

ENGLISH 487  
CRIME AND PUNISHMENT  
A COMPARATIVE STUDY OF LITERATURE AND CULTURE  
Distance Education Course

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### COURSE DESCRIPTION

This course satisfies Indiana State University's Foundational Studies requirement in Upper-Division Integrative Electives. The literature you will read in this course examines issues related to crime and its punishment, while representing several world cultures and historical periods. The variety of literary forms we will examine includes the nineteenth-century Russian novel *Crime and Punishment*, Shakespeare's criminal tragedies, and contemporary poetry by incarcerated women. It includes multicultural American texts by prisoners such as Mumia Abu-Jamal and Malcolm X, and nonfiction texts such as memoirs and letters written in prison. Through this literature, you will engage in a comparative analysis of international classic literary representations alongside contemporary American works ~ all created by incarcerated writers. But we will be examining more than literature: Also included are texts from many other disciplines, such as philosophy, anthropology, sociology, and criminal psychology. Ultimately, you will find in these texts a wide range of perspectives that place this important topic into a global context. As an Upper-Division Integrative Elective, this course will engage four distinct ways of knowing: literary, historical, social-behavioral, and global perspectives/cultural diversity. In examining Shakespeare's plays in film adaptations, we will also embrace the field of fine and performing arts.

### TEXTS

*Required readings for this course will include a variety of texts: contemporary and classical fiction, non-fiction, poems, letters, philosophical tracts, criminal psychology treatises, and films. All readings are either available electronically in full text or in selected excerpts posted in Course Documents.*

Anonymous. "Doing Good for Bad Done": a prisoner's essay on correctional education

Abbot, Jack Henry. *In the Belly of the Beast: Letters from Prison*

Boethius. *Consolation of Philosophy*

Boudin, Kathy. "The Call" and other selected poems

Dostoevsky, Fyodor. *Crime and Punishment*

Foucault, Michel. *Discipline and Punish*

Franklin, Bruce F. *Prison Literature in 20<sup>th</sup> Century America*

Jamal, Mumia Abu. *Live from Death Row*.

Malcolm X. *The Autobiography of Malcolm X*

*The Oxford History of the Prison*

Plato. *Apology of Socrates*

Quillen, Jim. *Alcatraz from Inside*

Samenow, Stanton. *Inside the Criminal Mind*

Shakespeare, William. *Romeo and Juliet, Taming of the Shrew, Macbeth, Othello, Richard III*

Williams, Stanley Tookie. *Redemption* (novel and film)

## **COURSE GOALS**

To experience literature representing a range of genres

To compare literature from diverse cultures and historical periods

To use literature to look at social issues from multiple perspectives

To formulate and present sophisticated independent ideas

To further enhance critical thinking skills

To inspire a lifelong love of reading

## **ASSIGNMENTS**

### **WEEKLY WRITING (100 points maximum, or 25 % of overall grade)**

Each week, you will submit one page of writing in response to the questions raised in the workbook that was prepared especially for this course, in collaboration with prisoners. These weekly writings will include analysis of the assigned texts, as well as creative adaptations of some key passages. The prompts are designed to encourage you to make meaningful connections between this literature and relevant issues in your own life.

### **MIDTERM EXAM (100 points maximum, or 25% of overall grade)**

The midterm exam will consist of fifty short-answer questions worth one point each and one essay question worth fifty points. It will cover material read in the first half of the semester as well as any additional material discussed in the class, by the professor or by the students.

### **FINAL EXAM (100 points maximum, or 25% of overall grade)**

The final exam will consist of fifty short-answer questions worth one point each and one essay question worth fifty points. It will be a *cumulative exam*, covering material read in the first half of the semester, as well as material read in the second half of the semester. Be sure to take—and keep—good notes throughout the semester!

### **FINAL PAPER (100 points maximum, or 25% of overall grade)**

This is the major project of the course, and as such it will be developed throughout the semester. This project will require the student to engage in multiple ways of knowing, and to make significant use of outside research; it is not merely a reflection paper. At the start of the semester, on the very first day of class, each student is asked to make a list of all courses completed in her or his Foundational Studies program, and is encouraged to identify some important lessons learned from among the variety of disciplines that may intersect meaningfully with additional content gleaned from courses taken in the student's own major field of study. This cross-disciplinary approach to knowing will prove instrumental in the development not only of the final paper, but also in each student's weekly readings (as discussed in the following page of the syllabus).

