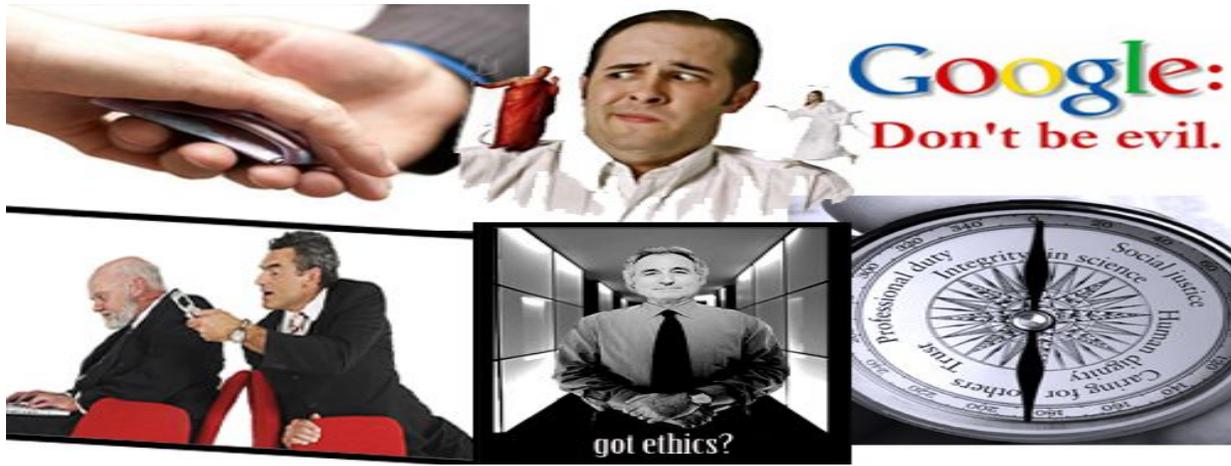


Business Ethics Syllabus (2018)



COURSE INFORMATION

Course Title and number: Business Ethics, PHIL207

Meets: Tuesday and Thursdays, 9:30-10:45am, 102 O'Connell

3 credit hours; no prerequisites

Instructor: Dr. Wm Mark Smillie, Professor, Philosophy Department

Contact Information: Office: 142 St Charles Hall | Email: msmillie@carroll.edu | Phone: 447-5416

Communications and Availability

Fall 2018 Office Hours: MWTh, 2:30-4:30; Fri, 2:00-3:30; & by appointment.

For issues about this course, students can contact me before/after class, at my office hours (posted above), by phone or email (either Carroll email or through Moodle email). I will respond to email and phone inquiries within one business day (Saturdays and Sundays are not business days). I will post notifications about the course in the Moodle News Forum. Students should also be aware of the Moodle Calendar that announces assignment deadlines.

Reading Materials

Kevin Gibson, *Ethics and Business: An Introduction*. Cambridge University Press, 2007. ISBN: 978-0-521-68245-9. *A case-based approach to business ethics that divides the topic according to main ethics themes, like responsibility, rights, autonomy, beneficence, feminism, and capitalism.*

All other required reading will be available FOC on Moodle. You are responsible for accessing these and having access to a copy for class.

Course Description

Business Ethics studies moral dilemmas and problems that arise in business and considers the defensible ways to apply ethical principles and standards to business. Ethics is also about good and bad, and about how best to live meaningful lives, so the course will also raise larger social and individual questions about the role of a business life in human life. The course hopes to develop and deepen the student's understanding of our

moral obligations to each other, the importance of moral character in business, and the good the business promises to bring to society.

Course Procedure

This course includes the identification of action-guiding principles appropriate to business, such as responsibility, rights, autonomy and beneficence, which form the basis for making reasonable decisions that honor our moral obligations to each other. This course will consider the role of virtue and integrity in business success, as well as identify obstacles to developing moral character in business.

Prerequisites

There are no prerequisites for this course. I do assume that students have the basic knowledge about ethics and morality that anyone in our society possesses. However, no formal preparation in ethics is expected or required. We shall begin with an overview of ethics itself before moving into a more focused consideration of business ethics.

COURSE ELEMENTS AND GOALS

Learning Objectives

As a result of reading course texts, and participating in lecture presentations and class discussions, students will identify and apply ethical principles to human decisions typical of business; analyze ethical positions taken on these matters; and formulate moral defenses of decisions, by completing course activities, written analyses, tests and exams, and a review of a movie relevant to business ethics.

