MKTG 327. Retail Merchandising. (3-0). Credit 3. Retail theories and best merchandising practices conducive to enhancing sales and profit growth. Prerequisites: MKTG 321; junior or senior classification.

PHYS 420. Concepts, Connections, and Communication. (1-0). Credit 1. Stars and atoms; new physics; post-Newtonian universe. Prerequisite: Junior or senior classification

RELS 221. History of Islam. (3-0). Credit 3. Introduction to the history of Islam, from the origins of the religion to the present; development of Islamic law; gender issues; expansion of Islam to Sub-Saharan Africa and South Asia; globalized Islam. Cross-listed with HIST 221.

RUSS 443. Contemporary Russian Prose. (3-0). Credit 3. Study of Russian and Soviet 20th-century prose literature, with emphasis on post-Stalinist and post-glasnost writers. Prerequisites: RUSS 201 or registration therein, or approval of instructor. Cross-listed with EURO 443.

SOCI 337. International Migration. (3-0). Credit 3. Survey of theories and trends in international migration. Prerequisite: Junior or senior classification, or approval of instructor.

WMST 401. Feminist Theory. (3-0). Credit 3. Inquiry-based examination of feminist theory from various periods and disciplinary perspectives, with application to societal debates and controversies. Prerequisites: WMST 200 or approval of instructor; junior or senior classification.

WMST 463. Gender in Asia. (3-0). Credit 3. Gender dynamics in Asia; changes in gender roles; women’s movements; women and the economy; women and politics; men’s and women’s private lives. Prerequisites: Junior or senior classification or approval of instructor. Cross-listed with SOCI 463.

2. Withdrawal of Courses

ARCH 306. Architectural Design III.
ENDS 392. Pre-Professional Residency Experience.

3. Change in Courses

ACCT 467. Ethics in Business.

Course prefix
From: ACCT 467.
To: BUSN 467.
FREN 414. Contemporary French Film and Media.

Course number and title
From: FREN 414. Contemporary French Film and Media.
To: FREN 425. French Film.

Course description and prerequisites
From: Examination of the production, dissemination, and interpretation of French culture through film, television, radio and newspapers, with special attention to the politics of mass culture in France; analysis of the language specific to each medium; conducted in French. FREN 300 and an additional 3 hours at 300-level.
To: Overview of French cinema from its origins to the present; interpretation of French cultural history and politics through film; taught in English. FREN 202 or approval of instructor. Cross-listed with EURO 425 and FILM 425.

WMST 481. Senior Seminar in Women’s Studies.

Course title
From: Senior Seminar in Women’s Studies.
To: Senior Seminar.

Course description and prerequisites
From: Survey of key feminist texts; history of women’s thought with emphasis on post-World War II feminist theory; analysis of recent landmark texts and contemporary theories, with attention to the diversity of women’s ethnic, class, sexual and cultural experience; application of theories to current debates and controversies. Prerequisites: WMST 200 or approval of instructor.
To: Inquiry-based investigation of an issue, problem, or question, using gender or feminism as the organizing principle for analysis; methods and materials of scholarship in the field; includes opportunities for student research. Prerequisites: Senior classification or approval of instructor.
B1
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Architecture
   Submit original form and 2 copies

2. Course prefix, number and complete title of course: ARCH 306 Architectural Design III

3. Change requested:
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) Course is no longer offered due to study abroad/internship requirement in third year.
   c) Cross-list with ___________________________
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.

4. Complete current course title and current course description: ARCH 306 Architectural Design III. Theory & practice of architecture as art and science; exercises in building programming, site analysis, design methods and post occupancy evaluations; urban and building designs from concepts through schematics with variety of architectural types & paradigms; comprehensive design solutions including building materials and construction systems.

