

**Special Topics: Human Resources Management and Ethics**  
**Course Number: 37:533:321:01**

**Rutgers University**  
**School of Management and Labor Relations**  
**Human Resources Management Department**

**Fall 2021**  
**Wednesday, September 1<sup>st</sup> – Thursday, December 23<sup>rd</sup>**

**Instructor:** Professor Rebecca Greenbaum (She/Her/Hers)  
**Class Day/Location:** Wednesday, 9:00 am – 12:00 pm, JLB-003 LIV  
**Office:** 203 Janice H. Levin Building  
**E-mail:** [Rebecca.greenbaum@rutgers.edu](mailto:Rebecca.greenbaum@rutgers.edu) (best way to contact me)  
**Phone:** (848) 445-5830 (office phone)  
**Office Hours:** Tuesdays, 12:15 pm – 1:00 pm  
Wednesdays, 12:15 pm – 1:00 pm  
Zoom/phone meetings are available upon request.

**Health and Safety**

In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave.

Masks should conform to CDC guidelines and should completely cover the nose and mouth: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>  
Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

**Required Reading**

Harvard Business Publishing Course Packet

\*The cases included in this course packet are copyrighted. Therefore, you must purchase this case packet to complete your case assignments and participate in class discussions. The course packet can be purchased at the following website for \$28.12.

<https://hbsp.harvard.edu/import/859550>

*The New York Times* Subscription

As a student of SMLR, you receive free access to *The New York Times* (NYT). You will be required read NYT articles for this course. To register for your account, go to this page: <https://www.libraries.rutgers.edu/indexes/nyt-digital> and follow the instructions.

Once you've successfully subscribed to the *New York Times*, you can search for articles that I specify per the "Fall Schedule" (at the end of the syllabus). If the schedule notes a "*New York Times*" article as "retrieve on own," go to the NYT's homepage. Click the "search" icon. Copy and paste the title of the article from the syllabus into the "search" function. Press "enter." The article should come up. Confirm the article date/author to ensure that you're reading the correct article.

### "Retrieve on Own" Articles

At the end of this syllabus under "Fall Schedule," I list your readings for the semester. Some of these readings are available through your purchased "course packet." To save you money, other articles can be "retrieved on your own" through Rutgers Library.

Below I outline the easiest way to access these articles through Rutgers Library.

1. Go to "Rutgers University Libraries" home page: <https://www.libraries.rutgers.edu/>. If you are off campus, you will need to sign in per the upper right-hand corner of the screen that says, "My Account." You do not need to sign in if you're already on campus and connected to Rutgers Wi-Fi.
2. From the home page, click "Databases," which appears under the "Resources" heading.
3. Under the letter "B," go to "Business Source Premier."
4. Click "Connect." If you forgot to sign in initially (and you are off campus), you'll be prompted at this step to sign in to receive access to the database.
5. If the article is a *New York Times* article, do not attempt to retrieve it through this database. Rather, these articles can be retrieved through your *New York Times* subscription per the instructions above.
6. For all other "retrieve on own" articles, copy and paste the title of the article (from the syllabus, under "fall schedule") into the search field. Click "search." The article should come up. Make sure the author and year of publication match those per the course schedule.

### Course Description and Purpose

The objective of this course is to increase the student's ability to manage the ethical aspects of business. Each student will develop skills necessary to analyze and address ethical issues, to provide ethical leadership within and for the organization, and to conduct business responsibly.

The student who successfully completes this course will be able to:

- Identify and address common ethical issues that arise within organizations
- Analyze and suggest resolutions to ethical dilemmas
- Identify key tools to managing ethical conduct
- Identify personal values and apply those to making ethical decisions
- Understand organizational variables that can influence ethical conduct
- Identify and address common ethical issues that arise within organizations

This course fulfills the following learning objectives outlined by the *School of Management and Labor Relations*.

<b>Knowledge of Theory, Practice and Application</b>
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**IV. Theoretical Perspectives** – Demonstrate an understanding of relevant theories and apply them given the background of a particular work situation.