- **Readings:** After purchasing the required course texts or accessing them on Moodle, students will identify ethical principles and issues, through mindful reading of assigned material prior to class.
- **Activities:** After studying assigned readings and attending class meetings, students will analyze and critically reflect on ethical principles and positions by participating in class discussions, completing in-class activities, and diverse on-line Moodle activities.
- **Tests:** After participating in class discussions, reading assigned texts and completing course activities, students will synthesize and express their understanding of business ethics by completing tests consisting of matching, true/false, and essay questions.
- **Movie Review:** After completing course readings and activities, students will analyze and assess elements of business ethics in a pre-approved, content-relevant film, orally presenting their conclusions in a “pechka-kuchka” style presentation to the class.
- **Written analyses:** After completing course readings and activities, and studying techniques for ethical argumentation, students will research scenarios and formulate argumentative responses that withstand criticism in defense of ethical positions, in assigned written essays.

Disclaimer regarding these objectives:

- 1) Students may vary in their competency levels on these abilities.
- 2) Students can expect to acquire these abilities only if they honor all course policies, attend class regularly, complete all assigned work on time and in good faith, and meet all other course requirements and expectations.

Fulfillment and Assessment of the Learning Objectives

Preclass Activities on Moodle (10%): These activities will be posted to Moodle and are typically due **before**

our class meetings. Students will receive credit for these activities based on their responses to the particular questions in the assignments. These activities will include summaries, quiz questions, and more reflective essay-style questions. At the beginning of semester, you will have multiple opportunities to complete the activities to score full points; after mid-semester, subsequent attempts will result in the mean grade for all attempts. Two lowest scored assignments will be dropped prior to calculation of the final grade.

Tests and Exams (30%). There will be a midterm (15%) and a final exam (15%). Students will receive credit for correct answers on “objective” questions (questions with predetermined answers); students will receive a grade for essay-style questions on a rubric made available in advance of the test.

(Business) Ethics at the Movies Reviews (10%). Students will receive credit for their presentation based on a rubric made available in advance of the assignment.

Written Papers (30%): Students will write two argumentative essays for this class (each worth 15%). They will be based on the case studies in our text book. Students will receive a grade according to a rubric made available in advance of the assignment.

Research Paper (20%): Students will research and defend a response to a contemporary business ethics issue. Students can choose from different topics. This paper will be due at the end of semester.

Final Grade Calculation

<u>Percentage pts</u>	<u>Grade</u>	<u>Percentage pts</u>	<u>Grade</u>	<u>Percentage pts</u>	<u>Grade</u>
93-100.....	A	80-82	B-	60-69	D
90-92.....	A-	77-79	C+	Below 60	F
87-89.....	B+	73-76	C	P/F Grade	D (60)
83-86.....	B	70-72	C-		

Course Routine and Participant Expectations

This class works on four-week cycles; after one is finished, we start again. There are four iterations of this cycle during the semester. The cycles are not equal in the amount of class meetings.

W	DATE	TOPIC
1-3	T	Complete Assigned Reading and Activities 1-5 (as scheduled! See course calendar) by 8:30am Tuesday. Attend class
	Th	
4	T	Complete Assigned Reading and Activities (as scheduled!) by 8:30am Tuesday. Attend class
	Th	Complete paper assignment (Cycles 1 and 30; Take midterm in Cycle 2; Present Movie Reviews as scheduled in Cycles 4 & 5. The research paper includes various deadline dates through Cycles 3, 4, and 5 is due at the end of semester. The Final is due the time scheduled by the registrar.