5. Complete proposed course title and proposed course description (not to exceed 50 words):

6. a) As currently in course inventory:

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Approved recommended by:

Head of Department: ___________________________ Date: __/__/__

Chair College Review Committee: ___________________________ Date: __/__/__

Head of Department (if cross-listed course): ___________________________ Date: __/__/__

Dean of College: ___________________________ Date: __/__/__

Submitted to Coordinating Board by: ___________________________ Date: __/__/__

Dean of College: ___________________________ Date: __/__/__

Director of Academic Support Services: ___________________________ Date: __/__/__

Effective Date: ___________________________

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

GARAS-294

3 of 23 C
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ENDS 392 - Pre-Professional Residency Experience

3. Change requested:
   a) Prerequisite(s): From ___________ To ___________
   b) Withdrawal (reason) This course is not needed as the Department administers its own internship programs.
   c) Cross-list with ___________
      Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: __________________________________________________________________________

5. Complete proposed course title and proposed course description (not to exceed 50 words): __________________________________________________________________________

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Approval recommended by: ________________________________
Date: ____________

Head of Department

Chair, College Review Committee
Date: ____________

Head of Department (if cross-listed course)
Date: ____________

Submitted to Coordinating Board by: ________________________________
Date: ____________

Dean of College

Director of Academic Support Services
Date: ____________

Effective Date: ____________

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

GAR/AS- 5/04

4 of 23 C
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of [Accounting]

2. Course prefix, number and complete title of course: ACCT 467 Ethics in Business

3. Change requested:
   a) Prerequisite(s): From __________________________ To __________________________
   b) Withdrawal (reason) __________________________
   c) Cross-list with __________________________
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.

4. Complete current course title and current course description: ACCT 467 Ethics in Business. (1-0). Credit 1. Integration of ethical reasoning, integrity, objectivity and other core values in the development of professionals engaged in business; analyze ethical lapses that have occurred in multiple business disciplines. Prerequisite: Admission to upper division in Mays Business School.

5. Complete proposed course title and proposed course description (not to exceed 50 words): BUSN 467 Ethics in Business. (1-0). Credit 1. Integration of ethical reasoning, integrity, objectivity and other core values in the development of professionals engaged in business; analyze ethical lapses that have occurred in multiple business disciplines. Prerequisite: Admission to upper division in Mays Business School.

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   Approval recommended by: [Signature] [Date]

   Head of Department

   Chair, College Review Committee

   Head of Department (if cross-listed course)

   Dean of College

   Submitted to Coordinating Board by:

   Dean of College

   Director of Academic Support Services

   To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

   OAR/AS- 5/04
ACCT 467 - Ethics in Business
Spring 2006

Instructor: Tim O. Peterson, Ph.D.
Office: 242 Wehner
Office phone: 845-4140
E-mail: top@mays.tamu.edu (The best way to reach me is by phone. I only log on to email once a day. If you send me an email please put ACCT467 in the subject line so I know the email is from this class.)

Office hours: Tuesday 1-3 p.m., or by appointment. Unless it is an emergency, please do not try to contact me from 5 p.m. until class time on Tuesdays. During that time period, I am preparing for class.

Class dates: Tuesdays 1/24; 2/7; 2/21; 3/7; 3/21 Note: This class meets every other week rather than consecutive Tuesdays.

Class time: 5:30 - 8:00 p.m. 113 Wehner

COURSE VISION: Changing the organizational world a few exemplars at a time.

COURSE MISSION: To develop our ethical capacity, so we can be proud of the organizations in which we are involved.

DESCRIPTION: Are unethical people bad apples in a good barrel or good apples in a bad barrel or bad people in a bad barrel? Dr. Linda Trevino (A&M ’87) would argue that the answer to this question is not an “either/or” answer but is an “and/both” answer. Both an individual’s character and the character of the organization influence the ethical decision making and behavior of the individual. This course attempts to make you aware of the many factors that effect ethical awareness, ethical reasoning, and ultimately ethical behavior.

COURSE OBJECTIVE: To make you aware of ethical situations, the influence of different factors on ethical reasoning, and the development of your own professional code of conduct.

You cannot teach a man anything. You can only help him discover it within himself. Galileo
LEARNING OUTCOMES:

1. To be able to recognize an ethical dilemma
2. To be able to apply different ethical approaches to resolving ethical dilemmas
3. To develop a professional code of conduct

GRADING: The success of the course relies heavily on being present, paying attention, and contributing to the dialogue and discussion. Therefore, grading will be based on attendance, assessment, and one individual assignment.

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A = > 900 points  
B = 800-899 points  
C = 700-799 points  
D = 600-699 points  
F < 600 points

Since I believe that curving grades creates a false impression on how well you performed in my class, I do not curve grades. Please keep this in mind as you decide whether to do the additional opportunity. Your final grade will be based on the total number of points you have earned. It will not be rounded up to the next higher percentile. I only use total number of points to determine the letter grade awarded.

