

# Business, Society & Ethics

**Units** 9.0  
**Time** Sunday, Tuesday, Thursday: 8:30–9:20AM  
**Location** CMUQ 2152  
**Assistants** Shaikha Al-Emadi, semadi@cmu.edu  
 Aved Sheikh, aveded@cmu.edu

**Instructor** Professor David Emmanuel Gray  
**Contact** CMUQ 1039, ✉ degray@qatar.cmu.edu, 🐦 @ProfessorDEG  
**Office hours** Sunday, Tuesday, Wednesday: 9:30AM–12:00PM; Tuesday, Thursday: 1:00–3:00PM  
 Sarah Ali, syedasaa@qatar.cmu.edu  
 Ahmed Hashmi, arhashmi@qatar.cmu.edu

## Course Overview

### Description

What values ought to govern business and commercial activities? Should they simply be economic values associated with profit maximization, or do non-economic values such as fairness, equality, and justice play a role as well? How exactly should all these values interact? In this course, we will assess answers to these questions from an ethical perspective. Ethics is the branch of philosophy examining the nature of morality, good and evil, and right and wrong action. At bottom, it addresses the most practical question: “What ought I do?” No one can avoid this question, but, in light of a string of recent scandals, culminating in the recent financial crisis affecting almost all corners of the globe, it continues to have special urgency in the context of business. As a result, the study of ethics helps us better understand what constitutes good business practices and how society should encourage them.

We begin this study by developing the framework for a philosophical approach to ethics. We then consider some foundational moral issues especially relevant in a business context. After that, the remainder of the course traces the practical currency of these issues when it comes to delineating the values, principles, obligations, and responsibilities for business. My primary goal throughout is to cultivate your cognitive and affective capacities for practical deliberation and debate with other people about moral issues. This is essential in business, where you must secure the cooperation of others in order to achieve your organization’s goals. Immersing you in this deliberative process will prepare you for a future in business leadership.

### Readings

The following is the required textbook for the course:

- Thomas Donaldson & Patricia H. Wehane. *Ethical Issues in Business: A Philosophical Approach*, 8<sup>th</sup> Edition. 2008.

Additional readings will be posted on the course webpage. You are expected to read all the assigned material according to the class schedule on pages 5 & 6.

### Objectives

By the end of this term, I expect that you will be able to:

- Assess competing claims concerning the demands that morality places on decisions relevant for business and commercial activities,
- Form considered judgments about what you critically assess to be the most defensible positions on these issues, and
- Communicate your analysis of these issues through both verbal and written discourse.

I have designed each course requirement with these objectives in mind.

### Announcements & Other Communication

I will post important information on the course webpage, so please routinely check for updates at

<http://www.andrew.cmu.edu/user/degray/BSE/>

Otherwise, I am glad to answer your questions, discuss your work, or respond to your concerns. Please see me at my office hours or get in touch via email.

### Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to TurnItIn. Please refer to page 2 for more information about my academic integrity policy, and also see page 7 for setting up and using TurnItIn.

### Requirements & Grading

Every class meeting will involve all of us actively *doing* philosophy, rather than passively absorbing what others may say about philosophical issues. Indeed, philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments and not attack those making them. Classes will typically follow an interactive lecture format, driven by our analysis of the readings and the arguments they contain. As a result, the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn and engage in philosophical activity as a group.

I strongly encourage you to discuss the course’s material outside of class with your fellow classmates, friends, and family, as well as with myself. However, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

**Assignments** involve a combination of low- and high-stake assessments. Low-stake assignments are more numerous, consisting of out-of-class participation using Twitter, class summaries, debate preparation outlines, and live debates. Higher-stake assignments are less frequent, consisting of 2 case study examinations and 1 debate position paper. Please refer to pages 3 & 4 for more information about the assignments for this class.

The total points will vary from assignment to assignment. However, each is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading distribution will be as follows:

|           |   |           |   |           |   |
|-----------|---|-----------|---|-----------|---|
| 4.00–5.00 | A | 2.00–2.99 | C | 0.00–0.99 | R |
| 3.00–3.99 | B | 1.00–1.99 | D |           |   |

Your final course grade will be on the same 5-point scale, with each assignment weighted as indicated on pages 3 & 4. (The wise student will realize this provides a chance to recover if you do extremely poorly on an assignment.)

If during the semester you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me. Please note, however: due to Family Educational Rights and Privacy Act (FERPA) regulations, *I will not transmit grade information over email*. All discussion of grades must be done face-to-face with me.

### Late Assignment Policy

I do *not* accept late assignments. There is one exception: You and I agree on a reasonable accommodation *prior* to the due date. I will consider arrangements after the fact only in extraordinary, documented circumstances. Please refer to page 2 for more information about reasonable accommodations.

---

# Policies

## Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, etc. . . will inevitably lead to legitimate conflicts over your time. If you expect that you will be missing class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations will still carry a penalty: your grade on the assignment may be reduced (since you will be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

## Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I will promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, but recognize that it was not due to a fault in the grading, I encourage you to talk with me to learn how to improve on future assignments.

## Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<http://www.cmu.edu/hr/eos/disability/students/index.html>

## Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would sense as an intimidating, hostile, or offensive employment, educational, or living environment.

