

Educational Policies Committee

Course Proposal Form

Date: November 27, 2012

Submit Twenty-four Copies of this form with Attachments to the chair, Educational Policies Committee. The Registrar must assign a tentative number to the course.	
Department: Philosophy	Proposed course number: 2043
Course Title: Business Ethics	
Prerequisites: None	
Course Description : This course is an interdisciplinary study of some major moral issues involved in contemporary business policies and practices. Emphasis is placed upon the development of moral awareness and the use of moral principles in decision making	

Please answer the following:

Semester Credit Hours: 4 Graded or Non Graded: Graded Graded Letter Grade (A-F)
 Course will be offered?: Fall Spring 2014 Alternate Years Beginning? Not sure
 Will this course be offered in the Evening? Yes No X Do not know .

This course is designed to be: (check all appropriate lines):

- | | |
|--|---|
| <u> </u> a course to satisfy the University Core Requirement in <u> Ethics </u> | <u> </u> a Special Topics Course |
| <u> </u> a required course in the major | <u> X </u> an Honors course |
| <u> X </u> an elective for majors | <u> </u> an UR/CW course (UR/CW) |
| <u> </u> an experiential learning course (EL) | <u> </u> a Global Studies course (GBS) |
| <u> </u> a general elective for majors and non majors | <u> X </u> a service learning course (SL) |
| <u> </u> an information literacy (technology infused) course | <u> </u> new course |
| <u> X </u> existing course: | |
| <u> </u> combination of previous courses: | |
| <u> </u> meets Area I requirement | <u> </u> meets Area II requirement |

The following should be attached:

- (1) **Rationale** for the course: (a) How it **supports** the program. (b) If your course appears similar to other departments' offerings at HPU, how is your course **unique**? (c) **Similarity** or **uniqueness** relative to courses at other institutions?

Business ethics is, by its very nature, applied ethics. Students need to be able to understand how theoretical tools and cases learned in the classroom translate into the real world of business. If this cross-pollination doesn't occur, between classroom and boardroom, it can do a disservice to students' internalization of ethical lessons and their understanding of ethics' application in the real world.

(2) Do your attachments mention any **related changes**, such as changes in the departmental majors/minors and their associated catalog copy? Note: If you are **significantly revising a major**, please include a two-column before-and-after table, showing the current major and the proposed major. Also include your plan for students who will graduate using older catalog versions – new courses which substitute for ones you are dropping, etc.

(3) **Expenditures:** If the proposal requires expenditures beyond those covered by the current Dept budget, please attach a memo from the Dept chair to the Vice President for Academic Affairs, outlining the needs. For new majors, which typically require significant increases in library resources, please also consult with the Director of Library Services. **EPC approval of the proposal does not guarantee budgetary approval.**

(4) If the changes affect other department(s), include the **signed EPC Departmental Consultation form(s)** in which they acknowledge they have been consulted in detail (their signature does not imply approval).

(5) A **thorough syllabus** including:

- Course description
- course objectives (specific and clear)
- course texts and other reading requirements
- writing and speech detailed requirements (esp. if course is intended for Gen. Education credit)
- special projects, research, etc. required
- grading scale and % of grade from each assigned area
- instructional facilities other than classroom/lab
- a tentative week-by-week list of course topics

Approved		Date:	
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Department Chair

Reviewed		Date	
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Dean of your School/College

Reviewed		Date	
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Vice President for Academic Affairs

Philosophy 2043: Business Ethics Service learning & Honors Section

Instructor: Matthew Brophy
Email: mbrophy@highpoint.edu
Lecture: Mon/Wed/Fri, 2:40pm-3:40pm

Office: David Hayworth Hall #214
Office Hours: MWF: 1:25pm-2:25pm
Lecture Location: Norton Hall #101

Honors Section Objectives

Welcome to the Service Learning Section & Honors Section of Business Ethics!