CLASSROOM PERFORMANCE SYSTEM (CPS) RADIO-FREQUENCY (rf) RESPONDERS: You will be required to purchase a CPSrf hand-held responder unit and pay an access fee to activate it. The $15 one semester registration fee covers activation for one or more courses during the semester. At the end of class, you may retain the responder or sell it to a student registered for a class using CPS next semester. I would also suggest purchasing an extra set of batteries.

I never try to teach my students anything, I only try to create an environment in which they can learn. 

Albert Einstein
After purchasing the responder, you will have to activate the unit:
- Go to the eInstruction website, http://www.einstruction.com/.
- Click 'Students'
- Choose 'Texas A&M University'
- Enter the serial number of your CPSrf response pad (found under the battery compartment)
- Create your account
  - Be sure to enter your actual First Name and Last Name in the appropriate fields
- Enroll in the class
  - Ensure your UIN is entered in the StudentID field
  - Class key is K15417B412

ATTENDANCE POLICY: This class only meets five times. After the first class period, each class will be worth 200 points. One hundred of those points will be earned by taking a retention check on the material covered the previous week. The other 100 points will be earned by being present at 5:30 p.m. and still being present at 8:00 p.m.

Both of these opportunities to earn points will use the CPSrf response unit. You will not be able to earn these points if you fail to bring your responder to class each evening. You will also not be able to earn these points if you fail to properly utilize your CPSrf responder during class (i.e. turning it on, electronically enrolling in class, responding to retention check questions, responding to attendance checks, etc.). I highly recommend reading the small but very informative instruction manual that comes with your CPSrf response pad. Battery failure prior to or during class will not be an acceptable excuse for failing to respond when requested. Again, it is the reason I suggest purchasing and have with you a spare set of batteries.

You are expected to attend every class just like you are expected to be at work every day. Since I feel that attendance is critical to learning and extremely important to this type of class, I award a 100 point attendance grade each learning period beginning in week two. We will use the CPS responders to take attendance at the beginning (50 points) and again at the end (50 points) of the period.

Never let your sense of morals get in the way of doing what’s right.
Isaac Asimov

8 of 23 C
If you do not come to class, you may assume you have received a 0 for the class period unless you have one of the following approved absences:

(1) Participation in an activity appearing on the University authorized activity list.
(2) Death or major illness in your immediate family.
(3) Illness of a dependent family member.
(4) Participation in legal proceedings that requires your presence.
(5) Religious holy day that is recognized by the university.
(6) Confinement because of illness.
(7) Required participation in military duties.

If you miss class for one of these reasons, you must provide me with a memo plus supporting documentation to clear this absence from your record. I will only accept these memos for one week after the absence has occurred. Emails will not be accepted to clear absences. After one week, the attendance grade stands. If you have another reason (other than these seven) for being absent, you may submit a memo with supporting documentation requesting that the absence be removed from your record. These requests will be reviewed and approved or disapproved based on the justification given in the memo. I do not approve many other reasons for being absent. However, I do understand that you might feel there is a higher priority that requires you to be absent. I will accept your decision, but I want you to accept my decision to not award you points. To assist you in recovering these points, I created the additional opportunity. The additional opportunity allows you to earn up to 100 points that can be used to recover points lost because of unexcused absences, lack of involvement, or to recover points lost on a retention check or your code of conduct assignment.

Man is unique in that he has plans, purpose and goals which require the need for criteria of choice. The need for ethical value is within man whose future may largely be determined by the choice he makes. George Bernard Shaw
If you come to class and respond with your CPS unit during the attendance check, you will be awarded 50 points. My assumption is that you have come to learn. However, to master a discipline we must do more that just show up. Attentiveness is also important. For example, showing up and then reading The Batt., Fast Company, or The Wall Street Journal will cause me to deduct points from your 50-points. Other things that could cause you to lose points would be sleeping in class, working on other work in class, or being rude and disruptive. However, if you are attentive during lectures, presentations, and discussions, you will retain your points. At the end of each class period, I will again take attendance using the CPS system. If you are still present at the end of class, and again respond with your CPS unit, you will earn an additional 50 points for a total of 100 points for each class period.

Each week starting with week two, I will administer a retention check based on the materials from the previous week. That includes reading materials, assignments, or even the syllabus. Each retention check will be worth 100 points. The only way to take these assessments is in class unless you have one of the seven approved absences. Otherwise, there are no make-ups.