This assignment also offers the student an opportunity to incorporate a service-learning objective. Such approaches could, for example, involve the student writing a paper on *Romeo and Juliet* intended for an audience of at-risk juveniles or on *Taming of the Shrew* addressing the issue of domestic violence for an audience of battered women.

Specifically, you will compose a ten-page paper, in which you make meaningful connections among the literature from this course and your own life. Not only should this paper be something that you would be, theoretically, proud to share with a friend or family member, but it *will* be shared as part of the requirement of this assignment, as a way of sharing your knowledge with both an academic and non-academic audience. As the culminating paper of your Capstone course, this should be the best paper of your academic career!

In a special effort to provide additional assistance and supervision for Distance Education students, there will be a number of helpful links posted in our Course Documents on topics such as proper use of MLA citation format. Additionally, the paper will be constructed in stages throughout the semester, with feedback not only from the professor but also from your peers in the course.

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### ***PLAGIARISM:***

From the Latin for *kidnapping*, plagiarism is the use of someone else's work as your own. Direct quotation or the use of sample materials like illustrations, of course, requires full documentation according to MLA (or APA or Chicago) guidelines.

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### THE SCHEDULE OF READINGS

By drawing on texts from a wide range of disciplines, from literature and philosophy to cultural anthropology and criminal psychology, the required readings listed below begin our process of integration of multiple ways of knowing, through the synthesis of ideas from texts from a variety of fields and genres. As noted earlier, at the start of the semester, you will be asked to make a list of all courses completed in your Foundational Studies program, and encouraged to identify some important lessons learned from among the variety of disciplines that may intersect meaningfully with additional content gleaned from courses taken in the student's own major field of study. This cross-disciplinary approach to knowing will prove instrumental in the development not only of the final paper, but also in each student's weekly readings—as you will be invited to bring into our weekly class discussions ideas from your other courses. In this way, each students' range of cross-disciplinary knowledge base will be greatly enhanced over the course of the semester.

WEEK ONE	Criminal psychology: <i>Inside the Criminal Mind</i> □ □
WEEK TWO	Literature: <i>Romeo &amp; Juliet</i>
WEEK THREE	Philosophy: Plato
WEEK FOUR	Literature: <i>Taming of the Shrew</i>
WEEK FIVE	Poetry from prison: Kathy Boudin
WEEK SIX	Literature: <i>Othello</i>
WEEK SEVEN	Letters from prison: Jack Henry Abbott
WEEK EIGHT	Literature: <i>Macbeth</i>
WEEK NINE	Memoir: Jim Quillen
WEEK TEN	spring break
WEEK ELEVEN	Death Row Narratives: Tookie Williams, Mumia Abu Jamal
WEEK TWELVE	Literature: <i>Richard III</i>
WEEK THIRTEEN	Philosophy: Boethius
WEEK FOURTEEN	History: Oxford History of the Prison
WEEK FIFTEEN	Cultural anthropology: Michel Foucault
WEEK SIXTEEN	Correctional education: Malcolm X
WEEK SEVENTEN	Final exam and final paper due



### **SAMPLE ASSIGNMENT**

**The following document, developed from a classic text in criminal psychology, is posted under Course Documents for students to refer back to as they respond to each of the literary readings in which one or more characters are examined in terms of the criminal characteristics they demonstrate. This forms the basis of each weekly assignment.**

## THE CRIMINAL MIND

"Inside the Criminal Mind," by Dr. Stanton Samenow, is a recognized text in the field of criminal psychology. Based on decades of experience, Dr. Samenow has identified characteristics of a "criminal mind" - many of which are applicable to the literary characters we are examining in this course. The criminal. . .

