



School of Arts & Science
 HUMANITIES DEPARTMENT
 PHIL 330 – 001 and 002
 Ethics in Business
 FALL 2015

COURSE OUTLINE

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

Ω 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:	5:30 - 6:15 pm Tuesday or by appointment (Lansdowne) after class 12:00 pm Wednesday/Friday) or by appointment (Interurban)		
(c)	Location:	Young 312 Lansdowne		
(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: Grace, D., Cohen, S. and Holmes, W. 2014. *Business Ethics*. Canadian edition. OUP.

4. Course Content and Schedule

001 Interurban – Lectures: Wednesdays – 10:00 – 11:50 am CBA 210
Seminars: Fridays – Group A: 10:00 – 10:50, Group B: 11:00 – 11:50, Portable A, Rm. 101

002 Lansdowne - Lectures and seminars: Tuesdays – 6:30 – 9:20 pm, Young 325

5. Basis of Student Assessment (Weighting)

- (a) Quizzes: **10%** - 6 quizzes (2% each, best 5, **no make-ups**)
- (b) Tests: **30%** - midterm test
30% - final test (in the exam period)
- (c) Other: **20%** - seminar homework - case study or argument analysis (there are 11 seminars and you need to complete 10; so you can miss 1 but **no make-ups**). Homework (preferably typewritten) will be due at the beginning of class. It will be marked as **satisfactory or excellent**.

CHECK YOUR READING SCHEDULE FOR SPECIFIC INSTRUCTIONS.

10% - seminar attendance and participation

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 and 002 Reading Schedule to be done BEFORE class
(schedule subject to change if necessary)

Week 1 (Sept. 8 – 11): **Lecture**: Introduction to ethics, exercise, survey

Seminar: "Gyges' Ring," Plato (included with your course outline)

Week 2 (Sept. 14 – 18): **Lecture**: philosophy, Ch. 1: Ethical Reasoning in Business (1 – 22)

Seminar: Argument analysis: "The Moral Bucket List," David Brooks, Apr. 11, 2015, nytimes.com

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline).

Week 3 (Sept. 21 – 25): **Lecture**: Ch. 1 cont'd. (22 – 46)

Seminar: Case study: "Rogue sales reps or Standard thinking?" (Rob Carrick, July 5, 2012) **AND** "Financial advisers may not have your interests at heart" (Preet Banerjee, July 12, 2013). Both columns are from theglobeandmail.com.

USE Anthony Pagano's Six Tests (p. 308)

Week 4 (Sept. 28 – Oct. 2): **Lecture**: **QUIZ 1** (on chapter 1), Ch. 2: Dirty Hands (48 – 67)

Seminar: Case study: "An Uber Valuation Comes with Uber Problems," Ron Miller, December 16, 2014 techcrunch.com

USE The Laura Nash Model (p. 303 – 304)

Week 5 (Oct. 5 – 9): **Lecture**: **QUIZ 2** (on chapter 2), Ch. 3 Stakeholders (68 – 91)

Seminar: Case study: "The pitfalls of just-in-time scheduling" Bridget Ansel, January 27, 2015 equitablegrowth.org **AND** "Bell Mobility scraps unpaid internship program" Lee-Anne Goodman, August 8, 2014 theglobeandmail.com

USE The Mary Guy Model (p. 304 – 306)

Week 6 (Oct. 13 – 16): **Lecture**: **QUIZ 3** (on chapter 3), Ch. 4 Marketplace Ethics (92 – 108)

Seminar: Argument analysis: "The Corporate Tax Crackdown," Jeff Gray, Sept. 20, 2014 globeadvisor.com

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Week 7 (Oct. 19 – 23): ** **MIDTERM TEST** ** (chapters 1 – 4) *****NO SEMINAR*****

Week 8 (Oct. 26 – 30): Lecture: Ch. 5 Marketing and Advertising Ethics (109 – 132)

Seminar: Case study "Death of a garment worker" Sujeet Sennik, Jan. 18, 2013 AND "The real cost of cheap goods" Rob Carrick, Apr. 30, 2013 Both from theglobeandmail.com.

USE The Michael Rion Model (p. 304)

Week 9 (Nov. 2 – 6): Lecture: QUIZ 4 (on chapter 5), Ch. 6 Human Resources (134 – 151)

Seminar: Case study "Social media bring workplace harassment rules into play for men who lewdly heckled reporter" Tu Thanh Ha et al., May 12, 2015 theglobeandmail.com

USE The Kent Hodgson Model (p. 306 – 307)

****REMEMBRANCE DAY - WEDNESDAY NOV. 11 - NO CLASS****

Week 10 (Nov. 9 – 13): Lecture: Ch. 10 Codes of Ethics (216 – 244), CAUX (309 – 310)

Seminar: Argument analysis: "I solemnly swear ... to never become Bernie Madoff," Joanna Pachner, October 30, 2009 theglobeandmail.com

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Week 11 (Nov. 16 – 20): Lecture: QUIZ 5 (on chapter 6), Ch. 9 Accounting (188 – 214)

Seminar: Case study: "Watchdog 'shames' Victoria mutual fund dealer after he refuses to compensate clients," Andrew Duffy, April 9, 2013 timescolonist.com

USE The American Accounting Association Model (p. 302 – 303).