- Demonstrate an understanding of the practical perspectives, theories and concepts in the management field of study
- Evaluate and apply theories from social science disciplines to workplace issues

**V. Understanding Context** – Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person’s experience of, and perspectives on work
- Analyze a contemporary global issue in the management field from a multi-disciplinary perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues related to selection, motivation, and development of talent in a global context

### **Course Outline**

Section I: Why Does Unethical Behavior Persist?

- “Bad” People and Common Psychological Failures
- A Deep Dive into Moral Disengagement
- Rewards, Business Frames, and Bottom-line Mentalities
- Power, Leadership, Corporate Culture – PART I
- Power, Leadership, Corporate Culture – PART II

Section II: How to Avoid Ethical Lapses

- Classic Moral Reasoning
- Rational versus Intuitive Approaches
- Ethical Leadership and Culture
- Ethics and Human Resources Management
- Building an Ethical “Self-Brand”

Section III: Proactive Ethical Considerations

- Global Considerations
- Corporate Social Responsibility & “Blowing the Whistle”

### **Course Format**

Each class occurs on a single day over a three-hour period. The first half of class will cover lecture. The second half of class will cover case studies, current events, and other discussions that reinforce course concepts.

### **Grading and Course Requirements**

<b>Activity</b>	<b>Points</b>	<b>% of Grade</b>
1. Exams	400	40%
2. Course Paper	150	15%

3. Group Debate Assignment	200	20%
4. Participation	150	15%
5. "Getting to Know You"	100	10%
<b>Total Points</b>	<b>1000</b>	<b>100%</b>
6. Extra Credit	50	5%

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Percentage	Points	Grade
90-100%	900-1000	A
85-89.9	850-899	B+
80-84.9	800-849	B
75-79.9	750-799	C+
70-74.9	700-749	C
60-69.9	600-699	D
≤ 59.9	≤ 599	F

**(1) Exams (200 points/exam, 400 points total, 40% of grade)**

There will be 2 non-cumulative exams and 1 final cumulative exam (i.e., 3 exams total). You are responsible for ALL assigned readings and lecture material scheduled before the exam. Please note that I will only count your highest two (2) exam grades towards your final grade in this course. Thus, the final exam can be considered optional. Each exam is worth 200 points, for a total of 400 points. Exams will include 40 multiple choice and/or true/false questions worth 5 points each (i.e., 200 points total).

**Exam Content**

Exam I:

Section I: Why Does Unethical Behavior Persist?

- Why Ethics
- "Bad" People and Common Psychological Failures
- A Deep Dive into Moral Disengagement
- Rewards, Business Frames, and Bottom-line Mentalities
- Power, Leadership, Corporate Culture – PART I
- Power, Leadership, Corporate Culture – PART II

Exam II:

Section II: How to Avoid Ethical Lapses

- Classic Moral Reasoning
- Rational versus Intuitive Approaches
- Ethical Leadership and Culture
- Ethics and Human Resources Management

- Building an Ethical “Self-Brand”

### Exam III: Cumulative

Sections I and II as noted above.

### Section III: Proactive Ethical Considerations

- Global Considerations
- Corporate Social Responsibility & “Blowing the Whistle”

### **Exam Procedures**

1. All exams will be administered in class using a paper and scantron format.
2. All exams are closed book. All of your materials must be stowed away and out of sight.
3. You are expected to complete your exam **UNAIDED**. Failure to do so will result in academic integrity charges being brought against you.
4. Exams will start promptly at the start of class. Exams will last 1 hour and 15 minutes, with all exams ending at the end of this timeframe. Thus, students arriving late for an exam will forfeit time on the exam. Students will not be allowed to take the exam if they arrive *after* another student has completed the exam.
5. After everyone has completed the exam, you are welcome to visit my office hours to review your responses.
6. The optional cumulative final exam will be held during the last week of regularly scheduled classes. You may use this final exam grade to replace your lowest of the three prior exam grades, or you may opt out of taking this final and retain the scores on the first three exams.

