

# BUSINESS, SOCIETY & ETHICS

**Units** 9.0  
**Time** Sunday, Tuesday, Thursday: 8:30AM–9:20AM  
**Location** CMUQ 2152  
**Website** <http://www.andrew.cmu.edu/user/degray/BSE15/>

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## Course Overview

### Description

What values and principles ought to regulate business and commercial activities? Should they simply be pecuniary values associated with profit maximization, or do other values such as fairness, equality, and social justice play a role as well? How exactly should all these values interact and how do they apply to business practices? In this course, we 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, and, in light of a string of ethics scandals culminating in the recent global financial crisis, 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 the proper role of business within society.

We begin this study by briefly developing a framework for philosophically approaching business ethics. We then consider alternative conceptions of the purpose of business, each of which provides a competing criterion for evaluating business practices. After that, the remainder of the course traces the practical currency of this foundational debate over the nature of business when it comes to delineating the specific values, principles, obligations, and responsibilities for good business practices. 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 be prepared to secure the legitimate cooperation of others in order to achieve your organization's goals. By immersing you in this deliberative process, I intend to better equip you for a future in business leadership.

### 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.

### Readings

All readings will be posted on the course website. You are expected to read all assigned material according to the class schedule on pages 5 and 6.

### Announcements & Other Communication

I will post important information on the course website, so please routinely check it for updates. 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.

### Requirements & Grading

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 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 me. Even so, 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 debate position papers. Please refer to pages 3 and 4 for more information about the assignments for this class.

The total points will vary from assignment to assignment. However, each assignment's grade is ultimately scaled to a score from 0 to 10. Unless you are notified of otherwise, the grading distribution will be as follows:

9.00–10.00	A	7.00–7.99	C	0.00–5.99	R
8.00–8.99	B	6.00–6.99	D		

Your final course grade will be on the same 10-point scale, with each assignment weighted as indicated on pages 3 and 4.

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.

### Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to Blackboard. If any problems occur when trying to submit, please email me a copy of your assignment *before* the assignment's due date/time. I will then submit it for you. Please refer to page 2 for more information about my academic integrity policy.

### Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* "free" absences. Furthermore, *students missing more than six classes will automatically fail the class*. There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment's due date or the day you are missing class. I will consider arrangements after the fact only in extraordinary, documented circumstances.

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# 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.

## 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.

## Mobile Phones, Laptops & 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.*

## 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. For more information on Carnegie Mellon University's sexual harassment policy, visit

[http://www.cmu.edu/policies/documents/SA\\_SH.htm](http://www.cmu.edu/policies/documents/SA_SH.htm)

## 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, and seeking help whenever you feel that you are struggling. See page 14 for the honor code for this course.

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 first-person pronouns "I", "me", "my", etc.) 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. See page 12 for more about how to properly cite your sources for this class.

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 violation concerns **using the notes of a classmate during an in-class summary presentation**. Now I absolutely encourage you all to consult with each other (and with me) about the course material, but I expect that you use this as a reference for putting together your own notes and improving your own understanding. Simply reading from another's notes during the presentation is usually an embarrassing and futile exercise where you fumble and cannot coherently summarize anything. If you actually understand the material by putting it into your own words, your presentation will be far easier for you and a joy for us.

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 Associate Dean of Academic Affairs indicating that the student in question submitted plagiarized material. 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 that 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 3 & 4) 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 this material is not like reading a novel or a textbook. 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.

**Reading questions:** 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. The questions primarily have you demonstrate your comprehension of the readings' main claims and arguments while asking you to apply these ideas in various ways.

## Participation

Class attendance and participation are very important in understanding and retaining the class material. I will therefore do my 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 (10% of Final Grade)

Your base in-class participation grade will be on the 10-point scale from page 1, and it will consist of your overall grade on all graded assignments. For example, if the weighted average of your grades on the assignments is a 8.57, then your base participation grade is also a 8.57, or a B. At the end of the semester, I first calculate your base in-class participation grade this way and then raise or lower that grade based on consideration of the items below.

**Absences, tardy arrivals, and other distracting behavior** impact your participation grade in the following ways: each unexcused class absence will lower your participation grade by 1.0 point (one letter grade), while each time you are tardy will lower it by 0.5 points (one-half letter grade). More than six absences, however, constitute automatic failure of the entire course. Sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, or similar behavior will be treated as an absence or as tardiness depending on the particulars of the circumstances.