For more information, visit

<http://www.cmu.edu/policies/documents/SexHarass.html>

## Video Taping and Audio Recording

Your classmates and I have a reasonable expectation to not be recorded in this course. Therefore, videotaping and audio recording are prohibited without our expressed, unanimous permission.

70-332 Business, Society & Ethics, Spring 2014

## Cell Phones, Laptops, and Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless you are told otherwise, I therefore expect you to silence mobile phones prior to class and to not use them during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

## Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your written assignments, doing your own work on examinations, and seeking help whenever you feel that you are struggling.

In this class, there are two typical violations of academic integrity. The first involves plagiarism. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using the pronoun "I") and when you are presenting someone else's ideas (by properly citing the source). Keep in mind, this includes both the ideas of your classmates and any assistance you receive from the Academic Resource Center (ARC). So if a classmate says something you want to use in your own writing, then you should simply cite it, for instance, as "from a conversation with X". Similarly, if you seek assistance from the ARC, then you should also cite it, for instance, as "X from the ARC helped me improve the grammar and spelling in this paragraph". (If you receive more thorough assistance from the ARC, e.g., spanning most/all of your assignment, then be sure to clearly indicate this in a footnote at the end of the paper.)

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating your expansion of someone else's ideas? All of these tasks are important in philosophy, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers.

The second type of academic integrity violations concern cheating on an examination by copying the answers from a neighbor. Examinations assess your proficiency with case study analysis, so you must do them on your own. In real life, you may be able to seek advice and consult with your colleagues about difficult moral decisions in business, but my goal is to train you better than that. I want you to be a leader in these matters, being able to confidently make your own decisions. This is the essence of true leadership in these matters.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I will first meet with the student for an explanation. If I remain convinced that there is a violation, I will write a letter to the Dean of Academic Affairs. Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written a paper at all. Plagiarism is also a violation of the community standards at Carnegie Mellon University. As such, there may be further penalties imposed by a University Academic Review Board. For more information, see the section on "University Policies" in the most recent edition of *The Q Word: Undergraduate Student Handbook & Planner*.

If you ever find yourself tempted to violate these standards of academic integrity, please seek an alternative course of action. Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.

# Assignments

## Reading

Most days of class will have an assigned reading (see the schedule on pages 5 & 6) that you will be expected to have read and thought about *before* class. This will allow us to devote more time to discussing and assessing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading philosophy is not like reading a novel or a textbook. The majority of these readings are trying to provide reasons to *convince you* to accept a position. Therefore they require critical attention. There will be times when you must read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread sections if necessary. In some cases, multiple readings of the entire text may be necessary. I expect that you will take notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

To help guide you in this process, I will post reading questions on the course website that will highlight the concepts and arguments that will frame our class discussions of that material. Some questions have you demonstrate your comprehension of the readings' main claims and arguments, while others solicit your considered judgments about whether you agree or disagree the readings on those issues.

## + Participation

Class attendance and participation are very important in understanding and retaining the class material. I will therefore do our best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment in which you feel comfortable asking questions and expressing your views about the course material. To that end, I expect both in- and out-of-class participation from you.

## In-Class Participation

*I require neither classroom attendance nor participation.* While experience repeatedly demonstrates that both are essential to performing well in my classes, I will not coerce you to be here or to talk when you have nothing to contribute. However, I will take attendance every class and take note of those participating thoughtfully. At the end of the semester, those with perfect (or near-perfect) attendance and/or productive participation will receive special consideration for a boost if their final grade is in a borderline (e.g., a high C<sup>+</sup> or high B<sup>+</sup>) situation.

I also endeavor to promote a productive learning environment for those who do choose to attend class. So there are penalties for engaging in distracting behavior during class meetings. Distracting behavior includes sleeping in class, chatting with the person sitting next to you, using your phone or other mobile technology, leaving the classroom, and arriving late to class. Penalties for each infraction are determined on a case-by-case basis depending on their frequency and severity, though the average deduction *per infraction* is 0.10 points from the final course grade.

## + Out-of-Class Participation (10% of Final Grade)

The social media site Twitter provides a valuable—dare I say fun?—way to engage with the course material outside of class. During the course, you are required to tweet a *minimum of 5 times* between each class meeting. Tweets should be (1) relevant, (2) substantive, and (3) respectful. To allow me to collect your course-related tweets, each tweet must contain the course hashtag **#BSE14**. Without that hashtag, I cannot collect your tweet.

Each tweet is graded pass/fail. Your overall out-of-class participation grade will be determined at the end of the course by (1) taking the number of tweets you posted (capped at 5 tweets between each class) and dividing this by the total number required (there are 41 between-class periods, so a total of 205 tweets is expected), and (2) normalizing this ratio to the 5-point scale from page 1. See page 8 for more details.

