

	<p>School of Arts & Science HUMANITIES DEPARTMENT PHIL 330 - 002 Ethics in Business FALL 2014</p>
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COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/phil.html>

⚡ Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Megan Shelstad		
(b)	Office Hours:	5:00 - 5:45 Tuesday		
(c)	Location:	Young 312 Lansdowne (Tuesday)		
(d)	Phone:	370-3950	Alternative Phone:	
(e)	Email:	shelstad@camosun.bc.ca		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Summarize and evaluate central problems in business ethics.
2. Critically examine classical and contemporary solutions to these problems.
3. Make comparisons between various philosophical/ethical positions and have an overall sense of the history of ethics in general.
4. Take a philosophical/ethical position and support that position with good reasons (evidence).
5. Explain the relevance of ethics to everyday problems in business concerning beliefs and values, knowledge and justification.
6. Describe and critically assess specific cases and alternative solutions to contemporary ethical problems in business.

3. Required Materials

- (a) Texts: Shaw, W., Barry, V. and Panagiotou, S. 2010. *Moral Issues in Business*. First Canadian edition. Thomson Wadsworth.

4. Course Content and Schedule

002 Lansdowne - Lectures and seminars: Tuesdays -- 6 - 9 pm, **Young 217**

5. Basis of Student Assessment (Weighting)

- (a) Quizzes: 10% - 6 quizzes (2% each, best 5, **no make-ups**)
- (b) Exams: 20% - midterm test
30% - final test (in the exam period)
- (c) Other: 40% - seminar participation with case study or argument analysis homework (there are 11 seminars and you need to complete 10; so you can miss 1 but **no make-ups**)

- use the "TEMPLATE FOR CASE STUDY ANALYSIS" or the "TEMPLATE FOR ARGUMENT ANALYSIS" included in this outline except where instructions say otherwise. **CHECK YOUR READING SCHEDULE**)

- attendance - 1 mark, participation - 1 mark, written work - 2 marks

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED

Phil 330-001 Reading Schedule (from class text) to be done BEFORE class
(schedule subject to change if necessary)

Week 1 (Sept. 2): Introduction to ethics

Week 2 (Sept. 9): Seminar: Argument analysis: "The evils of multitasking," (Mark Evans) and "'Great' multitaskers usually pretty terrible at it: study," (Adriana Barton), both articles in www.the-globeandmail.com

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline).

Lecture: philosophical approach, Ch. 1: The Nature of Morality (p. 2 - 19)

Week 3 (Sept. 16): Seminar: Case 1.1 "Made in USA Can - dumped elsewhere" (p. 20 - 21)
OR Case 5.1 "Living and dying with asbestos" (p. 166 - 167)

USE THE TEMPLATE FOR CASE STUDY ANALYSIS (course outline).

Lecture: QUIZ 1 (on week 2 lecture material), Ch. 1 cont'd., arguments

Week 4 (Sept. 23): Seminar: Argument analysis: "It's good business," Robert Solomon (p. 23 - 29)

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Lecture: QUIZ 2 (on ch. 1 material), Ch. 2 – Normative Theories (p. 46 - 63)

Week 5 (Sept. 30): Seminar: Case 2.1 "The Ford Pinto" (p. 64 - 66)

ANSWER THE QUESTIONS AT THE END OF THE CASE

Lecture: QUIZ 3 (on ch. 2 material), Ch. 2 cont'd.

Week 6 (Oct. 7): Seminar: Argument analysis: "Buddhist economics," Schumacher (134)

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Lecture: Ch. 2 cont'd. and review

Week 7 (Oct. 14): ** MIDTERM TEST ** (Intro, ch. 1 & 2, Solomon, Shumacher, arguments)
*** NO SEMINAR ***

Week 8 (Oct. 21): Seminar: Case 3.1 "Eminent Domain" (96) OR Case 3.2 "Battling over Bottled Water" (97)

USE THE TEMPLATE FOR CASE STUDY ANALYSIS (course outline).

Lecture: 3 fallacies, Ch. 3 - Justice and economic distribution (p. 80 - 95)

Week 9 (Oct. 28): Seminar: Case 4.1 "Licensing and laissez-faire" (p. 127) OR Case 4.2 "Hucksters in the classroom" (p. 129)

ANSWER THE QUESTIONS AT THE END OF THE CASE

Lecture: QUIZ 4 (on ch. 3/Week 8 lecture material), 2 fallacies, Ch. 3 cont'd.

Week 10 (Nov. 4): Seminar: Argument analysis: "The greed cycle," Cassidy (174 - 181)

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Lecture: 3 fallacies, Ch. 4 – The Nature of Capitalism

Week 11 (Nov. 11): ****REMEMBRANCE DAY - TUESDAY NOV. 11 - NO CLASS****

Week 12 (Nov. 18): Seminar: Case 5.2 "Selling infant formula overseas" (168 - 169) OR Case 11.1 "Poverty and Pollution" (p. 408 - 499)

Lecture: QUIZ 5 (on ch. 4 material), 3 fallacies, Ch. 4 cont'd.