STUDENTS WITH DISABILITIES: The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B118, or call 845-1637.

ACADEMIC INTEGRITY STATEMENT: "An Aggie does not lie, cheat, or steal or tolerate those who do." For information relating to the Aggie Honor Code, students are referred to the Honor Council Rules and Procedures effective September 1, 2004 on the web at http://www.tamu.edu/aggiehonor.

FACILITY POLICY: We have a beautiful, state-of-the-art classroom here in Wehner. We want to maintain the high quality conditions of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, and TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the classroom or the building.

Action indeed is the sole medium of expression for ethics. Jane Addams
ASSIGNMENTS

Assessment -- The final retention check is an ethical assessment located on the Mays Portal called Ethical Assessment.doc. This data is being used for educational purposes in this class and to assess the current ethical development of the students in the Mays Business School. To receive credit for your final retention check, complete this assessment before February 7, 2006. You must enter your UIN on the assessment to receive credit for this assessment as a retention check. After filling out the assessment make a copy for yourself that includes your responses and then turn in the original in class on February 7, 2006.

Professional Code of Conduct – In this class, you will develop your own code of conduct. We expect employers to establish guidelines for work-related conduct such as when to arrive and leave work and whether smoking is allowed. Organizations also develop ethical codes of conduct such as what kind of gifts you can accept or what constitutes a conflict of interest. As an individual, it is just as important to develop your own professional codes of conduct. Ultimately, ethics is about conduct.

For example, John Wesley’s code of conduct was, “Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can.”

The Rotary International uses a four way test as their code of conduct.

1. Is it true?
2. Is it fair to all concerned?
3. Will it build goodwill and better friendships?
4. Will it be beneficial to all concerned?

Johnson & Johnson has a credo to use as a code of conduct. You can find it at http://www.jnj.com/our_company/our_credo/.

A long habit of not thinking a thing wrong gives it a superficial appearance of being right. Thomas Paine
The Illinois Institute of Technology through their Center for the Study of Ethics in the Professions has created a web presence which includes many profession's codes of conduct at http://www.iit.edu/departments/csep/.

Dr. Chris MacDonald has gathered many resources together on writing codes of conduct at http://www.ethicsweb.co/codes/.

What is your professional code of conduct? Who are the stakeholders who are affected by your ethical behavior? How will you maintain ethical conduct in relation to these stakeholders?

I want you to identify 3 to 5 stakeholders who will be affected by your ethical behavior in your chosen profession. Name each stakeholder and why your behavior will affect them. Next prepare your professional code of conduct. There should be at least one statement expressing how you will conduct yourself ethically toward each stakeholder group. This assignment is due by February 21, 2006.

Additional Opportunity -- Have two people who are at least 18 years old and currently full-time employees, complete the survey at:

http://www.surveymonkey.com/s.asp?u=623621662339

On the survey, they will need to enter your name for the question: Who asked you to participate in this survey? This survey must be completed by February 14, 2006 to count. If the survey is correctly and completely filled out you will be awarded 50 additional opportunity points for each person who completes the survey up to two people per student. During Week 5, this data in summary format will be used to look at others' views on ethics.

It is an open question whether any behavior based on fear of eternal punishment can be regarded as ethical or should be regarded as merely cowardly. Margaret Mead
Schedule of Events

Week 1 -- January 24, 2006
- Introduction to the Class
- Administration
  - Using Mays Portal
  - Using CPS
- Definitions
  - Legal/Illegal; Ethical/Unethical; Moral/Immoral
  - Ethical Dilemmas
  - Ethical Framework
- Common Dilemmas Everyone Faces

Week 2 -- February 7
- Values - What are they?
  - Values Exercise - Print a copy of Individual Values Worksheet located on the Mays Portal. Bring it to class.
  - What would I ask?
- Ethical Reasoning -- Complete the Excel spreadsheet on Mays Portal and then enter your results in the web page provided.

Week 3 -- February 21
- Thinking about What Is Right: Codebreakers

Week 4 - March 7
- Compliance Is Just the Beginning Video & Exercise Module

Week 5 - March 21
- Looking at Ourselves
- Looking at Others

That you may retain your self-respect, it is better to displease the people by doing what you know is right, than to temporarily please them by doing what you know is wrong.  