thirsts for excitement by doing what is forbidden

needs to feel unique, powerful; sets himself apart, bullying others

is competitive: an arrogant winner or a revenge-seeking loser

as a child, seeks to prove himself while struggling with carefully concealed fears

to him, reputation is all important; will turn violent if feels his self-image threatened

violence is his way of gaining, or regaining, control

lies as a way of life, in order to preserve his self-image, for a sense of power over others; hides behind a mask of secrecy that few if any ever penetrate

has no concept of obligation, rarely keeps promises; although there is an urgency to his every demand, he is none too quick to comply with request made of others

takes, but rarely gives; has an inflated self-image, assumes people will do his bidding

does not know true friendship, trust, love, loyalty, teamwork

there is a sensitivity and gentleness that is as sincere as his selfishness and destructiveness; he has a Jekyll & Hyde personality

scorns people who are hardworking and honest

exploits people who are kind and trusting

may be sentimental but rarely considerate; altruistic acts have sinister motives

has little if any remorse, but knows right from wrong

despite his actions, considers himself a good person

is rational, calculating, deliberate – chooses criminal peers and criminal behavior

rarely does career criminal stick to one type of crime

criminal behavior has its precedent in thoughts (of the crime)

was sneaky and defiant, lying to parents; he gravitated toward adventurous, older kids; his crime is caused by conflicts that are rooted in childhood and remain unresolved.

**BUS 204 — Ethics in Organizations — 3 Credit Hours**  
**Tu. & Th. 2:00 – 3:30 PM**  
**SCOB 301**

**Course Syllabus- Fall 2011**

**Instructor:** Dr. William J. Wilhelm                      **Office:** COB 715                      **Phone:** 812-237-2076  
**FAX:** 812-237-8133                      **E-Mail:** wwilhelm@indstate.edu

**Course Information Web site:** <http://misnt.indstate.edu/wilhelm/> Scroll down, click BUS 204, Ethics in Organizations.

**Office Hours:** Tue., Thu.: 3:30 - 5:00 PM. Other times are available by appointment.

**Catalog Description and Prerequisites**

This course emphasizes logical approaches for analyzing sometimes confusing circumstances present in organizations and making ethical decisions, and how to identify and deal with pressures from forces common within organizations that affect decision making. Students will also analyze the argument surrounding the social responsibilities of organizations in a society.

Prerequisites: Earned 24 credits or consent of department chair.

**Required publication:** Custom publication packet for Ethics in Organizations, BUS 204

**Foundational Program Objectives Addressed in BUS 204:**

Students will:

- locate, critically read, and evaluate information to solve problems;
- critically evaluate the ideas of others;
- apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
- demonstrate the skills for effective citizenship and stewardship;
- demonstrate an understanding of diverse cultures within and across societies;
- demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- demonstrate an understanding of the ethical implications of decisions and actions; and
- express themselves effectively, professionally, and persuasively both orally and in writing.

**Foundational Learning Objectives and How Students Will Accomplish Them: Ethics and Social Responsibility**

1. Demonstrate how the curriculum will develop critical thinking skills: Students will use an ethical decision-making framework to analyze cases related to organizations containing ethical dilemmas, identify stakeholder groups involved and render a defensible decision.
2. Demonstrate how the curriculum will develop information literacy skills: Students will utilize data presented in case studies and gather data from other sources such as journal articles from library databases to analyze ethical dilemmas in organizational settings.
3. Include a graded writing component, which whenever possible is developmental: Students will be required to construct written reflective analyses to express how they determined the issues and rendered

decisions for each ethical dilemma case study. Grading will be based on thoroughness of analysis, not the final decisions rendered.

4. Must give students the opportunity to apply what they are learning to real world scenarios: Students will apply what they have learned about ethical decision making in organizations to real-world case studies, and will develop an ethical dilemma scenario in small group collaborations.
5. Must include opportunities for experiential learning or community engagement: Students will participate in a debate about corporate social responsibility, role-plays dealing with ethical challenges found in the organization, and will be privileged to listen to guest speakers from business and industry.
6. Must give students the opportunity to identify and solve problems. Students will demonstrate convincing arguments upon which they base their recommendations to real-world business and organizational situations.
7. Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks (e.g., novels, classical literature, primary sources, science journals, poems, lyrics, blogs, etc.): Students will be assigned additional readings focused on current events dealing with ethical problems in organizations from contemporary scholarly and popular publications. Articles will be analyzed for veracity, tone, intended audience(s) and obvious and subliminal objectives. Students will be encouraged to search for and bring to class for discussion and evaluation other sources of information related to organizational ethics found in various popular contemporary information sources.