## Class Summaries (15% of Final Grade)

I expect that during each class meeting you are taking notes, paying close attention to what we are covering, asking questions when confused, and, by the end of class, grasping what was accomplished. After each class you should review your course notes and distill them down into a succinct analysis of the most important and/or interesting issues covered that day. Given that most of our meetings involve critically assessing one or more positions on an issue, the distillation process endeavors to understand these positions and how the class analyzed them. An easy way to organize your notes is to see how they can be used to answer that day's reading questions. The fruits of all this will be assessed in two different ways:

**At the end of each class:** Students will be randomly selected to submit a brief (≈500-word) write up summarizing that day's class meeting. Unless told otherwise, this write up is due by 8:00AM the day of our next class meeting via TurnItIn. Even if not selected, you are always free to submit a write up, which will be graded as if you had been randomly chosen. Being absent from class is not an excuse, so you always have permission to consult the notes—but *nothing* more—of a classmate. By the end of the course, the average student will have written about 5 of these, but your particular number and frequency will be determined at random.

**At the beginning of each class:** One student will be randomly selected to present a short five-minute summary of our previous class meeting. Keep in mind that you will only have five minutes to present; I will ask you to stop after time is up. The person selected may or may not be someone who also submitted a written summary. If a student is not present when selected, they will receive a failing grade for that summary and another student will be randomly selected to present instead. Given the randomized selection process coupled with the plethora of students and paucity of classes, it is expected that some students may never be selected while a few others may present multiple times.

Each written and verbal class summary is graded pass/fail, with a written one receives equal weight as a verbal one. Your overall class summary grade will be determined at the end of the course by (1) taking the number of summaries you passed and dividing this by the total number for which you were selected, and (2) normalizing this ratio to the 5-point scale from page 1. A verbal summary receives the same weight as a written one.

## Case Study Examinations (40% of Final Grade)

There will be 2 in-class case study examinations, each of which will count for 20% towards your final course grade. These examinations have you (1) analyze a new case study using two competing perspectives (chosen by me) that we have previously discussed in class and (2) argue which one of the two perspectives you believe provides the more persuasive and compelling analysis of that case. I will post the case study to the course website twenty-four hours before the examination. The examination itself is fifty minutes long, completed individually, open book, and open notes. However, it is closed technology (e.g., no laptops, tablets, mobile phones, calculators, and so on). More details, including a grading rubric, will be provided in class.

## Randomization

Randomization will play a major role in this class for determining when you will be expected to do certain assignments. The majority of this randomized selection will be done by me before class, with the results announced at the designated time during class. Most assignments (except beginning-of-class summaries and in-class debates) allow you to volunteer to do it if not selected. This give you opportunities to both improve your grade and do an assignment early. Unless you are told otherwise, the probability of you being selected will be inverse to how long it has been since you last did that particular assignment.

## + Debate

Throughout the semester, we will conduct in-class debates on topics related to course material. One week before a scheduled debate, I will assign you to a three-person team that will be either for or against that debate's motion. Teams supporting the motion are *proposition* teams whereas teams rejecting the motion are *opposition* teams. If the total number of students is not divisible by three, one or two students will be randomly selected to "sit out" each debate. No student will sit out more than one debate. Those sitting out will not have to do that debate's preparation outline or in-class debate. However, they may still be selected to submit that debate's position paper.

### Preparation Outlines (15% of Final Grade)

In preparation for all debates, your team is expected to prepare a detailed ( $\approx 1,100$ -word) outline of your team's position and defense. About one-third of the outline should justify and defend your team's position, another third should critique and reject the other team's position, and the final third should present counter-arguments responding to potential critiques of your team's position. While this is an outline, *it still must be written in complete sentences* so that someone unfamiliar with the topic and your team's position can still understand your arguments. Unless told otherwise, this outline is due by 8:00AM (thirty minutes before class) the day of the debate via TurnItIn.

On the day of an in-class debate, teams will be randomly selected to have their preparation outlines graded. Your team is always free to voluntarily request its preparations be graded as if it had been randomly selected. By the end of the semester, the average student will be on a team selected to be graded about 3 times, but your particular number and frequency will be determined at random.

More details, including a grading rubric, will be provided in class. Your overall preparation outline grade will be determined at the end of the semester by taking the average of the individual preparation outline grades you earned.

## + In-Class Debates

On the day of an in-class debate, two teams will be randomly selected to debate live in front of the entire class. Given the randomized selection process along with the limited number of debates, it is expected that some students may never be on a team participating in a live debate while others may be on such a team multiple times. However, your particular number and frequency will be determined at random.

The performance of each team will be graded and, unless you are told otherwise, each person on a team will receive the same grade. More details, including a grading rubric, will be provided in class. This grade will be averaged along with your individual preparation outline grades, where an in-class debate grade receives equal weight as a preparation outline grade.

### Debate Position Paper (20% of Final Grade)

At the end of an in-class debate, students will be randomly selected to submit a debate position paper responding to that debate's motion. This paper consists of a sustained ( $\approx 1,100$ -word) argument in support of your own personal position on the motion. The purpose of this paper is to practice building a reasoned argument in support of a central claim or conclusion. Your position in this paper, either for or against the motion, should reflect what you actually believe, so this paper need not defend the same position that your team was prepared to defend. For this paper, you are asked to (1) state concisely your position on the debate's motion (either for or against) and then (2) demonstrate how this position is supported or entailed by premises, reasons, and/or evidence that are plausible in their own right or difficult to deny.

Unless told otherwise, this paper is due by 12:00PM (noon) one week after the debate via TurnItIn. Even if not selected, you are always free to submit a paper, which will be graded as if you had been randomly chosen. By the end of the course, each student will have written exactly 1 of these, but the motion you address will be determined at random—unless, of course, you volunteer to do an earlier debate's motion. More details, including a grading rubric, will be provided in class.