**Make-up policy:** The dates of the three exams are noted on the course agenda. An exam grade of zero (0) will be assigned to any student who misses the exam without a legitimate excuse on the date of a regularly scheduled test. Legitimate excuses include illness (verified with a note from a doctor) or other critical circumstances such as a death in the family. A make-up exam date and time will be arranged at the discretion of the professor.

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

### **(2) Course Paper (150 points, 15% of grade)**

You will have a 5-page term paper this semester. I will submit instructions for the term paper via CANVAS. Please note that you will be graded on how well you understand and apply the concepts per the instructions provided.

### **(3) Group Debate Assignment (200 points, 20% of grade)**

You will be assigned to a group. With your group, you will debate a moral issue that is politically charged. Please find the “Debate Assignment” instructions via CANVAS.

Please note that as part of your presentation grade, you are required to turn in a peer evaluation form. This can be uploaded through CANVAS on the day of your presentation. Depending on your peer evaluation scores, your grade for the presentation may be reduced or eliminated. Final grades will be based on my assigned grade for your group, as well as the grade you received from your peers (averaged across peers).

**(4) Participation (150 points, 15% of grade)**

In addition to contributing discussions that are apart of class lectures, we will have class breakout sessions that cover news topics related to an organizational behavior topic. For these discussions, I may ask you to read a news article prior to coming to class. Reading these articles, and contributing to the discussions, will be a part of your participation grade. More than just showing up, you'll be expected to offer thoughtful and insightful comments regarding how the current event relates to course concepts. Your grade will also depend on how well you engage with other students regarding the particular topic.

Quality comments possess one or more of the following characteristics: 1) offer a different and unique, but relevant, perspective; 2) contribute to moving the discussion forward; 3) build upon the comments of your classmates; 4) include some evidence or logic; and/or 6) link relevant concepts to current events or personal experiences. Students who do not participate will receive a low grade for class participation. A midterm class participation grade will be given to you. This midterm grade will not be an official grade; instead, the midterm grade will be used to give you feedback on your class participation up until that point.

I will use the following grading rubric for your class participation. If you do not attend class, you will receive a 0% as your participation score. You need to attend class to earn participation points.

A 90-100%	Consistent (90% of class sessions) high-quality contributions based on criteria noted in syllabus. Responds to other students as well as the instructor. Volunteers illustrations from his or her own experiences about the subjects under discussion. Basis of contributions reflect being well prepared prior to class and active listening during class.
B+ 85-89%	Reasonably frequent contributions (70% of class sessions) of the same quality as described for the grade of "A."
B 80-84%	Reasonably frequent contributions, but not always of the same quality as described above for an "A"
C+ 75-79%	Sometimes contributes, but not always of the same quality as described for the grade of "A" or occasional (40% of class sessions) contributions of the same quality as described above for the grade of "A."
C 70-74%	Contributes once in a while, but not always of the same quality as described of "A."
D 60-69%	Does not take part in class discussion unless specifically asked to do so.
F ≤ 59%	Takes no part in classroom discussion.

## **Diversity and Inclusion**

Class discussions are particularly vibrant and interesting when students provide diverse perspectives. When discussing our own experiences and opinions, as well as offering feedback to others, it is important that we refrain from comments or terms that may come across as less inclusive to others. By striving towards inclusivity, more students are likely to speak up and to educate us with diverse opinions and insights. Sometimes individuals use less inclusive terms without recognizing their potential offensiveness. In these instances, I hope that our class will kindly speak up as to educate one another on our views/opinions, as well as some of the best practices regarding diversity and inclusion. For more guidance regarding inclusive language, please find the “Pratt Inclusive Language Guide” on our course website through CANVAS.