**Active and productive class participation**, on the other hand, boosts your participation grade by up to 1.0 point (one letter grade). Also, if you have perfect attendance with no tardy arrivals, your participation grade will be automatically boosted an additional 1.0 point (one letter grade).

Note that it is possible that your participation grade can go negative because of penalties. On the other hand, it is also possible that your participation grade could go well above 5.0 points. Strive for the latter!

### Missing Class?

If you are missing a class that has no scheduled debate, you can email me a brief (≈600-word) write up about the material you miss that day. All this write up should do is answer all the posted reading questions for that class. If I receive this write up by 8:30AM the day you are absent, your absence is excused without penalty. If I receive it by 11:59PM that night, your absence is not excused but will instead be treated as a tardy.

If you are missing a class that does have a scheduled debate, please contact me directly for a reasonable accommodation.

### 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 five 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 **#BSE15**. 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 five 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 10-point scale from page 1. See page 7 for more details about using Twitter.

### Class Summaries (10% 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. 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 (≈600-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 Blackboard. 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 six 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 (by the roll of dice) 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, he or she 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 present while others may do so multiple times.

*Do not organize your written and verbal summaries like a book report*, where you proceed chronologically through each and every moment of our previous class. This will be extremely confusing, and you are more likely to miss important details. Instead, *organize your summary around how we answered the posted reading questions*. Doing this will provide a natural organization while also ensuring that it fully addresses all the relevant points. See pages 8 and 9 for the grading rubric.

Each written and verbal class summary is graded pass/fail, with a written one receives equal weight as a verbal one. In particular, each summary will be marked with a + (*pass with distinction; great job*), P (*pass*), W (*pass with warning; another summary like this may result in an F*), and F (*fail*).

Your overall class summary grade will be determined at the end of the course by (1) taking the number of summaries you passed (with +, P, or W) and dividing this by the total number for which you were selected, and (2) normalizing this ratio to the 10-point scale from page 1. A verbal summary receives the same weight as a written one. To allow you to recover, for every ten class summaries (verbal or written) for which you earn a + or a P, one F will be dropped. However, a W does not count towards that 10.

# Assignments (Continued)

## Debate

During the semester, we will conduct six in-class debates on topics related to course material. Everyone will be selected to prepare for the first debate on January 22<sup>nd</sup>, but I will then assign you to two additional debate topics using a lottery process. To assist with that lottery, I will ask you to rank the remaining debate topics according to your own interests. For each debate to which you are assigned, I will randomly place you on 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. I will announce the specific team assignments one week before each scheduled debate.

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

In preparation for each of your three assigned debates, your team must prepare a detailed (≈1,200-word) outline of your team's position and defense. About half of this preparation outline should justify and defend your team's position on the motion. The remaining half of the outline should present and then critique the possible arguments the other team might make in defense of their position. While this is an outline (and bullet point lists are permissible), *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.

Your overall preparation outline grade will be determined at the end of the semester by taking the average of your individual preparation outline grades. See page 10 for the grading rubric.

### In-Class Debates

On the day of an in-class debate, two teams will be randomly selected (by the roll of dice) 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.

If selected, the performance of your team will be graded, and this grade will be averaged along with your individual preparation outline grades. An in-class debate grade receives equal weight as a preparation outline grade. See page 11 for the grading rubric.

### Position Papers (55% of Final Grade)

Over the course of the semester, you are required to turn in three position papers, each of which responds to a debate's motion. You may write on a debate to which you were assigned, or you may write on one of the other debates. The only restriction is at least one position paper is done on debates 1, 2, or 3 (the debates before spring break), and at least one paper is done on debates 4, 5, or 6 (those after spring break). The third position paper can be done on any other debate.

Each paper consists of a sustained (≈1,200-word) argument in support of your own position on the motion. If you are writing on a debate for which you were selected, your position in this paper should reflect what you *actually* believe; it need not defend the position that your team was required to defend.

The purpose of these position papers is to practice building a reasoned argument in support of a central claim or conclusion. For each paper, you are asked to (1) state concisely your position on the debate's motion (either for or against); (2) demonstrate how this position is supported or entailed by premises, reasons, or evidence; and (3) explain how these premises are plausible or difficult to deny. Finally, this paper is an essay, it is *not* an outline with bullet points.

Your overall position paper grade will be determined at the end of the semester by taking the average of your individual position paper grades. See page 12 for the grading rubric.