## In-Class Debate Format

During an in-class debate, each member of your team must speak exactly once for five minutes. Given that there are three students on a team and two teams debating, this entire process will take slightly more than thirty minutes. The order of the speeches during the debate will be as follows:

**Proposition Team:** Opening presentation of the argument supporting the motion.

**Opposition Team:** Opening presentation of the argument rejecting the motion.

**Proposition Team:** Exposition of flaws in the other team's argument and why proposition's argument is superior.

**Opposition Team:** Exposition of flaws in the other team's argument and why opposition's argument is superior.

**Proposition Team:** Closing summary of proposition's argument and why this persuasively responds to all of the other team's criticisms.

**Opposition Team:** Closing summary of the opposition's argument and why this persuasively responds to all of the other team's criticisms.

I will leave it to your team to decide when each of its member will speak during the debate.

Following the debate, we will have a vote on which team offered the strongest and most compelling argument about the motion. The remainder of class opens the floor to questions and comments by the entire class to the debating teams. The purpose of this is to give everyone the opportunity to assess the performance of the speakers and present alternative arguments concerning the debate's motion.



# Schedule

| wk | Date       | Topic/Readings  | # Pages | Important Assignments   |
|----|------------|---|---------|---|
| 1  | 1/12 (Sun) | <b>Introduction</b>   |         |   |
|    | 1/14 (Tue) | <b>Prologue: Ethics from a Philosophical Perspective</b><br>Kagan, "What Normative Ethics Is Not" (webpage).  | 6       |   |
|    | 1/16 (Thu) | <b>Ethics from a Philosophical Perspective</b><br>Rachels & Rachels, "Subjectivism in Ethics" (webpage).  | 11      |   |
| 2  | 1/19 (Sun) | <b>Ethics from a Philosophical Perspective</b><br>Kagan, "Factors and Foundations" (webpage).<br>Donaldson & Werhane, "BASF Corporation vs. The Hilton Head Island Developers" (webpage).   | 9       |   |
|    | 1/21 (Tue) | ✓ <b>Guest Talk by Mike Palmer, Patton Boggs LLP: Ethics, the Law &amp; Regulation</b><br>Readings TBA.   |         |   |
|    | 1/23 (Thu) | ⚖️ <b>Debate #1: This House Believes Government Should Tax Businesses Selling Sugary to Promote Public Health</b><br>Hartocollis, "Failure of State Soda Tax Plan Reflects Power of an Antitax Message" (webpage).<br>Malkin, "Mexico Takes Bloomberg-Like Swing at Soaring Obesity" (webpage). | 8       | <b>Debate #1 preparation outline due by 8:00AM via TurnItIn.</b>    |
| 3  | 1/26 (Sun) | <b>Foundational Issues in Business Ethics (Unit #1)</b><br>Rand, <i>Atlas Shrugged</i> (webpage).   | 15      |   |
|    | 1/28 (Tue) | <b>Foundational Issues in Business Ethics</b><br>Friedman, "The Social Responsibility of Business is To Increase Its Profits", pp. 34–39.<br>Carnegie, "Wealth", pp. 172–176.   | 11      |   |
|    | 1/30 (Thu) | <b>Foundational Issues in Business Ethics</b><br>Hardin, "The Tragedy of the Commons" (webpage).<br>Parramore, "How a Libertarian Used Ayn Rand's Crazy Philosophy to Drive Sears Into the Ground" (webpage).   | 10      | <b>Debate #1 position paper due by 12:00PM (noon) via TurnItIn.</b> |
| 4  | 2/2 (Sun)  | <b>Foundational Issues in Business Ethics</b><br>Freeman, "Managing for Stakeholders", pp. 39–53.   | 15      |   |
|    | 2/4 (Tue)  | <b>Foundational Issues in Business Ethics</b><br>Gustafson, "Utilitarianism and Business Ethics", pp. 78–89.  | 12      |   |
|    | 2/6 (Thu)  | ⚖️ <b>Debate #2: This House Believes Merck Should Fund A Cure For River Blindness</b><br>Business Enterprise Trust, "Merck & Co., Inc.", pp. 250–256.   | 7       | <b>Debate #2 preparation outline due by 8:00AM via TurnItIn.</b>    |
| 5  | 2/9 (Sun)  | <b>Foundational Issues in Business Ethics</b><br>Bowie, "A Kantian Approach to Business Ethics", pp. 56–66.   | 11      |   |
|    | 2/11 (Tue) | ⚽ <b>Qatar National Sports Day</b>  |         |   |
|    | 2/13 (Thu) | <b>Foundational Issues in Business Ethics</b><br>Rawls, "Distributive Justice", pp. 222–232.  | 11      | <b>Debate #2 position paper due by 12:00PM (noon) via TurnItIn.</b> |
| 6  | 2/16 (Sun) | <b>Foundational Issues in Business Ethics</b><br>Nozick, "The Entitlement Theory", pp. 232–238.   | 7       |   |
|    | 2/18 (Tue) | ✓ <b>Guest Talk by Mike Palmer: The 2008–2010 Financial Crisis &amp; Regulatory (In)Action</b><br>Readings TBA.   |         |   |
|    | 2/20 (Thu) | ⚖️ <b>Debate #3: This House Believes AIG Should Use TARP Funds to Pay Executive Retention Bonuses</b><br>Johnson, "Paying for Failure at AIG" (webpage).<br>Sorkin, "The Case for Paying Out Bonuses at A.I.G." (webpage).  | 8       | <b>Debate #3 preparation outline due by 8:00AM via TurnItIn.</b>    |
| 7  | 2/23 (Sun) | <b>Obligations to Partners, Employees, Clients &amp; Consumers (Unit #2)</b><br>Albert Carr, "Is Business Bluffing Ethical?", pp. 136–142.  | 7       |   |
|    | 2/25 (Tue) |   |         | <b>Case Study Examination #1.</b>                                   |
|    | 2/27 (Thu) | ✓ <b>Guest Talk by Mike Palmer: Honesty &amp; Deception in Negotiation</b><br>Shell, "When Is It Legal to Lie in Negotiations" (webpage).   | 9       | <b>Debate #3 position paper due by 12:00PM (noon) via TurnItIn.</b> |
|    | 3/2–3/6    | 🌴 <b>Spring Break</b>   |         |   |