Course Content	Percent Coverage
What are ethics? What is morality. Why be ethical? Ethical relativism.	10
Philosophies that underpin Western conceptions of ethics.	10
Ethical decision-making framework. Case studies and reflective analyses.	40
Organizational heuristics and biases. Law. Codes of ethics.	20
Stakeholder theory. Social responsibilities of organizations.	20

### **Special Learning Accommodations**

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

### **Academic Integrity**

The class operates under the standard of academic honesty as defined in the Code of Student Conduct (see <http://www.indstate.edu/sjp/docs/code.pdf>). Sharing your wording with another student, using another student's wording, using another author's wording without proper quotation and citation documentation, or using a paper that you wrote for another class without the current instructor's permission is plagiarism and will subject your work to receive zero credit and may result in your dismissal from the University.



### Laptop Not Required for Course: Usage Permitted

While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

### Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

### Instructor Philosophy and Class Procedures

1. **A thorough understanding of the items in this syllabus and attendance at every class session are essential.** In-class activities and examinations missed cannot be made up except in the case of circumstances beyond your control (the instructor must be notified **immediately** if such a circumstance occurs.) Several in-class group activities will be used. No points are available when unannounced class activities/quizzes are missed. **After five (4) absences, ten (10) points will be deducted from the final grade for each class period missed. Points will be deducted for habitual tardiness at the discretion of the instructor.**

2. **Assignments must be submitted when they are due.** If an assignment is turned in after it has been collected in class (usually at the beginning of the class period), it is considered late. **For each calendar day (not class day) an assignment is late, 10 percent of the total assignment points will be deducted.** Assignments will not be accepted after papers have been returned.

3. **My goal is for you to do well in this class and to develop the skills necessary to succeed in the workplace. However, you have the major responsibility for doing well. Achievement of course standards requires you to know what you need to do to improve your performance.** You are expected to study carefully all reading material and the papers returned to you, to note evaluation comments made to the entire class regarding assignments returned, and to participate in group activities. As the semester progresses, you should be able to implement several ideas to improve your performance on written or oral work for future assignments. Also, you are expected to ask questions and/or schedule individual appointments to clarify evaluations or other aspects of the course not clear to you.

4. **Achievement of course standards requires correct usage of grammar, spelling, and punctuation, as well as appropriate sentence and paragraph construction. Evaluation of each assignment includes these components.** You should seek help from your textbook (Chapter 15), the English Department's Writing Center, English handbooks, software analysis packages, and me to handle these problems.

5. **The use of sound judgment and careful execution of instructions for organization, format, and other output characteristics (including overall neatness) in assignments submitted are basic to the achievement of course standards.** You are expected to follow all instructions given (oral and written). In the absence of specific instructions, you are expected to use sound judgment in making appropriate assumptions. Evaluation of each assignment includes this component as a grading factor.

**Evaluation**

	<b>Assignment</b>	<b>Percent</b>	<b>Points</b>
1	Four written case analyses @ 100 points each	40	400
2	Ethics vs. Law or Social Responsibility debate	10	100
3	SR investigation, volunteering and oral report	10	100
4	Midterm Exam	20	200
5	Final Exam	20	200
<b>Totals</b>		100%	1000

Final Course Grade: A+ = 96-100%, A = 92-95%, A- = 90-91%, B+ = 86-89%, B = 82-85%, B- = 80-81%, C+ = 76-79%, C = 72-75%, C- = 70-71%, D+ = 66-69%, D = 62-65%, D- = 60-61%

**Assignment #1:** Four case studies will be discussed in class. The student will be required to individually write a reflective analysis using a decision-making framework to reach a defensible course of action for each case. Preceding these case analyses, the decision-making framework will be covered and a sample case analysis will be modeled.