Planned Course Calendar**EAB= Ethics and Business, Kevin Gibson**

CY*	DATE	CLASS TOPIC/ASSIGNMENT
1	Aug 23	Introduction to the Course. Recognizing ethics in business? What is good business?
	Aug 28	Overview of business ethics. Reading assignment: EAB, Chapter 1. Complete Activity #1.1 by 8:30am
	Aug 30	Overview of business ethics. Reading assignment: EAB Chapter 1, especially the case study on pornography.
	Sep 4	Ethical Theory. Reading assignment: EAB, chapter 2, pgs 27-44 esp. Complete Activity #1.2 by 8:30am
	Sep 6	Ethical Theory. Reading assignment: EAB, chapter 2, pgs 44-51 esp. In class: "Can Ethical Theory Help?" (video). Case at end of the chapter.
	Sep 11	Writing Ethics papers. Reading assignment: "Writing Philosophical Arguments," "Good Arguments," "Logically Valid Arguments," "Moral Theories." (See links on Moodle) Complete Activity #1.3 by 8:30am
	Sep 13	No Class Meeting!
	Sep 18	Fundamental framework of capitalism. Reading assignment: EAB, Chapter 3. Complete Activity #1.4 by 8:30am
	Sep 20	Ethical implications of Capitalism (Case analysis). Reading assignment: EAB, Chapter 3 and "The social Responsibility of Business is to Maximize profit" (on Moodle).
2	Sep 25	Is Greed good? Reading assignment: Readings on greed (Schlimmel and DeYoung and Capizi) [avail on moodle]. In class: "Greed: Is it Necessarily Bad?" (video). Complete Activity #2.1 by 8:30am
	Sep 27	Feminism: is the workplace model unfair? Reading assignment: EAB, Chapter 4. Complete Activity #2.2 by 8:30am. Writing assignment due Sunday, Sept 30.
	Oct 2	Feminism case analysis. Reading assignment: EAB, Chapter 4
	Oct 4	Responsibility: being responsible and the types of responsibility. Reading assignment: EAB, Chapter 5. Complete Activity #2.3 by 8:30am
	Oct 9	Responsibility case discussion. Reading assignment: EAB, Chapter 5 Movie Review Schedule published.
	Oct 11	Midterm Exam
	Oct 16	Midsemester Break: NO CLASS. Midterm grades are posted on October 18
3	Oct 18	Salesmen of conscience and integrity? Reading assignment: "The Ethics of Sales." [on moodle]. Activity #2.4 by 8:30am
	Oct 23	Rights. Reading assignment: EAB, Chapter 6. Complete Activity #3.1 by 8:30am
	Oct 25	Rights: hamster case discussion. Reading assignment: EAB, Chapter 6
	Oct 30	Autonomy. Reading assignment: EAB, Chapter 7. Complete Activity #3.2 by 8:30am
	Nov 1	Autonomy case discussion. Reading assignment: EAB, Chapter 7. Paper due Sunday Nov 4
	Nov 6	Movie Review Presentations.

	Nov 8	Beneficence and corporate responsibility. Reading assignment: EAB, Chapter 8. Complete Activity #3.3 by 8:30am
4	Nov 13	Beneficence case. Reading assignment: EAB, Chapter 8.
	Nov 15	Reading assignment: "Is Walmart Good or Bad for America." Video in class. Complete Activity #4.1 by 8:30am
	Nov 20	Movie Review Presentations
	Nov 22	Thanksgiving Break: NO CLASS
	Nov 27	Business and the Environment. Reading assignment: EAB, Chapter 8. Complete Activity #4.2 by 8:30am
	Nov 29	Business and the Environment case. Reading assignment: EAB, Chapter 8. Complete Activity #4.3 by 8:30am
	Dec 4	Movie Review Presentations
	Dec 6	Final Day of class: Movie Review Presentations surveys, review for final
17	Dec 12	Final Exam: 8:00-9:45am (Wed)

GENERAL INFORMATION AND COURSE POLICIES

What philosophers do?

Ethics is a division of philosophy, and philosophers examine concepts and study arguments. In class and in your assignments and tests, you will examine fundamental concepts, and study arguments philosophers and others, including yourselves, have presented to defend various positions. Studying arguments includes identifying their parts, figuring out how they work, and judging how strong they are.

How much work will this class involve?

The workload is typical for any 3-credit college class workload. Our accreditation organization defines one college credit as one hour per week (of a semester) spent in class, plus two accompanying hours of outside work. (This is a typical definition.) Now you know why three credit classes meet close to three hours a week! And you also know that Carroll expects me to assign, on average, roughly 9 hours of outside class work per week. With seventeen weeks in a typical semester, that is 48 hours of class, and 144 hours of work outside of class. (wow: 192 hours total! Which is a little more than one week of out of your life.) I say "on average 9 hours a week" because the 9 hours a week includes time to read the assignments and complete reading assignments, but also the time to write the essays and complete the semester project, and time to study for exams; these times can vary through the semester as assignment and test deadlines approach. (Bonus fact: now you know that there is such a thing as "too much" work in a course, and you have a measure to actually make that complaint count. If you think I assign too much work, I am willing to sit down and discuss this with you in a data-informed way. I encourage you to do the same with your other classes!)