| wk | Date       | Topic/Readings  | # Pages | Important Assignments   |
|----|------------|---|---------|---|
| 8  | 3/9 (Sun)  | <b>Obligations to Partners, Employees, Clients &amp; Consumers</b><br>Crisp, "Persuasive Advertising, Autonomy, and the Creation of Desire", pp. 505–512.   | 8       |   |
|    | 3/11 (Tue) | ✓ <b>Guest Talk by Mike Palmer: The Villagio Fire &amp; Safety Regulation</b><br>Readings TBA.  |         |   |
|    | 3/13 (Thu) | 🗳️ <b>Debate #4: This House Believes Employers Should Monitor Employees on Social Networks</b><br>Brustein, "Keeping a Closer Eye on Employees' Social Networking" (webpage).<br>Greenhouse, "Even if It Enrages Your Boss, Social Net Speech Is Protected" (webpage).<br>Gomez, "Careless Posting Has Consequences" (webpage).   | 7       | <b>Debate #4 preparation outline due by 8:00AM via TurnItIn.</b>    |
| 9  | 3/16 (Sun) | <b>Obligations to Partners, Employees, Clients &amp; Consumers</b><br>Zwolinski, "The Ethics of Price Gouging" (webpage).   | 32      |   |
|    | 3/18 (Tue) | <b>Obligations to Partners, Employees, Clients &amp; Consumers</b><br>Snyder, "What's the Matter with Price Gouging?" (webpage).  | 19      |   |
|    | 3/20 (Thu) | <b>Obligations to Partners, Employees, Clients &amp; Consumers</b><br>Meyers, "Wrongful Beneficence: Exploitation and Third World Sweatshops" (webpage).  | 15      | <b>Debate #4 position paper due by 12:00PM (noon) via TurnItIn.</b> |
| 10 | 3/23 (Sun) | <b>Obligations to Partners, Employees, Clients &amp; Consumers</b><br>Geva, "Moral Problems of Employing Foreign Workers" (webpage).  | 23      |   |
|    | 3/25 (Tue) | ✓ <b>Guest Talk by Mike Palmer: The Legal Realities of Migrant Labor in Qatar</b><br>Readings TBA.  |         |   |
|    | 3/27 (Thu) | 🗳️ <b>Debate #5: This House Believes Walmart Owes Restitution for Tazreen and Rana Plaza</b><br>Greenhouse & Yardley, "As Walmart Makes Safety Vows, It's Seen as Obstacle to Change" (webpage).<br>Greenhouse, "U.S. Retailers Decline to Aid Factory Victims in Bangladesh" (webpage).<br>Yardley, with Ali Manik, "After Bangladesh Factory Collapse, Bleak Struggle for Survivors" (webpage).<br>Greenhouse, "\$40 Million in Aid Set for Bangladesh Garment Workers" (webpage).<br>Yardley, with Ali Manik & Taulés, "Clothing Brands Sidestep Blame for Safety Lapses" (webpage). | 23      | <b>Debate #5 preparation outline due by 8:00AM via TurnItIn.</b>    |
| 11 | 3/30 (Sun) | <b>Obligations to Partners, Employees, Clients &amp; Consumers</b><br>Bok, "Whistleblowing and Professional Responsibility", pp. 128–135.   | 8       |   |
|    | 4/1 (Tue)  | <b>Corporate Social Responsibility (Unit #3)</b><br>Robinson, "Beyond Good Intentions: Corporate Citizenship for a New Century" (webpage).<br>Henderson, "The Case Against 'Corporate Social Responsibility'" (webpage).  | 12      |   |
|    | 4/3 (Thu)  | <b>Corporate Social Responsibility</b><br>Frank, "Can Socially Responsible Firms Survive in a Competitive Environment?", pp. 264–274.   | 11      | <b>Debate #5 position paper due by 12:00PM (noon) via TurnItIn.</b> |
| 12 | 4/6 (Sun)  | <b>Corporate Social Responsibility</b><br>Rachels, "In Defense of Quotas" (webpage).  | 16      |   |
|    | 4/8 (Tue)  | <b>Corporate Social Responsibility</b><br>Pojman, "Why Affirmative Action is Immoral" (webpage).  | 10      |   |
|    | 4/10 (Thu) | ✓ <b>Guest Talk by Mike Palmer: Qatarization</b><br>Readings TBA.   |         |   |
| 13 | 4/13 (Sun) | <b>Corporate Social Responsibility</b><br>Donaldson, "Values in Tension: Ethics Away from Home", pp. 476–486.   | 11      |   |
|    | 4/15 (Tue) | <b>Corporate Social Responsibility</b><br>Prahalad, "The Market at the Bottom of the Pyramid", pp. 570–584.   | 8       |   |
|    | 4/17 (Thu) | 🗳️ <b>Debate #6: This House Believes Gulf Trading Should Not Pay Bribes ("Facilitating Payments"), Even When Socially Expected</b><br>Seeger & Manyadarn, "The Project at Moza Island" (webpage).   | 8       | <b>Debate #6 preparation outline due by 8:00AM via TurnItIn.</b>    |
| 14 | 4/20 (Sun) | <b>Corporate Social Responsibility</b><br>Karnani, "Romanticizing the Poor" (webpage).  | 6       |   |
|    | 4/22 (Tue) | <b>Epilogue: Running an Ethical Business</b><br>Bass, "From Transactional to Transformational Leadership: Learning to Share the Vision" (webpage).  | 13      |   |
|    | 4/24 (Thu) | <b>Running an Ethical Business</b><br>Keeley, "The Trouble with Transformational Leadership: Towards a Federalist Ethic for Organizations" (webpage).   | 27      | <b>Debate #6 position paper due by 12:00PM (noon) via TurnItIn.</b> |
|    | TBA        |   |         | <b>Case Study Examination #2.</b>                                   |