### **(5) “Getting to Know You” (100 points, 10% of grade)**

Via CANVAS, I will post a “Getting to Know You” template. I have completed this assignment myself (also available via CANVAS), which you can use to get to know me and to use as a guide for your own completion of this assignment. Please submit your completed assignment to the appropriate “Assignment” drop box via CANVAS.

### **(6) Extra Credit (50 points, 5% of grade)**

To complete extra credit, you may choose an ethics-related book to read at your leisure. At the end of the semester, you will turn in a book report. I am going to provide you with a lot of flexibility as to what you write in your book report, but I will be most interested in: (1) points from your chosen book that are different than what I taught you in this course, (2) illustrations from your book that nicely highlight a course concept, (3) reasons why you believe this book is or is not helpful to managers. Your paper should be approximately 5 pages, double spaced, 1-inch margins, Times New Roman Font. To receive full extra credit, it should be clear to me that you did indeed read your chosen book. See the course agenda for dates related to this opportunity.

## **University Guidelines and Resources**

### **Academic Honesty**

The University’s policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

All students registered for this course are asked to sign an Academic Integrity Contract (available through CANVAS). You must return a signed copy to me and keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student’s answers on examinations; copying

material that is not your own without providing proper quotations and documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

### **Students with Disabilities**

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <http://disabilityservices.rutgers.edu/>. Students may make requests for accommodations: <http://disabilityservices.rutgers.edu/request.html>

### **Counseling**

CAPS is a comprehensive mental health resource center for the campus community. They offer a variety of high quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services: <http://rhscaps.rutgers.edu/services/counseling>

### **Statement as a Responsible Employee**

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit [endsexualviolence.rutgers.edu](http://endsexualviolence.rutgers.edu)



## FALL SCHEDULE

*Note.* The schedule is subject to change at the discretion of the instructor.

### **SECTION I: Why Does Unethical Behavior Persist?**

#### **September 1 (Week 1)**

- Topic – Why Study Ethics?
  - *Read:*
    - Gelles, D., & Yaffe, B. (August 19, 2019). Shareholder value is no longer everything, Top C.E.O.s say. *The New York Times*. Retrieve on own.
    - Banaji, M., Bazerman, M. H., & Chugh, D. (2003). How (un)ethical are you? *Harvard Business Review*, December Issue, 56-64. Retrieve on own.
  - *In-class Activities:*
    - Syllabus
    - Icebreaker
    - Week 1 Lecture – Why Ethics?
  - Current Event Discussion
    - <https://www.nytimes.com/video/world/100000007904520/who-vaccine-booster-moratorium.html?searchResultPosition=7>
  - *Assignments/Due Dates:*
    - Read, sign, and turn in Academic Integrity Contract.

#### **September 8 (Week 2) – NO CLASS – CHANGE IN DESIGNATION**

- *Labor Day Change in Designation – No Class*

#### **September 15 (Week 3)**

- Topic – “Bad” People and Common Psychological Failures
  - *Read:*
    - Chamorro-Premuzic, T. (November 2, 2015). Why bad guys win at work. *Harvard Business Review*. Retrieve on own.
    - Kouchaki, M. (May 2014). In the afternoon, the moral slope gets slipperier. *Harvard Business Review*. Retrieve on own.
    - Bazerman, M. H., & Tenbrunsel, A. E. (April 2011). Ethical breakdowns. *Harvard Business Review*. Retrieve on own.
  - *In-class Activities:*
    - Week 3 Lecture – Bad People and Ethical Failures
    - Personality Assessments
      - The Dark Triad
    - Review Debate Assignment Guidelines
      - Form Groups
      - In-Class Debate Preparation
  - *Assignments/Due Dates:*
    - “Getting to Know You” Assignment: Due on Tuesday, 9/14, 11:59 PM