How does your class work?

Typically, I assign a reading for each class which is meant to introduce you to the topic for the class. In the reading you will see the concepts involved examined, positions clarified and staked out, and arguments presented for or against these positions. Class presentations and activities move from there; my plan isn't to represent or go over all the material you read, but to focus in on aspects of the topic that I believe are more difficult (so you require more help understanding), or are more interesting (at least to me), or to make connections between this topic and other topics we've studied, etc. My tests cover all the reading material, whether I've looked at it in class with you or not; so you do have a good reason to keep up with the readings. As you read, I encourage you to note the fuzzy areas for you, and raise questions in class (or with me at other times), particularly if we don't look at it in class.

Does it really matter if I do the readings?

Good question! A philosophy class is also a humanities class. So you can expect much of the outside work to involve reading and studying texts (as opposed to completing problems and labs in the sciences). I cannot verify that you did the reading, nor do I plan to do this. You should read because it keeps you informed about the course material, because it develops your thinking about the course material, because it helps you write more informed (better) essays for this class, and because the more you know about the material, the more interested you will be in it, and the more you will enjoy it. (Yes, people actually enjoy thinking about and trying to answer philosophical questions!) But remember that you are playing the long game here: You will often not get immediate feedback about your reading, no one will know if you really did the reading, and the immediate effect of reading is often not something that you will feel. (You will probably feel bad, because being confused makes us feel bad; however, it isn't necessarily something to feel bad about!) So that's my plug that you keep up with the reading as diligently as possible.

Do you have any advice for reading philosophy?

Yes! If you know what to expect, you'll do better at it. Here are the common suggestions that you will see if you searched this on google.

- Keep the general problem in your mind throughout the passage.
- Identify specific theses (or conclusions)
- Look for arguments offered to support the theses
- Remember that philosophers usually consider objections (opposition or challenges) to their arguments: be conscious of this fact and differentiate between the reasons offered to support a view and the objections (and replies) raised [this is often most difficult for beginners]
- Keep an inquisitive attitude while you are reading; don't accept things too easily. Try to work out what convinces you and why, and where you aren't convinced.

POLICIES***Basic Etiquette***

Please be on time for class! All students should practice good manners in class and show civility to all. A positive attitude is appreciated and a professional demeanor is expected. This includes such things as remaining alert (and awake!) in class, respecting and never interrupting others, limiting private conversations, turning cell phones off, and controlling your urges to text or use your electronic devices. Please, no eating or using tobacco products in class (a small beverage is allowed).

In team or group situations, students should cooperate with their team members and obtain their input when working on group exercises and projects. Most group work involves a required peer assessment of each individual's contribution to the group.

Absolutely no electronic devices are allowed during exams, and this includes cell phones, laptops, and mp3 players/devices. Laptops are allowed at other times during class, with the expectation that you are using them to participate in the class and not as a distraction.

Attendance And Tardiness

"Eighty percent of success is showing up." Attributed to Woody Allen

Regular attendance is a college policy (see College Catalogue). I keep attendance regularly and expect to be informed if some legitimate excuse keeps you from attending class.

Tardiness is disruptive to other members of the class, but I would rather you came to class late than not at all; so please slip into class quietly if you are late!

Please note: I will not grade assignments of students who do not regularly attend class. You have become such a student once you miss more than two class sessions during this term without informing me of a valid excuse.

Late exams/assignments: All assignments can be submitted electronically on Moodle, observing the deadlines posted there. Students having good reasons for missing a deadline or test should contact me in advance of the deadline. Good reasons include documented medical reasons, documented court obligations, and athletic team commitments, family emergencies. Deadlines will be reset to mutually agreed times in these situations.

I do accept late assignments (turn them in by email or hand if you cannot submit them on Moodle); I reserve the right to penalize them one letter grade, more if they are egregiously late (now there's a new word for you!) Missed exams should be retaken at the ARC within one week of the exam date (Students must make their own arrangements with the director of the ARC, and then inform me of their scheduled makeup date).