---

# Using TurnItIn

## Setting Up Your TurnItIn Account

For this course, I will be using TurnItIn to assist me in verifying that each of your assignments is an original piece of scholarly work. For those of you not familiar with this website, you submit a copy of each of your assignments to it, and TurnItIn examines your work against its database of papers and websites. This allows me to quickly confirm that you are correctly citing your sources. I will then print your assignments myself, so you do *not* need to hand in any hardcopies to me.

Before you can turn anything in, you must set up an account on TurnItIn and get it connected to this course. This is a relatively painless process so do not be scared. If computers frighten you, find a classmate who may help you set up your account.

Regardless, follow these simple instructions in order to begin your journey on the path of originality:

1. Get a computer with Internet access.
2. Open up a web browser and go to: <http://www.TurnItIn.com>.
3. You may be asked to select your language. If so, please click on [English \(US\)](#). (Beyond English, I am familiar with Ancient Greek and Latin, neither of which is useful for guaranteeing that these instructions work for any of the site's other supported languages.)
4. Now look towards the top right of the webpage and click on [Create Account](#).
5. On the next screen, look for the section entitled "Create a New Account". In that section, click on [student](#).
6. On the next screen, enter the following information:

|                            |                |
|----------------------------|----------------|
| class ID:                  | <b>7435407</b> |
| class enrollment password: | <b>plato</b>   |

Enter your (real) first and last name, along with your *university* email address (or whatever email address you actually check).

Make up a password (and *write it down!* No seriously, write it down *right now!* Just write it here: \_\_\_\_\_) and enter it into the two fields.

Select a secret question from the pull down menu and then type the answer in the space provided.

Unless you are a child prodigy, please tick the circle next to "I am at least 13 years of age".

Finally, read and understand the license agreement, or (like me) just skip it and click the "**I agree -- create profile**" button.

7. On the next screen it should say you are now setup and enrolled in my class. And so you are done. Ignore the instructions it gives you. You do not need to turn anything in right now—unless, of course, you put this off until the first assignment was due!

## Turning It In with TurnItIn

Now that you have set up your TurnItIn account, you are now ready to submit your highly original assignments. Please note that you are expected to submit all assignments via the TurnItIn website *before* their respective due date/time in order to avoid any penalties. The website is set to stop accepting assignments after that time. Turning in a hardcopy in class is not required as long as the assignment has been successfully submitted to TurnItIn.

In order to turn in your first assignment, please follow these instructions:

1. Finish the assignment. Make sure it is all in a *single* text file (acceptable formats are MS Word, WordPerfect, PostScript, PDF, HTML, RTF, and plain text) on a computer.
2. Find a computer with Internet access and put your assignment's file on it.
3. Open up a web browser and go to: <http://www.TurnItIn.com>.
4. You may be asked to "Select your language". If so, please click on [English \(US\)](#). (See previous instructions for my esoteric knowledge of foreign languages.)
5. Look towards the top right of the webpage and enter your email address and password (which you had better have written down) and then click on the "**SIGN IN**" button.
6. On the next screen, click on [Business, Society & Ethics](#).
7. On the next screen, click the "**Submit**" button next to the name of the assignment you wish to turn in.
8. On the next screen, select "**single file upload**" from the pull down menu. Do *not* use "cut & paste upload", as it will remove all your document's precious formatting!  
Your first and last name should already be filled in.  
For the submission title enter "My Assignment" (or "Plato Approved" or something else witty and clever).  
Then click the "**Choose File**" button to find the location of the assignment's file on the computer.  
Finally, click the "**upload**" button and wait patiently until your file has indeed been uploaded.
9. On the next screen, make sure this is the file you wish to submit and then click the "**submit**" button.
10. On the next screen, it should that your submission was successful. Now you are almost done. Please *save a copy* of this "TurnItIn Digital Receipt" so that, in case anything goes wrong, I can verify that you turned it in on time. It is *your responsibility* to do this. Failure to do so means that you will not be absolved of any penalties. Now you are really done. Congratulations.

