

Cultivating Ethical Business Decision-Makers

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DANIELS FUND
ETHICS INITIATIVE
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UCCS
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UNIVERSITY OF COLORADO **COLORADO SPRINGS**

It Took a Village

- UCCS Daniels Fund Ethics Initiative team for financial and moral support
- The Jewish National Fund Faculty Fellowship Program that connected me to the Education team at Yad Vashem
- Current Ethics Fellows who provided me with valuable input and support

Agenda

Overall Objective

Lecture & reflecting

Reading & reflecting

Seeing & reflecting

Ethical decision-making

Overall Objectives

To sensitize study abroad students to Munich about the Holocaust.

To utilize the UCCS Daniels Fund Ethics Initiative to provide an ethical framework to help our community intellectually process genocide.

To help our students recognize how businesspeople enabled, assisted, and empowered government actors to perpetrate these heinous acts.

To prevent members of our community from becoming collaborators in future atrocities.

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**Lecture:
International
Holocaust
Remembrance
Day**

Presentation by Ms. Hailey Sharon-Dilman on
genocides and the Holocaust on Jan 25th.

Hybrid event for the university community.
Required for my students.

Audience members and my students are given
specific questions related to genocides and Daniels
Fund Ethics Initiative principles

Defining genocide

CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE. ADOPTED BY THE GENERAL ASSEMBLY OF THE UNITED NATIONS ON 9 DECEMBER 1948

Article I: *The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.*

Article II: *In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such :*

- a. *Killing members of the group;*
- b. *(b)Causing serious bodily or mental harm to members of the group;*
- c. *Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;*
- d. *(d)Imposing measures intended to prevent births within the group;*
- e. *Forcibly transferring children of the group to another group.*

responsible rulers, public officials or private individuals.

Identifying a Common Genocidal Process

CLASSIFICATION/ DEHUMANIZATION	<ul style="list-style-type: none">- Antisemitic Propaganda distributed by the Nazis (newspapers, Radio)- Legislation (bans from work, legal separation)- Forcing to wear the Yellow Star Badge
ORGANIZATION/ PREPARATION	<ul style="list-style-type: none">- Ghettoization- Deportations- Transit Camps- Wansee Conference
PERSECUTION/ EXTERMINATION	<ul style="list-style-type: none">- Mass murder begins with the beginning of the war on the Eastern front, starting in June 1941- Murder Fields- Death Camps- Death through labour

Lecture Questions

1. One of the Daniels Fund principles is the Rule of Law. Were any of the genocides considered legal in the countries in which they occurred?
2. Other than the Rule of Law, how did a **civil servant's (military, police, bureaucrat, etc.)** lack of adherence to other Daniels Fund principles help create the conditions for the genocide? Name the principle(s) and elaborate.
3. Other than the Rule of Law, how did a **civilian or group of civilians'** lack of adherence to the Daniels Fund principles help create the conditions for the genocide? Name the principle(s) and elaborate.
4. Other than the Rule of Law, where do you find examples of **civil servants** adhering to the Daniels Fund principles? Name the principle(s) and elaborate.
5. Other than the Rule of Law, where do you find examples of a **civilian or group of civilians** adhering to the Daniels Fund principles? Name the principle(s) and elaborate.
6. Did any country, foreign group, or individual act upon Daniels Fund principles when confronted with evidence of genocide? Name the principle(s) and elaborate.
7. Have you ever faced a situation where you had to decide whether to stand up to someone doing the morally wrong thing, even though they have more power than you? If so, what did you do? If not, what would you do?
8. How can you use the Daniels Fund principles to determine how to handle your own moral dilemmas in the future?

Example of a partial student response

To me, the most obvious Daniels Fund principles to which civilians and groups of civilians did not adhere in order to create conditions for the genocide are respect and fairness. There is no moral justification for how the victims of the Holocaust were treated by civilians. Fairness implies equitable and just relationships, and the relationships that many civilians had with the victims of the genocide was tenuous and apathetic at best. The manipulation of the press by the government in Germany at the time of the genocide also sewed a lack of trust between civilians and the genocide's victims. This is exemplified by the wildly antisemitic caricatures spread by the Nazi party and by events like Kristallnacht. This distrust between German civilians and the Jewish population created a sense of indifference that allowed the Nazi party to continue their heinous streak of actions.

Reading:
Night by Eli
Weisel

Book: Recommended during a visit with the Yad Vashem Education Department in the summer of 2022.

Goal: Intellectually and emotionally connect students to the protagonist.

Activity: Adapted from a Teacher's Resource Guide for Night -- Part of the "Witnesses to History" series produced by Facing History and Ourselves & Voices of Love and Freedom, Harvard Graduate School of Education

Night Activity

1

Before reading book:

Write a list of memories, experiences and ideas that have shaped your own identity

2

As they are reading book:

Note how the boy's view of himself as a witness and messenger changes over time. Note the moments of change in his identity (i.e., shifts in how he describes himself or his attitudes).

3

After reading book:

Reflect on how your own story/identity and your role as both a witness of the world around you and a messenger of your story has changed over time.

Night Paper

Write a 3–5-page paper delving into the relationship between our stories and our identities. Please address the following issues:

What are the big moments of the boy's life and your life?

What are the similarities and differences between your story and the boy's story?

What were the biggest takeaways from your perspective from this assignment?

ASSIGNMENT RESULTS

Outcomes:

- Create empathy through personalization
- Provide a context for the Dachau visit

Wide ranging responses from extremely personal, thoughtful responses to more academic responses

Dachau visit

As part of the study abroad class to Munich in March 2023, we will take a guided tour of the former concentration camp.



Post Dachau De-Briefing

Objective: To address any emotional or intellectual reactions to seeing a concentration camp for the first time. Give students a chance to talk through their impressions and how they may be feeling.

Semi-structured prompts: I will have a list of prompts to try to get them talking.

Location: Small conference room at our hotel

What are your feelings and thoughts about Dachau?

Should concentration camps be tourist destinations?

How can we reconcile the magnificent examples of German culture in castles, museums, architecture with the monstrous behavior of the Nazi government?

How will this experience affect your business decision making in the future under tough ethical circumstances?

Potential Debriefing Topics

So much more than a trip

Started down this path with a small study abroad trip in mind

Ethical topics are complicated. POV matters.

Different modes of communicating the information and getting students to interact required

Stark but important lesson in business ethics and cross-cultural communications

Any feedback would be appreciated!

Thank you!