



School of Arts & Science
 HUMANITIES DEPARTMENT
 PHIL 330- 002
 Ethics in Business
 WINTER 2017

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:	after class as needed or by appointment		
(c)	Location:	CC118A Interurban, 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) Text: Shaw, W., Barry, V. & Panagiotou, S. 2010. *Moral Issues in Business*. 1st Cdn.ed. ThomsonWadsworth.

4. Course Content and Schedule

Seminars: Mondays: Group A – 8:30 – 9:20 a.m., Group B – 9:30 – 10:20 p.m. (Portable A, Room 101)

Lectures: Wednesdays– 8:30 – 10:20 a.m. with 10 minute break (Portable A, Room 101)

5. Basis of Student Assessment (Weighting)

Quizzes: 10% - 6 quizzes (2% each, best 5, **no make-ups**)
 Seminar attendance: 10%
 Exams: 20% - midterm test
 30% - final test (in the exam period)

Argument analysis homework: 15% - hand in 5, 6 opportunities (will be included on midterm or final exam)
 Case study homework: 15% - hand in 5, 6 opportunities (will **NOT** be included on midterm or final exam)

***See homework instructions included with this course outline.

Use "**TEMPLATE FOR CASE STUDY ANALYSIS**" or the "**TEMPLATE FOR ARGUMENT ANALYSIS**" except where instructions say otherwise. **CHECK YOUR READING SCHEDULE**)

(Excellent – 3, Solid – 2, Needs work – 1, no make-ups)

(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

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

Remember to turn OFF your cell phone for class and put it away. Laptops, ipads, etc. may be used for note taking only. See "Classroom Technology Use."
Camosun.ca/learn/school/business/current-students/documents/ClassroomTechnologyUse.pdf

Missing classes: if you miss a class due to illness or some other reason, it is not necessary to notify me unless a test (not a quiz) is missed. It is the student's responsibility to find out from another student what was covered. Check your reading schedule.

Policy on missed tests (not quizzes): make-up tests will be permitted only in cases of illness or personal crisis. Documentation is required.

Disruptive behaviour, such as carrying on conversations when the instructor or others are speaking, is a sign of disrespect and is not acceptable in class. See "Top 10 Professional Values."
Camosun.ca/learn/school/business/current-students/documents/top10-2014.pdf

Phil 330-002 Reading Schedule (from class text) to be done BEFORE class
(schedule subject to change if necessary)

QUIZZES WILL BE WRITTEN ON WEDNESDAYS (usually)

TYPED seminar homework DUE AT START OF SEMINAR MONDAY

NO EMAILED/LATE HOMEWORK ACCEPTED; seminar materials online or in textbook.

*****PHIL 330 Ethics in Business is NOT a D2L course*****

Week 1 (Jan.9, 11): Seminar: *Introduction and Moral Foundations Theory questionnaire*

Lecture: Introduction to philosophical ethics, argument analysis

Week 2 (Jan.16, 18): Seminar: "Don't indulge. Be happy." 2012. Elizabeth Dunn and Michael Norton. <http://www.nytimes.com>

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline).

**Lecture: QUIZ 1 (introduction to philosophical ethics, after the break)
Chapter 1: The Nature of Morality (2 - 19)**

Week 3 (Jan. 23, 25): Seminar: Case 1.1 "Made in USACan - dumped elsewhere" (20 - 21)

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

Lecture: Ch. 1 cont'd., QUIZ 2 (Ch. 1, after the break), Intro to normative theories

Week 4 (Jan.30, Feb. 1): Seminar: "It's good business," Solomon (23 - 29)

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Lecture: Chapter 2: Normative Theories of Ethics (46 - 63)

Week 5 (Feb.6, 8): Seminar: Case 2.1 "The Ford Pinto" (64 - 66)

ANSWER THE QUESTIONS AT THE END OF THE CASE

Lecture: Chapter 2 cont'd, QUIZ 3 (Ch. 2, end of class)

Week 6: *FAMILY DAY & STUDY WEEK – FEB. 13 – 17 NO CLASSES*****

Week 7 (Feb.20, 22): Seminar: "Buddhist economics," Schumacher (134 - 137)

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Lecture: ** MIDTERM TEST ** (Intro, Ch. 1 & 2, Solomon, Shumacher, arguments)

Week 8 (Feb. 27, Mar. 1): Seminar: Case study: "How social media bring workplace harassment rules into play for men who lewdly heckled reporter" TuThanh Ha. 2015. <http://www.theglobeandmail.com>

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

Lecture: Chapter 3: Justice and Economic Distribution (80 - 95), 3 fallacies

Week 9 (Mar.6, 8): Seminar: "The greed cycle." John Cassidy (174 - 181)

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

Lecture: Ch. 3 cont'd., QUIZ 4 (Ch. 3, after break), 2 fallacies

Week 10 (Mar.13, 15): Seminar: Case study: "Here's what really happened at that company that set a \$70,000 minimum wage." Paul Keegan. <http://www.inc.com>

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

Lecture: 3 fallacies, Chapter 4: The Nature of Capitalism (114 – 126)

Week 11 (Mar.20, 22): Seminar: "How the Gig Economy could save capitalism." Rana Foroohar. 2016. <http://time.com> AND "Here's the Downside to the Sharing Economy." Sherri Torjman. 2016. <http://www.theglobeandmail.com>

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline).