### Problems Submitting Your Assignment?

If any problems occur when trying to submit, please email a copy of your assignment to me *before* the posted date and time that the assignment is due. I can then submit it for you. If you cannot do this, then you must submit a hardcopy to me personally (and I must actually have the assignment in hand before the due date/time).

---

## Twitter & This Course

In order to encourage you to engage more fully with the course material outside of class time, we will all be using the social media site Twitter. In particular, I want you to use Twitter to post your thoughts about the course readings, ask questions when confused about those readings or other course elements, respond to your classmates' posts and questions, and *connect course topics to current events*. I assure you that making those connections will make this class far more interesting for all of us. I will be regularly checking on and responding to your tweets while using them to help me structure what I cover during class. Do feel free to follow me on Twitter (@ProfessorDEG). I also suggest that you use Twitter to follow not only people who share your interests but also leaders within your future fields. You may be surprised to see them post about ethical issues related to business! Very soon, you should even be able to use knowledge gained from this class to post a response to them.

For assessment purposes, you are required to tweet *a minimum of 5 times* between each class meeting. Tweets should be (1) relevant, (2) substantive, and (3) respectful. By *relevant*, I mean that it your tweet is clearly connected to some aspect of business ethics. By *substantive*, I mean more than giving generic commentary or retweeting someone else's post. For instance, do not simply say that you agree or disagree with something: go further by giving some sense of your reasoning/justification behind your position. Similarly, a relevant retweet is great, but do follow it up some interesting commentary of your own about it. By *respectful*, I mean that you critically assess the arguments others are making and not attack the person making that argument. It is fine to disagree with others—I want you to disagree, even with me!—but it is disrespectful to besmirch another person's integrity or character. Indeed, resorting to such personal attacks only suggests that your position is the one which is weak and without substance.

This means that you need access to a Twitter account. If you do not have a Twitter account—or if you prefer not to use your personal account for this class—please do not hesitate to create a new, disposable account. *I strongly encourage you to create a disposable account if for any reason you prefer not to share your personal account for classroom activities*. Indeed, you do not need to have this account connected to your real name or any other personal details. All I require is that you send me the name of the account you want me to track for this class and make sure that account's contents are publicly viewable. So even if your account is not connected to your real name, I still know to whom that account belongs for assessment purposes. Email me this information by 5:00PM on Monday, January 13<sup>TH</sup>.

When tweeting for this course, please always use the hashtag **#BSE14**. This hashtag is essential since I will not be checking your account's non-course-related tweets. Instead, I will be using an automated program to collect all tweets for me to read. So using that hashtag allows me to collect your course-related tweets. To summarize: if your tweet does not contain **#BSE14**, then I will never see that tweet.

Finally, if you have any trouble using Twitter do not hesitate to seek help from me or one of your classmates. That said, your classmates probably know more about Twitter than I do, but I will do my best to resolve any technical issues!



# General Technical Requirements for Written Assignments

All written assignments are expected to satisfy the following:

1. Have a cover page consisting of a signed and dated copy of the course's Academic Honor Code (you sign by typing your name).
2. Adhere to the specified word count.
3. Be double-spaced.
4. Be written in 12pt, "Times New Roman" (or something very similar).
5. Have side-margins of 1 inch.
6. Have horizontal alignment that is fully justified.
7. Have no extra space between paragraphs.
8. Have each paragraph begin with a tab indentation.
9. Have the paper's total word count at the top left corner of the first page.
10. Have a descriptive title (see section on title pages below).
11. Have page numbers (see section on page numbering below).
12. Cite all quotes and other material with footnotes (see section on citing your sources below).

Yes, this is boring, and yes, it is pedantic. The point of all these requirements, however, is to allow me to focus more on the *contents* of your paper and not on your skills (or lack thereof) in design. Besides these should also be trivial to follow when using most word processing software. To help, *I have included a template satisfying these requirements on the course website.*

**Title Pages:** For the purposes of this course, your title information should occur at the top of the second page of your paper (after your signed copy of the course's Academic Honor Code) and only consist of (1) your paper's word count, (2) the assignment's name, (3) a descriptive and meaningful title, and (4) your name. The word count should be at the top left, while the rest should be centered. Everything should be single-spaced in the same font, size, and style as the rest of your paper. The following is an example:

|  |                  |
|--|------------------|
| Word Count: 703  | Troy McClure – 2 |
| Debate Position Paper<br>Milton Friedman's Argument Against Chocolate<br>By Troy McClure |                  |
| Since the dawn of time, man has enjoyed chocolate. In the days of                        |                  |

In order to be descriptive and meaningful, the title should give a good indication as to the contents of the paper—and you will have a better idea of this once you complete the paper. So do it last. Feel free to personalize it but do not go crazy.