This course is an interdisciplinary study of some major moral issues involved in contemporary business policies and practices. Emphasis is placed upon the development of moral awareness and the use of moral principles and theories in decision making. This will be an honors and service learning course. You must have a minimum of 25 hours of service learning, broken down below (only an estimate):

<u>Business Partner</u>		<u>PBEA Committee</u>		<u>Stakeholder Group</u>	
Total Hours	11	Total Hours	6	Total Hours	8
Meeting	3	Marketing Work	4	Interview	1
Application	6	PBEA Orientation	1	Service	6
Administration	2	Award Luncheon	1	Administration	2

Goals

Business ethics is, by its very nature, applied ethics. Students need to be able to see how theoretical tools and cases learned in the classroom translate into the real world of business. If this cross-pollination doesn't occur, between classroom and boardroom, it can do a disservice to students' internalization of ethical lessons and their understanding of ethics' application in the real world. Ethics is an everyday consideration in business, and it's perhaps more illuminative to see how executives of a Triad company perceive and pursue ethical business than doubling-down upon the theories of great moral philosophers. In essence, businesses are part of the community; they recognize civic responsibility. This service learning course will illuminate the interconnections of the many stakeholders of a business.

Business Ethics as Applied Ethics

Is it wrong for a tobacco company to market cigarettes to children? Can your boss fire you for posting "my job is so boring" on Facebook? Is selling an explosive car to consumers unethical? Are sweatshops morally justified? These are some questions that concern business ethics.

"Business ethics" is not an oxymoron: business and ethics do indeed intersect. We will consider some fundamental questions in this course, such as should a business simply seek to maximize profit at any cost, or does it have some minimal moral duties? Who ought to be the beneficiaries of business revenue: just stockholders or other "stakeholders" too, such as employees, suppliers, the community. In answering such questions, we will examine the classical business view of stockholder theory; in contrast, we will also consider some alternate views, such as "stakeholder theory."

The objectives of this course are to enable you to think critically about ethical issues in business; to present a multitude of business cases for you to assess; and to provide you with an ethical framework, which can help you ethically navigate in the business world. You will learn various moral theories that can be applied to ethics in business: Kantian ethics, utilitarianism, virtue ethics, entitlement theory, feminist ethics, Rawlsian theory, care ethics and desert theory, among others.

Each class meeting will generally consist of some lecture, small group discussion, overall class discussion, and, frequently, in-class activities – (e.g., considering case studies; answering study questions; constructing; trying to support a particular position on a given issue, etc.). In addition, significant time will be allotted for student teams to coordinate, report back to each other, and various associated activities relating to their service learning.

Integrative Service Learning Assignments

Reflection and analysis from one's service will manifest in the following two graded item types:

- **Reflection Assignments:** Numerous reflections upon service.
- **Team Presentations:** Present, with team, about your service learning experiences.

Reflection Assignments for Service Learning

- 1) Collect an ethical example offered from the partner company and consider the morally relevant features of that example, while applying at least three ethical theories in evaluation of how to respond to the ethical dilemma presented in the example. Then match up the students' evaluation with one arrived at by the business persons involved in resolving the dilemma, and compare/contrast.
- 2) Consider the ethics policies and/or practices of the partner company and how they relate to deontological duty, rights, character, or producing beneficial consequences. Alternatively, consider relevant governmental policies or programs of a governmental agency, and how they relate to the ethical aspects referenced above.
- 3) Identify the interaction between the partner business and one of its stakeholders (e.g., a non-profit or governmental agency). Speak to that stakeholder and articulate the ethical dimensions of that relationship, and how it demonstrates fidelity (via two or more ethical theories learned in class).
- 4) Consider an ethical failure in the industry as provided by the company or one of its stakeholders, where students will articulate the ethical dimensions of the example, and demonstrate how it violates two or more ethical theories.
- 5) Consider a success story from the partner company, where students will articulate the ethical dimensions of the story and how it demonstrates fidelity with two or more ethical theories.
- 6) As an applied philosophy course, ethical questions must require some self-reflection. For this reason, an additional core objective will be for students to engage in meta-analysis of their role and participation in the PBEA project: namely, a required assignment will ask students reflect on their

participation in the Piedmont Business Ethics Award. Students will need to self-reflect on whether or not they feel pressure to “spin” or “airbrush” their company for the award, and if so how they handle the dilemma. What are the ethical complications of such an ethics award, and their involvement in the application process? Do they perceive a moral dilemma in being asked (incentivized, or even pressured) into making companies look better than they are, so that the companies have a better chance of winning the award? After all, one might argue, that’s what the other students teams are probably doing, so isn’t it only fair to airbrush away the blemishes from their company and exaggerate the ethics of their practices? We will consider such common arguments (or, perhaps more accurately, “rationalizations”) and examine their logic and merit. Examining such pressures – in a real-life case in which they’re involved rather than a mere hypothetical case – could prove a singular learning opportunity for these students. Confronting this real-life dilemma in the course will surely help prepare them for similar dilemmas that they will undoubtedly face while pursuing careers in business, government – and even in non-profits. This sort of intentional meta-analysis should really make students think about their roles and participation, and its ethical dimensions.