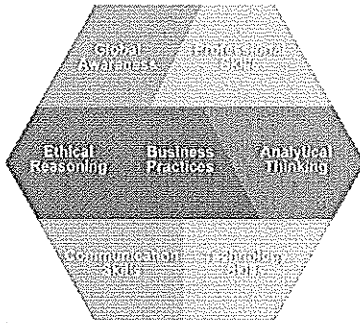
**Assignment #2:** Social responsibility (SR) debate. Two debates will take place in this course. For each debate, two teams will be formed to research and debate the pros and cons of social responsibility efforts in corporate organizations. While there will be four to five debaters per team, other members of the teams not debating will serve as researchers to gather supporting information for their team's arguments.

**Assignment #3:** Social responsibility investigation, volunteering and oral report. With the instructor's approval, each student will identify an organization not affiliated with Indiana State University that carries out legitimate community enhancement efforts as part of its commitment to social responsibility. The student will identify a contact person(s) at that organization and conduct an in-depth interview to determine the philosophical bases for that organization's commitment to the identified SR activity. Further, the student will volunteer at least eight (8) hours of service time in support of the project, and will prepare an oral report for the class about the SR project and the student's experience working for the project. The instructor will provide a template for the student to use in structuring their interview and oral report.


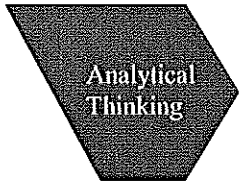

**Assignment #4:** The midterm will cover all assigned readings, handouts, lectures, cases, films, and in-class activities that precede the exam (see daily class schedule).

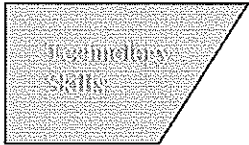
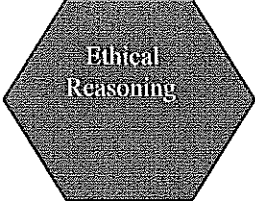


**Assignment #5:** The final exam will cover all assigned readings, handouts, lectures, cases, films, and in-class activities since the midterm (see daily class schedule).

Continued on next page.



**Course's Relationship to College of Business Learning Goals**

	<p><b>1. Students will be knowledgeable about current business practices and concepts.</b></p> <p>A. Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.</p> <p><i>Course's Relationship:</i> The students in the business report writing class are assigned cases based upon business situations, and the writing, speaking, and computer experiences develop skills needed in the workplace.</p>
	<p><b>2. Students will be able to make prudent business decisions by employing analytical and critical thinking.</b></p> <p>A. Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.</p> <p><i>Course's Relationship:</i> The situations used for business report writing assignments help students analyze the rationale on which business decisions are based and the potential impact they will have on the organization, on individuals, and, in some instances, on society in general. Students are required to collect and analyze information for various written and oral report assignments. Analysis and problem-solving skills are enhanced as students focus on writing and speaking assignments framed in business contexts.</p>
	<p><b>3. Students will be effective communicators.</b></p> <p>A. Students will demonstrate the ability to effectively convey information using appropriate means of communication.</p> <p><i>Course's Relationship:</i></p> <ul style="list-style-type: none"> <li>* <i>Written communication activities</i></li> </ul> <p>The primary purpose of this course is to develop communication skills through written assignments. Students prepare a minimum of five short reports and a long, formal report during the term. To meet the general education requirement for this course, a minimum of 7,500 words are written by each student. These assignments are evaluated by the instructor, and the student is given constructive feedback on each assignment.</p> <ul style="list-style-type: none"> <li>* <i>Oral communication activities</i></li> </ul> <p>Oral communication skills are developed through class discussions, through group analysis of problem situations, and through a formal oral presentation.</p>