Week 13 (Nov. 25): Seminar: Argument analysis: "Why do we consume so much?" Juliet Schor (p. 388 - 392)

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Lecture: 4 fallacies, Ch. 5 – Corporations

Week 14 (Dec. 2): Seminar: Case 7.1 "Testing for Honesty" (247) OR Case 5.3 "Free speech or false advertising" (p. 171)

ANSWER THE QUESTIONS AT THE END OF THE CASE

Lecture: QUIZ 6 (on fallacies), Ch. 5 cont'd., review

****FINAL EXAM (Ch. 3, 4, 5 including Cassidy, Schor and Logic notes) in exam period****

SEMINAR DISCUSSIONS AND HOMEWORK (40%)

In seminar periods we will be discussing several cases and analyzing four different articles. Cases offer examples of various situations that have happened and provide the opportunity to practice our ethical decision-making skills. But they are just examples; they do not provide, by themselves, arguments for why we should or should not do any particular thing. For that we need the articles. The authors offer claims (conclusions) for which they provide reasons (premises) and evidence for why we should be convinced of the truth or likelihood of their claims.

You should employ all the usual rules of grammar, spelling, etc. as well as using an appropriate method of citation for any quotes you may use.

The following are the templates you are required to use when analyzing cases and articles. Occasionally you are required to answer the questions that follow a particular case in the book. Check the reading schedule.

1 mark for attendance, 1 mark for participation, 2 marks for written work

A). TEMPLATE FOR ARGUMENT ANALYSIS (summary and evaluation)

1. What is the author's main point(s)? What are they claiming and trying to convince you of? Be specific.
2. What main reasons (premises) does the author offer in support of the main point? Are these good reasons? Why? Are these reasons relevant to the author's conclusion? Be specific when answering these questions.
3. What evidence is offered in support of those reasons (premises)? Is the evidence good? Why? Is the evidence relevant to the author's reasons and/or conclusion? Be specific when answering these questions.
4. Does the author's argument(s) depend on specific principles? What are they (again, be specific)? Principles (including ethical principles) are general guidelines for behavior, what we should, or should not, do.
5. Does the author's argument(s) depend on any key beliefs or assumptions? Assumptions are claims or beliefs for which we do not offer reasons or evidence but they can provide a place to begin. Are these assumptions warranted or unwarranted? Explain why (again, be specific)?
6. What objections can you think of (use the textbook) to the author's claims or arguments? Are they good objections? Are they relevant? Did they already address them in the article in a convincing way?

B). TEMPLATE FOR CASE STUDY ANALYSIS

Manuel Velasquez' 7-Step model for evaluating and resolving an actual or potential moral problem

- 1. What are the relevant facts (those that pertain to the ethical issues)?**
 - try to be as neutral as possible; we all have biases.
 - it's impossible to know all the facts about a situation; you may have to make some reasonable assumptions.
 - facts need to be interpreted, by you and by others.

- 2. What are the ethical issues?**
 - an ethical issue is a point of debate or a question about what ought to be done in the situation; a very complicated case may raise a number of such issues.
 - these could be systemic, organizational or individual.
 - pay attention to your feelings or intuitions as well.

- 3. Who are the primary stakeholders?**
 - who is or will be affected by the decision?
 - the stakeholders could change depending on what course of action is taken.

- 4. What are the possible alternatives?**
 - what are the ways in which the issue could be resolved?
 - what courses of action could be taken?

- 5. What are the ethics of the alternatives?**
 - this is the core of ethical analysis and where our ethical theories are particularly useful.
 - each possible course of action should be evaluated, estimating how each alternative affects stakeholders.

- 6. What are the practical constraints?**
 - be specific

- 7. What action(s) should be taken?**
 - weighing all the factors so far considered, reach a conclusion about which alternative solution is best.
 - how would you implement the decision; this requires a reasonable amount of detail and specificity.
 - you should be able to explain your decision to others

And lastly, if you made this decision, would you be proud or ashamed if others found out what you did? What would your mother think?

PHILOSOPHY 330 – LOGIC NOTES

DEFINITIONS

Statement – a sentence with a truth-value (true or false).

Argument – a set of statements one of which (the conclusion) allegedly follows from the others (the premises).

An argument is **deductive** if the conclusion follows **necessarily** (that is, if the premises are true the conclusion **must** be true).

Deductive arguments are evaluated as **valid** (the structure is such that if the premises are true the conclusion **must** be true – necessarily) and **sound** (the argument is valid **and** the premises are true).