William J. H. Boetcker
ACCT 467 - Ethics in Business
Summer 2006

Instructor: Tim O. Peterson, Ph.D.
Office: 242 Wehner
Office phone: 845-4140
E-mail: top@mays.tamu.edu (The best way to reach me is by phone. I only log on to email once a day. If you send me an email please put ACCT467 in the subject line so I know the email is from this class.)

Office hours: Tuesday 1-3 p.m., or by appointment. Unless it is an emergency, please do not try to contact me from 7 a.m. until class time. During that time period, I am preparing for class.

Class dates: 5/30-6/2; 6/5-6/6; 6/12-6/13; 6/19/-6/20  This class meets on irregular dates. If you want to know why just ask.

Class time: 8:00 - 9:35 p.m. 184 Wehner

COURSE VISION: Changing the organizational world a few exemplars at a time.

COURSE MISSION: To develop our ethical capacity, so we can be proud of the organizations in which we are involved.

DESCRIPTION: Are unethical people bad apples in a good barrel or good apples in a bad barrel or bad people in a bad barrel? Dr. Linda Trevino (A&M '87) would argue that the answer to this question is not an "either/or" answer but is an "and/both" answer. Both an individual's character and the character of the organization influence the ethical decision making and behavior of the individual. This course attempts to make you aware of the many factors that effect ethical awareness, ethical reasoning, and ultimately ethical behavior.

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D = 600-699 points
F < 600 points

Since I believe that curving grades creates a false impression on how well you performed in my class, I do not curve grades. Please keep this in mind as you decide whether to do the additional opportunity. Your final grade will be based on the total number of points you have earned. It will not be rounded up to the next higher percentile. I only use total number of points to determine the letter grade awarded.

CLASSROOM PERFORMANCE SYSTEM (CPS) RADIO-FREQUENCY (rf) RESPONDERS: You will be required to purchase a CPSrf hand-held responder unit and pay an access fee to activate it. The $15 one semester registration fee covers activation for one or more courses during the semester. At the end of class, you may retain the responder or sell it to a student registered for a class using CPS next semester. I would also suggest purchasing an extra set of batteries.

I never try to teach my students anything, I only try to create an environment in which they can learn. — Albert Einstein
After purchasing the responder, you will have to activate the unit:

- Click 'Students'
- Choose 'Texas A&M University'
- Enter the serial number of your CPSrf response pad (found under the battery compartment)
- Create your account
  - Be sure to enter your actual First Name and Last Name in the appropriate fields
- Enroll in the class
  - Ensure your UIN is entered in the StudentID field
  - Class key is L18959N869

ATTENDANCE POLICY: This class only meets ten times. After the first two class periods, each class will be worth 100 points. Fifty of those points will be earned by taking a retention check on the material covered during class. The other 50 points will be earned by being present at the end of the class period.

Both of these opportunities to earn points will use the CPSrf response unit. You will not be able to earn these points if you fail to bring your responder to class each morning. You will also not be able to earn these points if you fail to properly utilize your CPSrf responder during class (i.e. turning it on, electronically enrolling in class, responding to retention check questions, responding to attendance checks, etc.). I highly recommend reading the small but very informative instruction manual that comes with your CPSrf response pad. Battery failure prior to or during class will not be an acceptable excuse for failing to respond when requested. Again, it is the reason I suggest purchasing and having with you a spare set of batteries.

You are expected to attend every class just like you are expected to be at work every day. Since I feel that attendance is critical to learning and extremely important to this type of class, I award a 50 point attendance grade each learning period beginning with the third class. We will use the CPS responders to take a retention check (50 points) at the beginning of class and at the end of the period we will take an attendance check (50 points).

Never let your sense of morals get in the way of doing what's right.

Isaac Asimov
If you do not come to class, you may assume you have received a 0 for the class period unless you have one of the following approved absences:

(1) Participation in an activity appearing on the University authorized activity list.
(2) Death or major illness in your immediate family.
(3) Illness of a dependent family member.
(4) Participation in legal proceedings that requires your presence.
(5) Religious holy day that is recognized by the university.
(6) Confinement because of illness.
(7) Required participation in military duties.
(8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

If you miss class for one of these reasons, you must provide me with a memo plus supporting documentation to clear this absence from your record. I will only accept these memos for **one week after the absence** has occurred. Emails **will not** be accepted to clear absences. After one week, the attendance grade stands. If you have another reason (other than these seven) for being absent, you may submit a memo with supporting documentation requesting that the absence be removed from your record. These requests will be reviewed and approved or disapproved based on the justification given in the memo. I do not approve many other reasons for being absent. However, I do understand that you might feel there is a higher priority that requires you to be absent. I will accept your decision, but I want you to accept my decision to not award you points. To assist you in recovering these points, I created the additional opportunity. The additional opportunity allows you to **earn up to 100 points** that can be used to recover points lost because of unexcused absences, lack of involvement, or to recover points lost on a retention check or your code of conduct assignment.