While a title like "Why it is Wrong for Employers to Spy on Employees" is not very exciting, it is perfectly adequate for a debate position paper: it specifies the issue, and your position on it. Keep it simple and direct, being clever and witty takes up time better spent writing the paper itself.

**Page Numbers:** Page numbers should appear on the top-right of each page, starting on the second page (i.e., there should be *no* page number on the cover page with the Honor Code). Page numbers should otherwise be in the same font, size, and style as the rest of your paper, and have your name followed by a hyphen and the page number. The following is an example:

|  |
|--|
| Troy McClure – 3   |
| chocolate, like we have today, it was mixed with shredded tobacco. And |

**Citing Your Sources:** All citations should be done in footnotes, following the rules below. Footnote text should otherwise be in the same font, size, and style as the rest of your paper. The following is an example:

and "corporations are not the center of the universe".<sup>1</sup>

<sup>1</sup>R. Edward Freeman, "Managing for Stakeholders", p. 45.

You are required to properly cite all your sources (see the course syllabus for the academic integrity policy). Do this whenever you find yourself quoting or otherwise using the ideas of another person. When citing, please follow the rules below, keeping in mind that *you must cite all sources, even if you are only putting their ideas into your own words.*

For any text that was assigned for class, you only need to cite (1) the author, (2) the title, and (3) the page numbers, as in:

Andrew Gustafson, "Utilitarianism and Business Ethics", pp. 78–79.

For Internet sources that were not assigned for class, you need to cite (as they are available) (1) the author, (2) the page title, (3) the editor, (4) the website name, (5) the publisher's location and name, (6) the date of publication (7) the date you accessed it, and (8) the URL, as in:

T.H. Irwin, "Aristotle" in E. Craig (Editor), *Routledge Encyclopedia of Philosophy* (London: Routledge, 1998), retrieved on September 15, 2012 from <http://www.rep.routledge.com/article/A022>.

Richard Kraut, "Plato", *The Stanford Encyclopedia of Philosophy* (2004), retrieved on September 15, 2012 from <http://plato.stanford.edu/entries/plato/>.

Thomas Brickhouse and Nicholas D. Smith, "Plato", *The Internet Encyclopedia of Philosophy*, retrieved on September 15, 2012 from <http://www.iep.utm.edu/p/plato.htm>.

"Aristotle", *Wikipedia, The Free Encyclopedia*, retrieved on September 15, 2012 from <http://en.wikipedia.org/wiki/Aristotle>.

For articles that were not assigned for class, you need to cite (1) the author, (2) the article title, (3) the periodical title, (4) the volume, (5) the date of publication, and (6) the page numbers, as in:

John Rawls, "The Domain of the Political and Overlapping Consensus", *New York University Law Review* 64 (1989), p. 235.

For books that were not assigned for class, you need to cite (1) the author, (2) the date, (3) the book title, (4) the publisher's information, and (5) the page numbers, as in:

Michael Kevane, *Woman and Development in Africa: How Gender Works* (Boulder, CO: Lynne Rienner, 2004), pp. 85–106.

**Exception:** In any summary or position paper, you should cite the articles being addressed (i.e., the articles directly referenced in the topic prompt I assigned) only when you directly quote them. There is no need to cite them when putting their ideas into your own words; given the nature of these types of assignments, such citations are already assumed. However, you must still cite *any* additional material—regardless of whether it is an assigned course reading or not, and regardless of whether you are directly quoting, paraphrasing, or otherwise adapting another person's ideas.

**If you are ever uncertain, please ask; do not assume.**

---

# Academic Honor Code

## Section 1: Statement of Purpose

The fundamental objective of this course is to provide students with a high quality education while developing their sense of ethics and social responsibility. Any instance of dishonesty hurts the entire community. It is with this in mind that the professor has set forth an Academic Honor Code for this class.

## Section 2: Objectives

This Honor Code aims to cultivate a community based on trust, academic integrity and honor. It specifically aims to accomplish the following:

- Ensure that students and professor understand that the responsibility for upholding academic honesty lies with them;
- Prevent any students from gaining an unfair advantage over other students through academic misconduct;
- Ensure that students understand that academic dishonesty is a violation of the profound trust of the entire academic community.

## Section 3: Student Responsibilities

The immediate objective of an Academic Honor Code is to prevent any students from gaining an unfair advantage over other students through academic misconduct. Academic misconduct is any act that does or could improperly distort student grades or other student academic records. Such acts include but need not be limited to the following:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.

Each student in this class must sign an Honor Agreement affirming their commitment to uphold this Honor Code. This Honor Agreement may reappear on assignments to remind students of their responsibilities under this Academic Honor Code.

## Section 4: Faculty Responsibilities

The professor is expected to create an environment where honesty flourishes. In creating this environment, the professor is expected to do the following:

- Make known to the class as specifically as possible what constitutes appropriate academic conduct as well as what comprises academic misconduct. This includes but is not limited to the use of previously submitted work, collaborative work on homework, etc.
- Avoid the reuse of paper topics and old exam questions;
- Include a paragraph containing their academic integrity policy on the course syllabus.

The professor is also expected to provide clarification to any student questions concerning any of the above.