An argument is **inductive** if the conclusion follows **probably** from the premises. Some types of inductive arguments are 1) **statistical** 2) arguments from **analogy** (making a claim about something you don't know based on its similarity to something you do know) 3) arguments from **example** (making a claim about a whole class of things based on one or more individual cases).

Inductive arguments are evaluated as **weak** or **strong** and **cogent** (premises are **relevant**, **reliable** and **sufficient**).

INFORMAL FALLACIES – errors in reasoning

These alleged “arguments” are fallacious because they misuse language and mislead us. Some give reasons for their claims that are not relevant. Others make inappropriate causal claims. Some are just ambiguous. The following is a selection: there are many more. (Wikipedia is fine for looking for examples of these or others.)

Appeal to the majority – arguing that because something is popular it is true or good.

Begging the question (circular) – implicitly using your conclusion as a premise.

False alternatives or false dilemma – excluding relevant possibilities.

Complex (“loaded”) question – posing a question/issue in such a way that a person cannot agree or disagree without committing to some other claim you wish to promote.

Ad personem (ad hominem), “to the person” – using a negative trait of a speaker or their circumstances as evidence that their statement is false or their argument is weak.

Straw person (man) – trying to refute one proposition by arguing against another or characterizing the opposing view in such a way that it’s easy to refute.

Slippery slope – distorts the opposing view by claiming that the view has inevitable “bad” consequences.

Appeal to tradition – arguing that because something has been done a certain way for a long time it shouldn’t be changed.

Appeal to ignorance – arguing that a claim is true because it has not been proven false.

Appeal to pity – using an emotional appeal to argue for the truth of a claim.

Hasty generalization – using individual characteristics and applying them to the “whole,” for example, stereotyping.

Appeal to force – based on threat or coercion.

Appeal to authority – testimonial evidence used when credibility or expertise has not been established.

Post hoc ergo propter hoc (“after this therefore because of this”) – inferring a cause from a temporal connection.

Equivocation – using the same word but with two different meanings.

Philosophy 330 – Diagnostic survey

Your Name: _____ Your program: _____

1. Would you rather work for a company (A) that welcomed input from employees and allowed you to speak your mind at meetings, etc. or at a company (B) that has a more “top-down” approach where employees are expected to follow the direction of the leader or employer and only offer input through indirect channels?

2. A toy puck and a hockey stick cost \$1.10 in total. The stick costs \$1 more than the puck. How much does the puck cost?

3. Name someone that you admire a great deal for their moral character or behaviour (famous or not). Why do you admire this person? (try not to choose your parents)

4. Is ethics fundamentally different for the business world than it is for other areas of life? Why or why not?

5. Are there some things that are absolutely morally wrong no matter what? Name one.

6. Name a behaviour that you think is unethical but not illegal.

7. Approximately how much annual income do you need to be happy? (numerical estimate) Why?

8. Is everyone's morality just as good as everyone else's? Why or why not?

9. What would you do if your boss told you to do something you thought was unethical? Can you think of an example?

10. Should there be limits on CEO's salaries? Why or why not?

11. What do you want most for your children's lives? (if you have them, if you plan on having them or, if you don't plan on having children, use your imagination)

12. If it takes five machines five minutes to make five widgets, how long would it take 100 machines to make 100 widgets?

13. What sorts of things (if any) would you include as part of the "common good"?

14. Does morality only apply to human beings? Why or why not? If not, what else does it apply to?

15. What is a "code of ethics"? Why do companies and institutions have them?

16. Are people naturally morally good or does it have to be learned?

17. Can an atheist (one who does not believe in a divine supernatural being) live a moral life? How?

18. What general "rule" do you use when you are faced with a moral decision?

19. What qualities do you admire in a business leader?

20. There are three toy blocks stacked up. The top one is green and the bottom one is red. Is there a green block directly on top of a non-green one? a) yes b) no or c) cannot be determined.

21. If you have an apple pie to feed to 4 hungry children, what is the best way to divide it up? Why?

22. What are some of the things you value?

23. What do you think is the most important ethical issue in business today? Why?

24. Which of the following films have you seen and/or which would you like to see as part of our studies?

Black Gold (about Starbucks) ___ SEEN ___ LIKE TO

Inside Job (about the financial crisis) ___ SEEN ___ LIKE TO

The Corporation ___ SEEN ___ LIKE TO

Enron: The Smartest Guys in the Room ___ SEEN ___ LIKE TO

Startup.com (about the dot.com bubble) ___ SEEN ___ LIKE TO

Maxed Out (about the credit crisis) ___ SEEN ___ LIKE TO

Wal Mart: The High Cost of Low Price ___ SEEN ___ LIKE TO

Hot Coffee (about product liability, litigation) ___ SEEN ___ LIKE TO

Are there any other films you think it would be useful for the class to see?