- 7) Researching current business ethics articles in assorted business magazines, and applying ethical/philosophical analysis that relate to service learning. For example, how the ethical challenges confronting your company are reflected in other companies or a larger (or different) industry.
- 8) Consider your service for the Piedmont Business Ethics Award Committee. What are their goals? How do they seek to achieve their goals? Are those goals ethically optimal, or might there ethical problems related to their goals and means of achieving their goals? How are you contributing to those goals? What ethical issues might be associated with your contributions to the PBEA Committee?
- 9) In your experience with your PBEA partner business, do ethical values seem to merely be “public relations” to the company, or do they seem to be sincere, values deeply-embedded within the company? Explain your observations behind your assessment. Look at their company mission statement, and other documents (including any press releases or activities via a news search) to provide support for your assessment.
- 10) In working with your stakeholder partner (to be determined), do you feel that the associated company has any “fiduciary duty” to consider them in their decision-making? For instance, imagine that the company could maximize profits by suddenly severing all ties with that stakeholder partner. Would this be ethically ok, or does the company have some responsibility to the stakeholder partner? Explain reasons behind your assessment, citing either stockholder or stakeholder theory.

Grade Breakdown

Assignments: 20%
Team Presentations: 20%

Quizzes: 20%
Midterm Exam: 20%
Final Exam: 20%



***Laptops and cellphones
are banned from use in
class.***

Grade Scale: Tens System

97 to 100 = A+	93 to 96 = A	90 to 92 = A-	
87 to 89 = B+	83 to 86 = B	80 to 82 = B-	
77 to 79 = C+	73 to 76 = C	70 to 72 = C-	
67 to 69 = D+	63 to 66 = D	60 to 62 = D-	Below 60 = F

Required Texts

• *Moral Issues in Business*, 12th edition by Shaw/Barry

*Additional readings are on blackboard in the "required readings" folder under "content" (on the side)

Team Presentations: Multiple presentations by teams: (1) about team's company relating to the PBEA project (2) team's work with various stakeholder groups (3) about the service learning experience at the very end of the semester. (teams will be *different* for each of these three presentations)



Attendance Policy: Students receive three grace absences. If you miss a portion of any class, this will count as a full absence. ***Students who miss more than the three classes should be aware that these additional absences will negatively affect their grade. Any absences above 5 will result in the automatic failure in the participation portion of their grade, and possibly their involuntary withdrawal from the course.*** Documented verification for all absences should be kept, and must be furnished in the case a student exceeds the three grace absences, and is seeking an excused absence (e.g., verifiable doctor's note). If you anticipate missing more than three classes, you should not take this course at this time.

Blackboard & Email: ***You are responsible for checking the course website, and your HPU email, regularly regarding vital class info and completing any online reading.***

Quizzes: Each Wednesday, there will be an in-class quiz with five questions (multiple choice, true/false, fill-in-the-blank, or short answer). The questions will primarily focus upon the reading that was to have been read that day. Typically one or two of the questions will be on the lecture material from the previous class lecture notes. Quiz questions should be relatively simple if one has completed the reading and reviewed the previous class' lecture notes. The lowest **TWO** quiz grades will be dropped. Quizzes cannot be made up due to absence. Missing a quiz counts as a 0.

Midterm: This in-class exam will consist of both multiple choice and short answer questions.

Final Exam: The final exam will consist of both multiple choice and short answer questions.

