. PST, will be read the next day)

**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); 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.

### **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. Introductory Module: morality; argumentation; case study considered
2. Modules 1-3: The historical development of religious ethical systems; comparative methods; self-reflection
3. Modules 4-5: Applied religious ethics to moral issues in business through case studies; Research paper with applied religious ethics to a moral issue; self reflection and consideration in moral issues in business

## Required texts

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

Camino: Articles, videos, and cases are all in Modules

Required Chapters for history of and development of religious ethics are from:

Schweiker, William, Ed. *The Blackwell Companion to Religious Ethics*. Malden, MA: Blackwell Publishers, 2005. Chapters: Hinduism, Buddhism, Chinese/Confucian, Jewish, Christian, and Islam.

Copyrighted material: Use of these chapters for this course only.

## Assessment and Grading: 100-point goal

**15:** 6 Outlines that summarize the reading assignments on the origins and development religious ethics in each tradition. The outline demonstrates a close reading, which scrutinizes both vocabulary and concepts, discerning which are most important to remember. The outline serves as reference for the student, when applying the ethical systems to case studies. (Learning Objectives: RTC 3: All; Core: 1.1, 1.3, 1.4; Course Goals: 1, 2; RS Department Goals: 1,3).

**10:** Five Quizzes: All based on the Heidt book: *Moral Traditions: an introduction to world religious ethics*. The quizzes are multiple choice and true/false. Quizzes are graded in the Camino system. (Learning Objectives: RTC 3: 3.1; 3.2; Core: 1.1, 1.3; Course Goals: 3; RS Department Goals: 1)

**25:** Research and applied religious ethics paper and online discussion. The student will present a moral issue which they have researched; an argument will be made in regards to the moral issue; the student will choose and apply one religious ethical system to the case explaining how the religious system supports their argument, and demonstrating an understanding of the religious and theological history and development of the ethical framework; the student must show how it can be applied to the moral issues of the case with a critical evaluation of the application and its outcome(s). This paper requires 8 pages of writing and a Works Cited page(s). The student will utilize 6 scholarly, peer-reviewed journal articles and integrate information and/or data into their premises, and opposing view. (Learning Objectives: RTC 3: All; Core: All; Course Goals: All; RS Department Goals: 2,3)

**20:** Four case arguments or outlines of an argument from a reading. (Learning Objectives RTC 3: 3.1, 3.2; Core: All; Course Goals: All; RS Department Goals: All.

**20:** Four 2-3 page response papers. Responses are to be specific to points made in the articles or reading materials, or cases. Superfluous or generalized chatter will not suffice. The response must demonstrate a close reading. (Learning Objectives: RTC 3: 3.1; Core: All; Course Goals: 1,3; RS Department Goals: All

**10:** 3-4 page paper discussing your “consumption pattern” based upon both the Hannah Ka chapter “Environment” and selections from Pope Francis’s “Laudato Si” which is his statement on environmental and global moral issues. This paper requires you respond to Ka’s chapter and “Laudato Si” as you discuss and divulge your pattern. What do you relate to in both of these texts when it comes to what and how you consume?

## Grading:

A 97-100    B+ 88-91    B- 79-82    C 71-74    D+ 63-66    D- 55-59

A- 92-96    B 83-87    C+ 74-78    C- 67-70    D 60-63    54 and below: Fail

## Assessment of Papers:

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 problems, 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.

- In a business setting you must meet deadlines. So, in this setting as well. Do not turn work in late.
- The Research paper will follow MLA Writing Style and Guidelines (7<sup>th</sup> edition). The Research paper will lose 15 points for each day it is late which means anything past 20 minutes late. See the Research paper assignment sheet, for grading rubric.
- Outlines, Response papers, Case Argument papers, all required only the student name on top left of paper. These papers will lose ½ of their value for each day they are late, which includes anything past 20 minutes late.
- A finished paper is a final draft, which means you have edited your work before you upload the paper.
- Plagiarism: please see the Academic Integrity Pledge below. Your papers will be uploaded and go through Turnitin.

*In fulfillment of **Core 3.1**, you must identify diverse perspectives and evaluate ethical positions on contemporary questions. Each Applied Religious Ethics paper will ask you to demonstrate an understanding of the ethical framework from each religious tradition. These Applied Religious Ethics papers 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.*

*Quizzes: will not only evaluate student knowledge and understanding of course materials (Heidt text), they include questions that challenge critical thinking and evaluation.*

*In fulfillment of **Religious Studies learning goals**, Informed participation through discussion assignments, case studies and applied religious ethics, and critical reading 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)*

## **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.

## **Attendance Policy**

Consistent attendance is paramount to this online course and its learning environment. Due dates are required for each Module therefore if you are unavailable, you will lose points.

Generally, legitimate excuses for an absence are illness or family emergencies. You will be asked to document any legitimate absence in order to have an assignment accepted late.

## **Disabilities Resources**

*If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://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).*

**Extended Statement on Title IX and Reporting Practices (adapted, with permission, from Scott Lewis, J.D.)**

*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 involving 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 Office of Student Life.*

*If you would like to reach out directly to the Office of Student Life for assistance, you can contact them at [www.scu.edu/osl/report](http://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 or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://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 Wellness Center, 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 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.*