*Man is unique in that he has plans, purpose and goals which require the need for criteria of choice. The need for ethical value is within man whose future may largely be determined by the choice he makes.* —George Bernard Shaw
If you come to class and respond with your CPS unit during the attendance check, you will be awarded 50 points. My assumption is that you have come to learn. However, to master a discipline we must do more that just show up. Attentiveness is also important. For example, showing up and then reading *The Batt., Fast Company*, or *The Wall Street Journal* will cause me to deduct points from your 50-points. Other things that could cause you to lose points would be sleeping in class, working on other work in class, or being rude and disruptive. However, if you are attentive during lectures, presentations, and discussions, you will retain your points.

Each class period starting with the third class, I will administer a retention check based on the materials we have covered. That includes reading materials, assignments, or even the syllabus. Each retention check will be worth 50 points. The only way to take these assessments is in class unless you have one of the eight approved absences. Otherwise, there are no make-ups.

**STUDENTS WITH DISABILITIES:** The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B118, or call 845-1637.

**ACADEMIC INTEGRITY STATEMENT:** "An Aggie does not lie, cheat, or steal or tolerate those who do." For information relating to the Aggie Honor Code, students are referred to the Honor Council Rules and Procedures effective September 1, 2004 on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**FACILITY POLICY:** We have a beautiful, state-of-the-art classroom here in Wehner. We want to maintain the high quality conditions of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, and TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the classroom or the building.

*Action indeed is the sole medium of expression for ethics.* Jane Addams
ASSIGNMENTS

Assessment -- The final retention check is an ethical assessment called Ethical Assessment.doc. I have emailed this assessment to you. This data is being used for educational purposes in this class and to assess the current ethical development of the students in the Mays Business School. To receive credit for your final retention check, complete this assessment before June 5, 2006. You must enter your UIN on the assessment to receive credit for this assessment as a retention check. After filling out the assessment make a copy for yourself that includes your responses and then turn in the original in class on June 5, 2006. We will use this data in class on a couple of occasions, so you should bring your copy of the assessment to class.

Professional Code of Conduct - In this class, you will develop your own code of conduct. We expect employers to establish guidelines for work-related conduct such as when to arrive and leave work and whether smoking is allowed. Organizations also develop ethical codes of conduct such as what kind of gifts you can accept or what constitutes a conflict of interest. As an individual, it is just as important to develop your own professional codes of conduct. Ultimately, ethics is about conduct.

For example, John Wesley's code of conduct was, "Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can."

The Rotary International uses a four way test as their code of conduct.

1. Is it true?
2. Is it fair to all concerned?
3. Will it build goodwill and better friendships?
4. Will it be beneficial to all concerned?

Johnson & Johnson has a credo to use as a code of conduct. You can find it at http://www.jnj.com/our_company/our_credo/.

A long habit of not thinking a thing wrong gives it a superficial appearance of being right.  

Thomas Paine
The Illinois Institute of Technology through their Center for the Study of Ethics in the Professions has created a web presence which includes many profession's codes of conduct at http://www.iit.edu/departments/csep/.

Dr. Chris MacDonald has gathered many resources together on writing codes of conduct at http://www.ethicsweb.co/codes/.

What is your professional code of conduct? Who are the stakeholders who are affected by your ethical behavior? How will you maintain ethical conduct in relation to these stakeholders?

First clearly define your chosen profession. Next, I want you to identify 3 to 5 stakeholders who will be affected by your ethical behavior in your chosen profession. Name each stakeholder and why your behavior will affect them. Next prepare your professional code of conduct. There should be at least one statement expressing how you will conduct yourself ethically toward each stakeholder group. The assignment needs to be typed and have a professional look and feel to it. If it is not typed or look professional you will loss one letter grade on this assignment. The assignment should first list your chosen profession and then list your stakeholders. By each stakeholder there should be the reason why your behavior will affect them. After that information, I should find your professional code of conduct. This assignment is due by June 13, 2006. I will deduct 20 points (10%) for every day that this assignment is late.