Technology Issues: Tech issues are ***NOT*** an excuse for late, missing, or inaccessible work (i.e., files that cannot be opened by other computers). It is ENTIRELY each student's responsibility to safeguard yourself against possible technology failures – no exceptions. It is also the student's responsibility to know how to use Blackboard, and to double-check on a regular basis that all assignments and etc. have been submitted. If your assignment has been successfully submitted, blackboard puts in a  symbol (the green exclamation is for me: alerting me that it's been submitted & needs grading). If it has NOT been successfully submitted, there will be a  symbol. Do NOT email me at the end of the semester, telling me that you submitted a bunch of assignments on-time, but that Blackboard did not accept them: such assignments will NOT be accepted.

Late Assignment Policy: You can submit up to three late assignments to the three late assignment dropboxes. These late assignments will receive partial credit if they are submitted within three weeks of the original due date. Assignments over three weeks late will receive no credit.

Grading Standards: This course adheres to the grading standards as outlined by the University. If you are unfamiliar with the University's grading policy, please review these standards at the University web site. As a student, it is your responsibility to be aware of these policies. Students who do not sufficiently complete the coursework assigned in this course on time will receive an "F" grade. The grade "incomplete" will only be assigned in documented cases proving extreme circumstance.

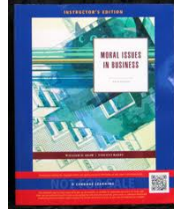
Grade = Total Points: Though I am a sympathetic person, ethics/integrity dictate that I cannot alter grades based on want or need. I can only give a student the grade he/she has earned, determined by the amount of points that student has accumulated throughout the course. So while I certainly do not want anyone to lose their scholarship, fail to make the dean's list, become disinherited by their parents, or to be deported, my sincerest sympathies cannot change the grade a student has earned. Lastly, there is no super extra credit at the course-end that can boost your grade. This is college.

Plagiarism, Cheating and Academic Integrity: Papers will be cross-checked with Internet materials as well as previous student papers in a database. If a student plagiarizes to any degree (from the Internet, other students, or elsewhere), that student will receive an F on that paper or assignment, and possibly further penalties consistent with the policy listed in our HPU student handbook. If you have any questions or are unsure about the policy, you can familiarize yourself with this information in the student handbook. Any suspected cheating on quizzes or tests will automatically result in an F on that quiz or test, and may result in failure in the course and/or reporting the student to the Honor Court.

Disability Services: The University is committed to ensuring equal learning opportunity for all students. Students who require academic accommodations due to a diagnosed disability must submit the appropriate documentation to Mrs. Irene Ingersoll, Coordinator for Disability Support, 405 Smith Library. Please inform her of your need for accommodations at the beginning of the semester. It is your responsibility as a college student to advocate for yourself. Accommodations are not retroactive.

Course Evaluation: Part of a student's participation grade requires that they complete the course evaluation at the end of the semester. This evaluation requires the student to reflect on the course, what he/she learned, and etc. Each student must forward me receipt of their course evaluation completion in order to receive the participation credit. These evaluations are anonymous and confidential – professors don't even get to read them until weeks after grades have been submitted.

Suggestion Box: Have any constructive suggestions or comments about class, but would rather provide them anonymously? Log in to yahoo mail. **User ID:** SuggestionBoxBrophy **Password:** student
And then send a message to me at mbrophy@highpoint.edu I will consider all suggestions or comments!



Course Schedule

*readings subject to change *with* prior notice

*page numbers refer to our course book. Bb refers to readings on blackboard

Week 1: Introduction: What is Business Ethics?

Mon (Jan 9): First class, no reading

Wed (Jan 11): Reading in course textbook: "It's Good Business" by Robert Solomon (36-45)

Fri (Jan 13): Intro to Shaw book, 2-13

First Reflection Assignment Due: Anticipated Value of Service Learning?

Week 2 Egoism & Entitlement

Mon (Jan 16): *Piedmont Business Ethics Award (PBEA)* Guest Lecturer

Wed (Jan 18): Intro & Egoism (56-62); The Ford Pinto (88-91)

*****Quiz #1 (there will be a quiz every Wednesday hereafter)**

*****Second Reflection Assignment Due**

Fri (Jan 20): The Libertarian Approach (in Shaw course book, 122-128); Nozick (Bb)

Week 3: Utilitarianism: Ought Business Promote the Good?