Lecture: Ch. 4 cont'd., QUIZ 5 (Ch. 4, after break), 3 fallacies

Week 12 (Mar.27, 29): Seminar: Case studies: "Unethical email: Rogue sales reps or standard insurance thinking?" (Rob Carrick, July 5, 2012) AND "Why your financial adviser might not have your best interests at heart" (Preet Banerjee, July 12, 2013). Both columns are from <http://www.theglobeandmail.com>

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

Lecture: Chapter 5: Corporations (150 – 165), 4 fallacies

Week 13 (Apr. 3, 5): Seminar: "Why do we consume so much?" Schor (388 - 392)

USE THE TEMPLATE FOR ARGUMENT ANALYSIS (course outline)

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

Week 14 (Apr.10, 12): Seminar: Case study: "A Different Path," Tavia Grant. Nov. 16, 2013 <https://globeadvisor.com>

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

Lecture: review and loose ends (esp. fallacies), (FINAL EXAM IN EXAM PERIOD)

SEMINAR DISCUSSIONS AND HOMEWORK (40%)

In seminar periods we will be discussing **SIX** different cases and analyzing **SIX** 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 write in complete sentences and 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 is a template you will use when analyzing arguments. On the reverse side of this page is a template for the case studies. Occasionally you are required to answer questions from the textbook. **Check the reading schedule.**

(Excellent – 3, Solid – 2, Needs work – 1, **no make-ups**)

Try to keep the length to approximately **one** page, single-spaced, 12 pt.

Clarity is highly prized.

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

1. What is the author's **main** point(s)/thesis? What are they claiming and trying to convince you of? Be specific. Use declarative sentences. **Find a quote where the author says this.**

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? How are they relevant? Be specific when answering these questions; **find appropriate quotes.**

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? How? Be specific when answering these questions: find appropriate quotes. Most of our seminar selections will be essays so evidence will likely be in the form of examples, cases, illustrations. Don't expect someone to insert statistics or experimental research into an essay although it could be mentioned.

4. Your evaluation: Does the author's argument(s) depend on any key beliefs or **assumptions**? Are these assumptions warranted or unwarranted? Explain. What objections can you think of to the author's claims or arguments? Are they good objections? Are they relevant? Did the author already address them in the article in a convincing way? What part(s) do you agree with, if any? Explain. What else does the article make you think of? At all times use the "PRINCIPLE of CHARITY."

B). TEMPLATE FOR CASE STUDY ANALYSIS

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

A list may suffice for some of these questions but please don't forget verbs.

1. What are the relevant facts?

- 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?

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 and it was made public?

PHILOSOPHY 330 – LOGIC NOTES – DEFINITIONS (see also chapter 1, 15 – 18)

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 “arguments” are fallacious because they misuse language and mislead us.

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/term/phrase but with two different meanings.

Philosophy 330 – Diagnostic survey

Your Name: _____ Your BBA program area: _____

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 5 things that money can't buy.
4. Is ethics fundamentally different for people in the business world than it is for other areas of life? Why or why not?
5. Is "work/life balance" important to you? Why or why not?
6. Approximately how much annual income do you need to be happy? (numerical estimate please)
7. Is everyone's morality just as good as everyone else's? Why or why not?
8. What do you think is a reasonable ratio of CEO to average worker salary/wage? Why?
9. Have you ever had a job where "just-in-time" or "on call" scheduling was used? How did it affect your ability to organize your life?
10. Is it morally permissible to sell stuff overseas that is illegal to sell in Canada? 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. Which would you prefer, 1 full-time job or several part-time jobs, contracts or "gigs"? Why?
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. Have you ever been harassed at work or "trolled" on line in a work context? How did you feel?
18. What general "rule" do you use when you are faced with a difficult moral decision?
19. Should financial advisors be required to put their clients' interests before their own?
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's the best way to divide it up? Why?
22. What do you value?
23. Do you often feel stressed out because you are too busy?
24. What do you think is the most important ethical issue in business today? Why?
25. What do you think is the most important ethical issue in your particular area (marketing, accounting, human resources)? Why?
26. Are there any films or documentaries you think it would be useful for the class to see?