



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

PHIL-330-001
Ethics in Business
Winter 2018

COURSE OUTLINE

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

Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

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|------------------|--|--------------------|
| (a) Instructor | Megan Shelstad | _____ |
| (b) Office hours | By appointment | _____ |
| (c) Location | Young 312 (Lansdowne), CC118A (Interurban) | _____ |
| (d) Phone | 3950 _____ | Alternative: _____ |
| (e) E-mail | shelstad@camosun.bc.ca | _____ |

2. Intended Learning Outcomes

Upon completion of this course a 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. Nelson.

4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

Lectures: Tuesdays: 2:30 – 4:20 pm, 10 minute break (TEC 175 - Interurban)

Seminars: Thursdays: Group A – 2:30 – 3:20 pm: Portable A, Room 102

Group B – 3:30 – 4:20 pm: same

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

Quizzes are on Tuesdays in class. Seminar materials online or in textbook.

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

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 is NOT a D2L course, keep track of your marks and assignments*****

Week 1 (Jan.9, 11): **Lecture**: Introduction to philosophical ethics, questionnaire

Seminar: case study exercise, argument analysis exercise

Week 2 (Jan.16, 18): **Lecture**: Review of week 1, **QUIZ 1** (end of first hour)
Arguments (logic notes and chapter 1, p. 15 – 18)

Seminar reading: "Don't indulge. Be happy." 2012. Elizabeth Dunn and Michael Norton. <http://www.nytimes.com>

Week 3 (Jan. 23, 25): **Lecture**: Chapter 1: The Nature of Morality (p. 2 - 19)
QUIZ 2 (Ch. 1, after break), normative theories

Seminar reading: **Case 1.1** "Made in USACan - dumped elsewhere" (p. 20 - 21)

Week 4 (Jan.30, Feb. 1): **Lecture**: Chapter 2: Normative Theories of Ethics (p. 46 - 63)

Seminar reading: "It's good business," Solomon (p. 23 - 29)

Week 5 (Feb. 6, 8): **Lecture**: Chapter 2 cont'd., **QUIZ 3** (Ch. 2, end of class)

Seminar reading: **Case 2.1** "The Ford Pinto" (p. 64 - 66)

Week 6: *****FAMILY DAY & STUDY WEEK – FEB. 12 – 16 NO CLASSES*****

Week 7 (Feb.20, 22): Lecture: "Buddhist economics," Schumacher (p. 134 – 137)
optional test review

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

Week 8 (Feb. 27, Mar. 1): Lecture: Ch. 3: Justice & Economics (p. 80-95), 3 fallacies

Seminar reading: "Bay Street diversity: C-Suite can – and needs to – do more,"
Frank Vettese, Nov. 11, 2017. <http://www.theglobeandmail.com>

Week 9 (Mar. 6, 8): Lecture: Ch. 3 cont'd., QUIZ 4 (Ch. 3, after break), 2 fallacies

Seminar reading: "The greed cycle." John Cassidy (p. 174 - 181)

Week 10 (Mar.13, 15): Lecture: Chapter 4: Nature of Capitalism (p. 114 – 126), 3 fallacies
CASE STUDY #1 DUE IN CLASS

Seminar reading: Case study: "Here's what really happened at that company
that set a \$70,000 minimum wage." Paul Keegan. 2015. <http://www.inc.com>

Week 11 (Mar.20, 22): Lecture: Ch. 4 cont'd., QUIZ 5 (Ch. 4, after break), 3 fallacies

Seminar reading: "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>

Week 12 (Mar.27, 29): Lecture: Chapter 5: Corporations (p. 150 – 165), 4 fallacies
ARGUMENT ANALYSIS DUE IN CLASS

Seminar reading: "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>

Week 13 (Apr. 3, 5): Lecture: QUIZ 6 (fallacies), Ch. 5 cont'd.

Seminar reading: "Why do we consume so much?" Schor (p. 388 - 392)

Week 14 (Apr.10, 12): Lecture: Ch.5 cont'd. ***CASE STUDY #2 DUE IN CLASS***

Seminar: optional review (esp. fallacies)

FINAL EXAM IN EXAM PERIOD IN APRIL

5. Basis of Student Assessment (Weighting)

- | | |
|--|------------|
| (a) Assignments: 2 case studies (10% each): | 20% |
| 1 argument analysis: | 10% |
| (b) Quizzes: 6 quizzes (2% each, best 5, <u>no make-ups</u>): | 10% |
| (c) Exams: Midterm test | 20% |
| Final test (in exam period) | 30% |
| (d) Seminar participation: | 10% |

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

Companion website: www.moralissuesbus.nelson.com – Student Resources

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

SEMINARS, CASE STUDIES AND ARGUMENT ANALYSIS

SEMINARS (10% of final grade)

Completing any assigned seminar reading is essential preparation for seminar assignments. Other preparation or follow-up activities may be required as well. Further details will be distributed each week.

The goal is engagement, discussion and practice at case study and argument analysis as well as increased familiarity with central ethical issues in business.

There are 11 opportunities so you can miss 1 without penalty.

CASE STUDIES (20% OF FINAL GRADE, 10% EACH) – TEMPLATE FOR ANALYSIS

Manuel Velasquez' 7- Step model for evaluating 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?

- 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?
- how would you 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?

TRY TO LIMIT YOUR WORK TO APPROXIMATELY 1000 WORDS (4 pages double-spaced)

ARGUMENT ANALYSIS (10% OF FINAL GRADE)

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 quotes you may use.

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? 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 selections will be essays so evidence will likely be in the form of examples, cases, illustrations, etc. Don't expect someone to insert statistics or experimental research into an essay although some 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? **Make sure you don't confuse generalizations with universalizations.**

TRY TO LIMIT YOUR WORK TO APPROXIMATELY 1000 WORDS (4 pages double-spaced)

*****At all times use the "PRINCIPLE of CHARITY."*****

Late policy:

The case studies and the argument analysis can be accepted late at a penalty of **3% per day** unless there are exceptional circumstances. This should be communicated as soon as possible. Documentation may be required. Written work handed in late will be graded without comments.

Tests may be written at an alternate date and time in exceptional circumstances only, such as illness. This should be communicated as soon as possible. Documentation may be required.

No assignments or tests can be accepted after the final exam without formal arrangements.

Missing classes: if you miss a class due to illness or some other reason, it is not necessary to notify the instructor 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.**

NO EMAILED ASSIGNMENTS ACCEPTED.

PHILOSOPHY 330 – LOGIC NOTES – DEFINITIONS (see also chapter 1, p. 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?