Mon (Jan 23): Utilitarianism (pp. 62-68)

Wed (Jan 25): Utilitarianism, Once More (pp. 80-81); Saint Walmart (Bb)

*****Third Reflection Assignment Due**

Fri (Jan 27): Chiquita in Columbia (Bb)

Week 4: Product Liability & Business's Duty to Others

Mon (Jan 30): Rich & Poor (Bb); Shaw, 74-80: "Other Nonconsequentialist Perspectives..."

*****Fourth Reflection Assignment Due**

Wed (Feb 1): "Product Safety...", Shaw, 294-305

Fri (Feb 3): Hot Coffee at McDonalds (329-330)

Week 5: Profits & Respect for Persons

Mon (Feb 6): Desert Theory (Bb)

*****Fifth Reflection Assignment Due**

Wed (Feb 8): Kant's Ethics (68-74); Kantian Ethics (Bb)

Fri (Feb 10): read case 1.1, "Made in the USA" (pp.31-33)

Week 6: Rawls, Distributive Justice and Corporate Social Responsibility (CSR)

Mon (Feb 13): Levi-Strauss (253-259)

Wed (Feb 15): Rawls (128-136)

*****Sixth Reflection Assignment Due**

Fri (Feb 17): Costco (Bb); Downsizing... (186-188)

Week 7: Business Should be Run for the Benefit of Whom?

Mon (Feb 20): Friedman's "Society Responsibility" (Bb)

Wed (Feb 22): "One Nation...Walmart (195-196); "Debating..." (236-244); Walmart articles (Bb)

*****Seventh Reflection Assignment Due**

Fri (Feb 24): Rival Views (Shaw, 230-236)

Week 8: Business As a Game: Marketing & Agency

Mon (Feb 27): Joe Camel & Children (Bb); Marlboro intro (Shaw, 293-294)

Wed (Feb 29): **Midterm Exam**

*****No Reflection Assignment Due**

Fri (Mar 2): "Pricing..." (Shaw, 307-320) <canceled>

Week 9 (Spring Break!)

Mon 5th – Fri 9th **NO CLASSES**

No Reflection Assignment Due this Week

Week 10: Advertising Ethics

Mon (Mar 12): Pontifical Council on Advertising (Bb)

Wed (Mar 14): Ads Directed at Children... (321-326)

*****Eighth Reflection Assignment Due**

Fri (Mar 16): "Is Business Bluffing Ethical?" (Bb)

Week 11 Cultural Relativism, Bribery; Sexual Harassment

Mon (Mar 19): Cultural Relativism (Shaw, 13-15) & TBA

Wed (Mar 21): "Bribes..." (Shaw, 546-551)

No Reflection Assignment Due this Week

Fri (Mar 23): Geletex (Bb)

Week 12: Unequal Opportunities in Hiring/Promotions

Mon (Mar 26): "Our Racist, Sexist Selves" (Bb)

Wed (Mar 28): Job Discrimination (606-619)

*****Ninth Reflection Assignment Due**

Fri (Mar 30): 'Harassment' at Brademore Electric" (Bb) "Sexual H..." (624-628)

Week 13 Employment at Will & Privacy

Mon (Apr 2): "Civil Liberties..." [Employment at Will] (Shaw, 416-431)

Wed (Apr 4): "Today's Challenges" [Employee Privacy] (Shaw, 473-485)

Fri (Apr 6): Good Friday Holiday – NO CLASSES

Week 14: Feminine Ethics & Care Ethics

Mon (Apr 9): *Easter Monday – NO CLASSES*

Wed (Apr 11): Read "Feminine Approaches to Ethics" (Bb)

*****Tenth Reflection Assignment Due**

Fri (Apr 13): Bumfights & Care Ethics (Bb)

Week 15: Virtue Ethics vs. Corporate Culture

Mon (Apr 16): Ring of Gyges (Bb); "Morality and Personal Lives" (Shaw, 19-20)

Wed (Apr 18): Virtue Ethics (Bb); Individual Integrity... (Shaw, 20-24)

Fri (Apr 20): ***Team Presentations on Service Learning, Day 1***

Week 16: Course Conclusion

Mon (Apr 23): ***Team Presentations on Service Learning, Day 2***

Final Exam: Date/Time to be announced