#### **September 22 (Week 4)**

- Topic – Moral Disengagement
  - *Read:*
    - Sucher, S. J., & Moore, C. (2012). A note on moral disengagement. *Harvard Business School Publishing*. In course packet.
    - Sucher, S. J., & Moore, C. (October 20, 2011). Chris and Alison Weston (A). *Harvard Business School Publishing*. In course packet.
    - Sucher, S. J. & Moore, C. (October 20, 2011). Chris and Alison Weston (B). *Harvard Business School Publishing*. In course packet.
  - *In-class Activities:*
    - Lecture Week 4A – Moral Disengagement
    - Lecture Week 4B – Moral Disengagement Case Study
    - Moral Disengagement Assessments
      - Moral Disengagement Measures
      - Moral Disengagement Definitions
    - In-Class Debate Preparation

### September 29 (Week 5)

- Topic – Rewards, Business Frames, and Bottom-line Mentalities
  - *Read:*
    - Kerr, S. (1975). On the folly of rewarding A, while hoping for B. *Academy of Management Journal*, 18, 769-783. Retrieve on own.
    - Gujarathi, M. R., & Barua, S. K. (2017). Wells Fargo: Setting the stagecoach thundering again. *Case Research Journal*, 37, 1-25. In course packet.
  - *In-class Activities:*
    - Lecture Week 5A – Rewards, Business Frames, and BLMs
    - Lecture Week 5B – Case Study
  - *Assignments/Due Dates:*
    - Debate Assignment Due for Some Teams: Start of Class on 9/29
      - Team 1
      - Team 2

### October 6 (Week 6)

- Topic – Power and Leadership
  - *Read:*
    - Yap, A. (November 2013). Big chairs create big cheats. *Harvard Business Review*. Retrieve on own.
    - Keltner, D. (October 2016). Managing yourself: Don't let power corrupt you. *Harvard Business Review*. Retrieve on own.
  - *In-class Activities:*
    - Lecture Week 6A – Unethical Leadership
    - Lecture Week 6B – Power and Corruption
  - *Assignments/Due Dates:*
    - Debate Assignment Due for Some Teams: Start of Class on 10/6
      - Team 3
      - Team 4

### October 13 (Week 7)

- Topic – Leadership and Culture
  - *Read:*
    - MacMillan, K., & Woodward, M. (March 27, 2016). Somebody stop the radio star: Jian Ghomeshi at the CBC. *Harvard Business School Publishing*. In course packet.
    - Schipani, C. (March 24, 2017). Is your company as ethical as it seems? *Harvard Business Publishing*. In course packet.
  - *In-class Activities:*
    - Lecture Week 7A – Ethics, Culture, and Climate
    - Lecture Week 7B – Radio Star Case Study
    - Review General Exam I Information
- *Assignments/Due Dates:*
  - Debate Assignment Due for Some Teams: Start of Class on 10/13
    - Team 5
    - Team 6

### SECTION II: How to Avoid Ethical Lapses

### October 20 (Week 8)

- **EXAM I** – All material from “Section I” as outlined above.
  - Wednesday, October 20
- Topic – Classic Moral Reasoning
  - *Read:*
    - Werhane, P. H. (1994). A note on five traditional theories of moral reasoning. *Darden Business Publishing*. In course packet.
  - *In-C:*
    - Lecture Week 8 – Classic Moral Reasoning
    - Review Course Paper Guidelines
      - Instructions and Rubric

### October 27 (Week 9)

- Topic – Rational versus Intuitive Ethics and Emotions
  - *Read:*
    - Haidt, J. (2012). The moral foundations of politics. *The Righteous Mind: Why Good People Are Divided by Politics and Religion* (Chapter 7, pp. 150-179). Professor will provide here.
  - *In-class Activities:*
    - Lecture Week 9A – Rationality, Intuition, and Emotions
    - Lecture Week 9B – Moral Foundations
    - Complete moral foundations assessment.
      - Create your profile at: [www.YourMorals.com](http://www.YourMorals.com)
    - Current Event Discussion – “Break Out” Sessions
      - Article TBD