Institutional And Course Policies On Academic Honesty

Carroll College's policy on Academic Integrity is stated in both the CC Catalogue and in the Student Handbook. The policy reads: "Students at Carroll College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments, falsifies college records, or fails to give requested academic information on admission documents is subject to dismissal or other appropriate disciplinary action by the College." Students violating the policy will be referred to the Vice President for Academic Affairs. Please see these publications for the correct procedures to follow if you have questions concerning the conduct of this class or the grading procedures (other than a final grade).

I expect all my students to have the high standards of integrity expected by the college. A college classroom is a social environment and honesty, responsibility, respect, and even honor are key components for its success. Cheating, plagiarism, fabrication, deception, and complicity undermine our ability to enjoy and profit from this class.

Plagiarism is a particular act of fraud that merits more attention. Plagiarism is both stealing someone else's work and lying about it. It includes the following

- Turning anyone else's work (including other students') as your own
- Copying without giving credit (including copying from the internet)
- Not putting quotations in quotation marks
- Incorrectly identifying the source of a quotation

Plagiarism also includes copying the sentence structure of a source, even if you changed words, and copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

I will investigate all suspected cases of plagiarism, and will penalize all verified instances; the penalty can be as severe as immediate failure in the course. If you are unsure about whether some actions constitute plagiarism, please ask me.

Returning Work

I believe in the value of prompt feedback. My goal is to grade and/or return all assignments within 2 weeks of their due dates, if not sooner.

Making Up Missed Work

Tests and exams should be taken on the dates and place assigned. Tests missed for legitimate reasons will be retaken at the ARC, within one week of the exam date. Students must make their own arrangements with the director of the ARC, and then inform me of their scheduled makeup date prior to making up the exam. Final exams are scheduled and conducted according to the policies set in the College Catalogue (see pg 24).

Students having good reasons for missing a deadline or test should contact me in advance of the deadline. Good reasons include documented medical reasons, documented court obligations, and athletic team or other Carroll College commitments, family emergencies. Deadlines will be reset to mutually agreed times in these situations.

Grade Challenges And Appeal Policy

If you do not understand a grade you received, please seek clarification! Under no condition will a grade review result in a lowered grade. If you want to appeal a grade, please submit your appeal first in writing, explaining your question, or if you think your answer was correct, documenting that belief with evidence from the text. In the case where there is a rubric, please identify the assessments of the rubric that you believe are incorrect and why. After receiving your written request, I will review your documentation and the assignment and decide if a grade change is warranted, and return the test with some written comments. If your concern remains after that, then I will meet with you.

Office Hours

Office hours are not just for those in trouble. My office hours are a time for you to come talk to me informally, to ask questions about the material or assignments, to review graded work, to get suggestions for further reading, to discuss other topics related to the course. And if you are having trouble with the course work, we can talk about that too, of course. Make an appointment if you wish, or drop by during the posted times!

Campus Support Services

If you believe that you may need an accommodation based on the impact of a disability, please contact Kevin Hadduck, in order to discuss your specific needs and to determine a reasonable accommodation plan. You may contact Kevin Hadduck in the Academic Success and Disability Services Office, Borromeo Hall, Room 118 (phone: x4504; email: khadduck@carroll.edu).

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About Your Professor

I am a full professor in the Philosophy Department. I received a B.A. from Thomas Aquinas College (CA) in 1983; a Ph.D. in 1992, from the University of Notre Dame, where I studied Medieval Philosophy and the Philosophy of Human Being. I have taught at over a half-dozen institutions before I came to Carroll College in 1995.

I teach many philosophy courses here at Carroll, and I regularly teach Philosophy of Human Nature, Business Ethics, Bioethics, Environmental Ethics, and Medieval Philosophy. Recently I taught a course on the Philosophy of Artificial Intelligence, which would make a great second class if you are interested in the material in this class. My research interests are in Medieval Philosophy, especially the philosophy of St. Thomas Aquinas, and applied ethics. I have given papers/presentations on: Thomas Aquinas, Catholic Identity, God's Omnipotence, End of Life Decision-Making, using technology in the classroom.

I've been married 32 years and have eight kids (one Carroll grad!). I am involved in various community organizations in Helena and enjoy visiting historical sites, hiking, photography, building things from time to time (and even house remodeling).

Concluding Disclaimer

The above schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

Final Comments

I welcome everyone to the course. I'm glad you've chosen this class, and I promise to do my best to make it meaningful, useful, and enjoyable. Please feel comfortable giving me any comments or suggestions about the progress of the course as we go along. I am happy to make any adjustments to the course that I can.