	<p><b>4. Students will be competent in applying relevant technology to business problems.</b></p> <p>A. Students will understand the nature, function and limitations of commonly used business information systems.</p> <p>B. Students will demonstrate proficiency in using technology to solve business problems.</p> <p><i>Course's Relationship: The students are required to prepare all reports (including an oral presentation) using the computer. In addition, they use software packages to analyze and visually present information in their reports, and they use communication tools for information exchange and collaboration.</i></p>
	<p><b>5. Students will be competent in ethical decision making.</b></p> <p>A. Students will be able to explain and defend the ethical framework in which they make business decisions.</p> <p>B. Students will be able to identify parties affected by a business decision, identify how a decision may affect each stakeholder, and arrive at a decision that is (ideally) mutually beneficial or one that minimizes harm to any one party.</p> <p><i>Course's Relationship: The ethical concerns in writing are addressed through discussion of case situations, preparation of visual aids, and use of resource materials. In some cases, political, social, legal and regulatory, or environmental issues are discussed as part of a situation for which students will be recommending action.</i></p>
	<p><b>6. Students will be able to function effectively in professional settings.</b></p> <p>A. Students will demonstrate commitment to standards of professional behavior.</p> <p>B. Students will demonstrate an understanding of individual and group dynamics in organizations, including team building and collaborative behavior in the accomplishment of tasks.</p> <p><i>Course's Relationship: Business report writing students are assigned to teams to complete at least one major assignment/activity in the course. This assignment/activity includes a written report.</i></p>
	<p><b>7. Students will be cognizant of the complexities of operating in a global business environment.</b></p> <p>A. Students will understand the basic economic, political, cultural and operational motivations for international business.</p> <p><i>Course's Relationship: The students in the business report writing class are assigned to gather basic information on various countries including their political system, economic conditions, and business communication practices. Adaptation of written and oral messages to meet the needs of reader and listener in a cross-cultural communication setting is also emphasized.</i></p>

## Tentative Class Schedule

Please note: All written assignments (other than those done in class) must be keyed on a computer and laser printed.

<b>Date</b>	<b>Covered in Class</b>	<b>Before THIS Class Study Assignments (Homework)</b>
<b>Wk. 1</b> Jan. 11	Introduction to course, class introductions Complete student profiles Complete DIT-2	Complete handout: Student Profile Handout for discussion: "Declaration of UncommonSense™"
13	Complete Character Assessment <b>IN CLASS VIDEO:</b> Emperors of Avarice Ethics, morality and why be ethical?	"The Discipline of Building Character" Badaracco "Character: Linchpin of Leadership" Josephson "Why Act Morally?" Singer
<b>Wk. 2</b> 18	Culture and ethical relativism. Ethical pluralism.	"Letter From Birmingham Jail" M. L. King "A Defense of Moral Relativism" Benedict "The Problem with Relativism" Hospers
20	Moral development theory, ethical philosophies and decision-making framework	"Ethical Reasoning for the Business Classroom: A Decision-Making Framework" Wilhelm Ethical Decision-Making Steps, Wilhelm
<b>Wk. 3</b> 25	Applying ethical decision-making theory to ethical dilemmas (sample case in article handout)	"Ethical Reasoning for the Business Classroom: A Decision-Making Framework Sample Case" Wilhelm
27	Applying ethical decision-making theory to ethical dilemmas. Small group analysis Case #1.	HANDOUT: Case #1
<b>Wk. 4</b> Feb. 1	Applying ethical decision-making theory to ethical dilemmas. Small group analysis of Case #2. <b>DUE:</b> Written reflective analysis for Case #1.	HANDOUT: Case #2
3	Organizational heuristics and biases (behavioral economics).	"Beware of Your Biases" Wilhelm "Why Good Leaders Do Bad Things" Kerns
<b>Wk. 5</b> 8	Applying ethical decision-making theory to ethical dilemmas. Small group analysis of Case #3. <b>DUE:</b> Written reflective analysis for Case #2.	HANDOUT: Case #3
10	Organizational law related specifically to ethical behavior and governance in organizations (portions of Sarbanes-Oxley and Federal Sentencing Guidelines for Organizations)	"Federal Sentencing Guidelines for Organizations" Fiorelli Sarbanes Oxley (supplement) "Birth of the Ethics Industry by Hyatt" Hyatt
<b>Wk. 6</b> 15	Applying ethical decision-making theory to ethical dilemmas. Small group analysis of Case #4. <b>DUE:</b> Written reflective analysis for Case #3.	HANDOUT: Case #4
	<b>GUEST SPEAKER:</b> Organizational codes of ethics, policies and procedures.	HANDOUT: Code of ethics for guest speaker's organization
17	<b>DUE:</b> Written reflective analysis for Case #4.  Stakeholder theory vs. stockholder theory and their effects of corporate social responsibility Prepare written discussion points and questions for all articles.	"Social Responsibility of Business..." Friedman "What's a Business For?," Handy
<b>Wk. 7</b> 22	<b>IN-CLASS VIDEO:</b> Ethics in Corporate America Discussion: Social responsibility and ethics	"The Parable of the Sadhu" Bowen "Managing Organizational Integrity" Payne
24	<b>DEBATE:</b> Law vs. Ethics: What Should and Organization be Responsible For?	Debate team research
<b>Wk. 8</b> Mar. 1	<b>DEBATE:</b> Is Social Responsibility a Requirement for Businesses?	Debate team research
3	<b>MIDTERM</b>	Can include all assigned readings, handouts, lectures, cases, films, and in-class activities.