### November 3 (Week 10)

- Topic – Ethical Leadership and Culture
  - *Read:*
    - Epley, N., & Kumar, A. (2019). How to design an ethical organization. *Harvard Business Review*. Retrieve on own.
    - Battilana, J., Pache, A., Sengul, M., & Kimsey, M. (2019). The dual-purpose playbook: What it takes to do well and good at the same time. *Harvard Business Review*. Retrieve on own.
  - *In-class Activities:*
    - Mid-Term Participation Grades
    - Mid-Term Course Evaluations
    - Lecture Week 10 – Ethical Leadership and Culture
    - Current Event Discussion – “Break Out” Sessions
      - Article TBD
- *Assignments/Due Dates:*
  - Course Paper Assignment Due on Thursday, 11/4, 11:59 PM

### November 10 (Week 11)

- Topic – Ethics Related to Human Resource Practices
  - *Read:*
    - *Harvard Business Review* (September—October 2019). The #MeToo Backlash. Retrieve on own.
    - Brown, K. (December 4, 2018). To retain employees, focus on inclusion—not just diversity. *Harvard Business Review*. Retrieve on own.
  - *In-class Activities:*
    - Lecture Week 11A – Ethics and Diversity and Inclusion
    - Lecture Week 11B – Ethics and Selection and Training
    - Current Event Discussion – “Break Out” Sessions
      - “*Winning and Losing at the Same Time*” by Patrick F. McKay
    - Complete IAT assessment and review personality inventories:
      - <https://implicit.harvard.edu/implicit/takeatest.html>
      - Big Five Personality Assessment
      - Ethics-related Individual Differences
- *Assignments/Due Dates:*
  - Deadline to sign up for Extra Credit Book Report
    - By Thursday, 11/11, 11:59 PM, please email me your intention to complete extra credit and your top three books. I will email you by 11/12 with your approved book.

### November 17 (Week 12)

- Topic – Building an Ethical “Self-Brand”
  - *Read:*
    - Desai, S., & Gino, F. (September 2011). Adults behave better when teddy bears are in the room. *Harvard Business Review*. Retrieve on own.
    - Detert, J. R. (November – December 2018). Cultivating everyday courage: The right way to speak truth to power. *Harvard Business Review*. Retrieve on own.

- Bazerman, M. H. (July – August 2014). Becoming a first-class noticer: How to spot and prevent ethical failures in your organization. *Harvard Business Review*. Retrieve on own.
- *In-class Activities:*
  - Week 12 – Building an Ethical Brand
  - Current Event Discussion – “Break Out” Sessions – Article TBD

### SECTION III: Proactive Ethical Considerations

#### November 22 (Week 13) – THIS CLASS MEETS ON MONDAY!

- **EXAM II** – All material from “Section II” as outlined above.
  - Monday, November 22
- Topic – Global Considerations
  - *Read:*
    - Donaldson, T. (1996). Values in tension: Ethics away from home. *Harvard Business Publishing*. Retrieve on own.
    - Healy, P. M., & Ramanna, K. (January—February 2013). When the crowd fights corruption. *Harvard Business Review*. Retrieve on own.
  - *In-class Activities*
    - Lecture Week 13 – Global Ethics
    - Current Event Discussion – “Break Out” Sessions
      - Article TBD

#### December 1 (Week 14)

- Topic – Corporate Social Responsibility and Blowing the Whistle
  - *Read:*
    - Marquis, C., & Almandoz, J. (April 2014). Can an “ethical” bank support guns and fracking? *Harvard Business Review*. Retrieve on own.
    - Porter, M. E., & Kramer, M. R. The link between competitive advantage and corporate social responsibility. *Harvard Business Review*. Retrieve on own.
  - *In-class Activities:*
    - Lecture Week 14A – Corporate Social Responsibility
    - Lecture Week 14B – Whistleblowing
    - Current Event Discussion – “Break Out” Sessions
      - Article TBD
- *Assignments/Due Dates:*
  - Extra Credit Book Report Due on Thursday, 12/2, by 11:59 PM

#### December 8 (Week 15)

- **FINAL EXAM** – All Course Material
  - Wednesday, December 8