Additional Opportunity -- Have two people who are at least 18 years old and currently full-time employees, complete the survey at:

http://www.surveymonkey.com/s.asp?u=859892189922

On the survey, they will need to enter your name for the question: Who asked you to participate in this survey? This survey must be completed by June 6, 2006 to count. If the survey is correctly and completely filled out you will be awarded 50 additional opportunity points for each person who completes the survey up to two people per student. During the last class period, this data in summary format will be used to look at others' views on ethics.

It is an open question whether any behavior based on fear of eternal punishment can be regarded as ethical or should be regarded as merely cowardly.  

Margaret Mead
Schedule of Events

Week 1 -- May 30-June 2, 2006
- Introduction to the Class
- Definitions
  - Legal/Illegal; Ethical/Unethical; Moral/Immoral
  - Ethical Dilemmas
  - Ethical Framework
- Role Clarification - What do you need to know?
- Administration -- Using CPS
- Common Dilemmas Everyone Faces

Week 2 - June 5-6, 2006
- Values - What are they?
  - Values Exercise - Print a copy of Individual Values Worksheet I emailed to you. Bring it to class.
  - What would I ask?
- Ethical Reasoning -- Complete the Excel spreadsheet I emailed to you and then enter your results in the web page provided no later than June 2, 2006.

Week 3 - June 12-13, 2006
- Thinking about What Is Right: Codebreakers

Week 4 - June 19-20, 2006
- Compliance Is Just the Beginning Video & Exercise Module
- Looking at Ourselves
- Looking at Others

That you may retain your self-respect, it is better to displease the people by doing what you know is right, than to temporarily please them by doing what you know is wrong. — William J. H. Boetcker
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of European and Classical Languages and Cultures.

2. Course prefix, number and complete title of course: FREN 414. Contemporary French Film and Media.

3. Change requested:
   a) Prerequisite(s): From FREN 300 and an additional 3 hrs at 300-level To FREN 202 or approval of instructor.
   b) Withdrawal (reason)
   c) Cross-list with EURO FILM 425
      Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.

4. Complete current course title and current course description: FREN 414. Contemporary French Film and Media. Examination of the production, dissemination, and interpretation of French culture through film, television, radio and newspapers, with special attention to the politics of mass culture in France; analysis of the language specific to each medium; conducted in French.

5. Complete proposed course title and proposed course description (not to exceed 50 words): FREN 425. French Film. Overview of French cinema from its origins to the present; interpretation of French cultural history and politics through film; taught in English.

6. a) As currently in course inventory:

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   Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
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   Approval recommended by:
   [Signature] 9/26/06

   Chair, College Review Committee Date: 1/5/07

   Head of Department (if cross-listed course) Date: 9/26/06

   Dean of College Date: 1/5/07

   Submitted to Coordinating Board by:
   [Signature] Date: [Date]

   Dean of College Date: [Date]

   Director of Academic Support Services Date: [Date]

   Effective Date: [Date]

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-873-722 of 23 C

OARAS-504
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Women's Studies Program.
2. Course prefix, number and complete title of course: WMST 481, Senior Seminar in Women's Studies

3. Change requested:
   a) Prerequisite(s): From WMST 200 or approval of instructor To Senior classification or approval of instructor
   b) Withdrawal (reason)
   c) Cross-list with
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Senior Seminar in Women's Studies. Survey of key feminist texts; history of women's thought with emphasis on post-World War II feminist theory; analysis of recent landmark texts and contemporary theories, with attention to the diversity of women's ethnic, class, sexual and cultural experience; application of theories to current debates and controversies.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Senior Seminar.
   Inquiry-based investigation of an issue, problem, or question, using gender or feminism as the organizing principle for analysis; methods and materials of scholarship in the field; includes opportunities for student research.

6. a) As currently in course inventory:

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   Level

Approval recommended by:
Claudia Nelson 9/21/06
Chair, College Review Committee 11/5/07

Head of Department Date
Head of Department (if cross-listed course) Date
Submitted to Coordinating Board by:
Dean of College Date

Director of Academic Support Services Date
Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OARAS-504
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