<b>Wk. 9</b> 7 - 11	<b>SPRING BREAK</b>	
<b>Wk. 10</b> 15	<b>GUEST SPEAKER:</b> Organizations and communities	TBA
17	Lecture/discussion: Classic ethics cases in American organizations	Cases to be discussed (and others): <ul style="list-style-type: none"> <li>• American Red Cross</li> <li>• Beech-Nut Apple Juice for Infants</li> <li>• Tainted Tylenol</li> <li>• The Ford Pinto</li> <li>• Enron (and Arthur Anderson)</li> <li>• The NASA Challenger Disaster &amp; Morton-Thiokol</li> <li>• A.H. Robbins: The Dalkon Shield</li> </ul>
<b>Wk. 11</b> 22	Whistleblowers and Truth in the Workplace. Prepare discussion points and questions for all articles.	“Learning to Love Whistleblowers” Dahl “On Witnessing a Fraud” Soeken “Whistleblowing and Employee Loyalty” Duska “Some Paradoxes of Whistleblowing” Davis
24	Environmental issues. Prepare discussion points and questions for all articles.	“Go Green, Get Rich” Taylor “Edible Carpets Anyone?” DesJardins “Texaco and the Ecuadorean Amazon” Arnold “Fight Over the Redwoods” Shaw
<b>Wk. 12</b> 29	Gender issues, work-life balance, and diversity in the workplace. Prepare discussion points and questions for all articles.	“Gender Issues” Gill “Toyota’s Sex-Harassment Lawsuit” O’Donnell “Where Are the Women?” Tischler “Crippled by Their Culture” Sowell “Texaco: The Jelly Bean Fiasco” Jennings
31	Multinationals and global markets. Prepare discussion points and questions for all articles.	“Trouble in Toyland” Goldman “How Barbie is Making Business Better” Iwata “Nike’s Suppliers in Vietnam” Lyutse”
<b>Wk. 13</b> Apr. 5	Technology, privacy, intellectual property. Prepare discussion points and questions for all articles.	“Your Privacy for Sale” Consumer Reports “Employers Look Closely...” Armour “Reckonings: What Price Fairness” Krugman “E-mail Policy at Johnson & Dresser” Spinello
7	Marketing strategy. Prepare discussion points and questions for all articles.	“Marketing, Consumers and Tech” Laczniak “Truth in Advertising, Rx Drug Ads...” Rados “Vioxx” Green “Swagland” Weddle
<b>Wk. 14</b> 12	Workplace dilemmas. Prepare discussion points and questions for all articles.	“Fear of Firing” Orey “Workplace Abuses that Guarantee ...” Smith “Management Dilemma” Schuster
14	Sports, gaming, and entertainment industry. Prepare discussion points and questions for all articles.	“Everquest®: Entertainment or Addiction” Spain “College Athletics” case by Ladenson “Cage Fighting” case from Ethics Bowl
<b>Wk. 15</b> 19	Ethical leadership. Prepare discussion points and questions for all articles.	“Hiring Character” Telford “The True Measure of a CEO” O’Toole “Leadership” Gini “Leadership: An Overview” Gini
21	Student presentations on social responsibility investigation and volunteering	Oral presentations
<b>Wk. 16</b> 26	Student presentations on social responsibility investigation and volunteering	Oral presentations
28	Student presentations on social responsibility investigation and volunteering DIT-2 posttest	Oral presentations
<b>TBA</b>	<b>FINAL EXAM</b>	Can include all assigned readings, handouts, lectures, cases, films, and in-class activities since midterm exam.