Week 12 (Nov. 23 – 27): Lecture: QUIZ 6 (on chapter 9), Ch. 8 Corporations (170 – 187)

Seminar: Case study: "A Different Path," Tavia Grant, Nov. 16, 2013 globeinvestor.com

USE The Cottell and Perlin Model (p. 307)

Week 13 (Nov. 30 – Dec. 4): Lecture: Ch. 11 The Environment (245 – 270)

Seminar: Case study: "Water is a precious commodity, but B.C. is just giving it away," Gary Mason, July 10, 2015 theglobeandmail.com

USE David Mathison: The Synthesis Model (p. 308)

Week 14 (Dec. 8): Lecture: What is a B Corp.? Seminar: Review, loose ends

****FINAL EXAM (Ch. 5, 6, 10, 9, 8, 11, no seminar cases or arguments) in exam period****

SEMINAR ATTENDANCE, DISCUSSIONS AND HOMEWORK (30%)

In seminar periods we will be discussing eight recent cases and analyzing three different articles.

Cases offer examples of various situations that have happened and provide the opportunity to practice our ethical decision-making skills. Each case will require that you apply a different ethical decision-making model from Appendix 1.

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 arguments, which we find in 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.

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

Check the reading schedule for specific instructions.

**1 mark (10%) for seminar attendance and
2 marks (20%) for written work (satisfactory or excellent)**

The following is a template you should use when analyzing the arguments in the three articles.

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. Use quotes if appropriate.
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 and, again, use quotes 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. Your evaluation of the author's arguments with reasons (again, be specific). 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?

The Ring of Gyges - Plato ***The Republic Book II***

Now that those who practice justice do so involuntarily and because they have not the power to be unjust will best appear if we imagine something of this kind: having given both to the just and the unjust power to do what they will, let us watch and see whither desire will lead them; then we shall discover in the very act the just and unjust man to be proceeding along the same road, following their interest, which all natures deem to be their good, and are only diverted into the path of justice by the force of law. The liberty which we are supposing may be most completely given to them in the form of such a power as is said to have been possessed by Gyges the ancestor of Croesus the Lydian. According to the tradition, Gyges was a shepherd in the service of the king of Lydia; there was a great storm, and an earthquake made an opening in the earth at the place where he was feeding his flock. Amazed at the sight, he descended into the opening, where, among other marvels, he beheld a hollow brazen horse, having doors, at which he stooping and looking in saw a dead body of stature, as appeared to him, more than human, and having nothing on but a gold ring; this he took from the finger of the dead and reascended. Now the shepherds met together, according to custom, that they might send their monthly report about the flocks to the king; into their assembly he came having the ring on his finger, and as he was sitting among them he chanced to turn the collet of the ring inside his hand, when instantly he became invisible to the rest of the company and they began to speak of him as if he were no longer present. He was astonished at this, and again touching the ring he turned the collet outwards and reappeared; he made several trials of the ring, and always with the same result-when he turned the collet inwards he became invisible, when outwards he reappeared. Whereupon he contrived to be chosen one of the messengers who were sent to the court; where as soon as he arrived he seduced the queen, and with her help conspired against the king and slew him, and took the kingdom. Suppose now that there were two such magic rings, and the just put on one of them and the unjust the other; no man can be imagined to be of such an iron nature that he would stand fast in justice. No man would keep his hands off what was not his own when he could safely take what he liked out of the market, or go into houses and lie with any one at his pleasure, or kill or release from prison whom he would, and in all respects be like a God among men. Then the actions of the just would be as the actions of the unjust; they would both come at last to the same point. And this we may truly affirm to be a great proof that a man is just, not willingly or because he thinks that justice is any good to him individually, but of necessity, for wherever anyone thinks that he can safely be unjust, there he is unjust. For all men believe in their hearts that injustice is far more profitable to the individual than justice, and he who argues as I have been supposing, will say that they are right. If you could imagine any one obtaining this power of becoming invisible, and never doing any wrong or touching what was another's, he would be thought by the lookers-on to be a most wretched idiot, although they would praise him to one another's faces, and keep up appearances with one another from a fear that they too might suffer injustice.

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, please)

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 corporate 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 "things" would you include as some of your "values"?

23. What are some of the most important ethical issues in business today (in your specific field or in general)? Why?