## 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:

1. **First Proposition Speaker:** Presentation of the argument supporting the motion.
2. **First Opposition Speaker:** Presentation of the argument rejecting the motion.
3. **Second Proposition Speaker:** Exposition of flaws in opposition's argument.
4. **Second Opposition Speaker:** Exposition of flaws in proposition's argument.
5. **Third Proposition Speaker:** Closing summary of proposition's argument and why this persuasively responds to all of the opposition's criticisms.
6. **Third Opposition Speaker:** Closing summary of the opposition's argument and why this persuasively responds to all of the proposition'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 team with the most votes will earn a prize. 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.

### Randomization

Randomization will play a role in this class for determining when you are expected to do certain assignments. In particular, randomization will be used to determine the following:

- When you must present a verbal class summary,
- When you must submit a written class summary,
- For which three debate topics you must prepare,
- The composition of your teams for those three debate topics,
- Whether you are the proposition or opposition for those debates, and
- If and when your team must debate in front of the class.

Unless you are told otherwise, the probability of you being selected for a written class summary will be inverse to how long it has been since you last did a written summary.

### Peer Evaluations for Group Work

Debate preparation outlines and in-class debates are considered group projects. When it comes to grading these assignments, each person on the team will receive the same grade. I also leave it to your group to decide how to fairly distribute the workload.

However, in order to encourage everyone in your group to do their part, you are required to submit a peer evaluation for your teammates. At the end of the semester, I will use the peer evaluations about you to either boost or lower your overall preparation outline grade.

Peer evaluations for a preparation outline is due at the same time as that outline. Peer evaluations for an in-class debate are only required if your team is selected to participate, and they are due by 8:00AM the day of our next class meeting.



# Schedule

wk	Date	Topic/Readings	# Pages	Important Assignments
1	1/11 (Sun)	<b>Course Introduction</b>		
	1/13 (Tue)	<b>Prologue: Business Ethics From a Philosophical Perspective</b> James Rachels & Stuart Rachels, "What is Morality?"	14	
	1/15 (Thu)	<b>Business Ethics From a Philosophical Perspective</b> James Rachels & Stuart Rachels, "Subjectivism in Ethics".	12	
2	1/18 (Sun)	<b>Business Ethics From a Philosophical Perspective</b> Bruce Weinstein, "If It's Legal, It's Ethical—Right?"	4	
	1/20 (Tue)	<b>Business Ethics From a Philosophical Perspective</b> Thomas Donaldson, "Values In Tension: Ethics Away From Home". <i>Optional:</i> Katherine Zoepf, "Letter from Riyadh: Shopgirls".	10	
	1/22 (Thu)	🗳️ <b>Debate #1</b> <b>This House Believes the Sharing Economy Should Regulate Itself</b> Case Study, "Who Should Regulate the Sharing Economy?"	17	<b>Debate #1 preparation outline</b> due by 8:00AM via TurnItIn.
3	1/25 (Sun)	<b>Business Ethics From a Philosophical Perspective</b> Case Study, "Vodafone Qatar's Amazon Adventurers".	16	
	1/27 (Tue)	<b>What's the Point of Business? (Unit #1)</b> Ayn Rand, <i>Atlas Shrugged</i> .	15	
	1/29 (Thu)	<b>What's the Point of Business?</b> Milton Friedman, "The Social Responsibility of Business is to Increase Its Profits".	5	<b>Debate #1 position paper</b> due by 12:00PM (noon) via TurnItIn.
4	2/1 (Sun)	<b>What's the Point of Business?</b> James Rachels & Stuart Rachels, "The Argument That Ethical Egoism is Unacceptably Arbitrary". Lynn Stuart Parramore, "How a Libertarian Used Ayn Rand's Crazy Philosophy to Drive Sears Into the Ground".	9	
	2/3 (Tue)	<b>What's the Point of Business?</b> Garrett Hardin, "The Tragedy of the Commons".	5	
	2/5 (Thu)	🗳️ <b>Debate #2</b> <b>This House Believes "Fast Fashion" is Plagiarism and Theft</b> Case Study, "Intellectual Property and the Fashion Industry". Joanna Blakley, "Lessons From Fashion's Free Culture" (TEDx talk).	18	<b>Debate #2 preparation outline</b> due by 8:00AM via TurnItIn.
5	2/8 (Sun)	<b>What's the Point of Business?</b> Robert Solomon, <i>A Better Way to Think About Business</i> .	27	
	2/10 (Tue)	🏆 <b>Qatar National Sports Day</b>		
	2/12 (Thu)	<b>What's the Point of Business?</b> Ronald Duska, "The Why's of Business Revisited".	7	<b>Debate #2 position paper</b> due by 12:00PM (noon) via TurnItIn.
6	2/15 (Sun)	<b>What's the Point of Business?</b> R. Edward Freeman, "Managing for Stakeholders".	13	
	2/17 (Tue)	<b>What's the Point of Business?</b> Case Study, "Fire Safety in Qatar After the Villagio Fire".	20	
	2/19 (Thu)	🗳️ <b>Debate #3</b> <b>This House Believes Noncompete Agreements for Non-Executives are Permissible</b> Case Study, "When Companies Close Doors to the Future".	19	<b>Debate #3 preparation outline</b> due by 8:00AM via TurnItIn.
7	2/22 (Sun)	<b>Obligations to Partners, Employees, Clients &amp; Consumers (Unit #2)</b> Richard A. Epstein, "In Defense of the Contract at Will".	19	
	2/24 (Tue)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Tara J. Radin & Patricia H. Werhane, "Employment at Will, Employee Rights, and Future Directions for Employment".	18	
	2/26 (Thu)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Ian Maitland, "The Great Non-Debate over International Sweatshops".	12	<b>Debate #3 position paper</b> due by 12:00PM (noon) via TurnItIn.
	3/1–3/5	🌴 <b>Spring Break</b>		

# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Important Assignments
8	3/8 (Sun)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Chris Meyers, "Wrongful Beneficence: Exploitation and Third World Sweatshops".	15	
	3/10 (Tue)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Amnesty International, "A System that Permits Abuse and Traps Workers". Case Study, "Reforming Qatar's Kafala System".	38	
	3/12 (Thu)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Aviva Geva, "Moral Problems of Employing Foreign Workers".	23	
9	3/15 (Sun)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Albert Z. Carr, "Is Business Bluffing Ethical?"	7	
	3/17 (Tue)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> G. Richard Shell, "When Is It Legal to Lie in Negotiations?"	9	
	3/19 (Thu)	<b>⚖️ Debate #4</b> <b>This House Believes Refusing to Hire Smokers is Wrong</b> Case Study, "Smokescreen".	17	<b>Debate #4 preparation outline</b> due by 8:00AM via TurnItIn.
10	3/22 (Sun)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Roger Crisp, "Persuasive Advertising, Autonomy, and the Creation of Desire".	6	
	3/24 (Tue)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Matt Zwolinski, "The Ethics of Price Gouging".	26	
	3/26 (Thu)	<b>Obligations to Partners, Employees, Clients &amp; Consumers</b> Jeremy Snyder, "What's the Matter with Price Gouging?"	19	<b>Debate #4 position paper</b> due by 12:00PM (noon) via TurnItIn.
11	3/29 (Sun)	<b>Corporate Social Responsibility (Unit #3)</b> Mary Robinson, "Beyond Good Intentions: Corporate Citizenship for a New Century". David Henderson, "The Case Against 'Corporate Social Responsibility'".	12	
	3/31 (Tue)	<b>Corporate Social Responsibility</b> Robert H. Frank, "Can Socially Responsible Firms Survive in a Competitive Environment?"	11	
	4/2 (Thu)	<b>⚖️ Debate #5</b> <b>This House Believes Mozilla Wrongly Ousted CEO Brendan Eich for His Personal Beliefs</b> Case Study, "Personal Business".	16	<b>Debate #5 preparation outline</b> due by 8:00AM via TurnItIn.
12	4/5 (Sun)	<b>Corporate Social Responsibility</b> Louis Pojman, "Why Affirmative Action is Immoral".	10	
	4/7 (Tue)	<b>Corporate Social Responsibility</b> James Rachels, "In Defense of Quotas".	16	
	4/9 (Thu)	<b>Corporate Social Responsibility</b> Case Study, "The Challenge of Qatarization for the Private Sector".	15	<b>Debate #5 position paper</b> due by 12:00PM (noon) via TurnItIn.
13	4/12 (Sun)	<b>Corporate Social Responsibility</b> C. K. Prahalad, "The Market at the Bottom of the Pyramid".	15	
	4/14 (Tue)	<b>Corporate Social Responsibility</b> Aneel Karnani, "Romanticizing the Poor".	6	
	4/16 (Thu)	<b>⚖️ Debate #6</b> <b>This House Believes Commercial Reproductive Surrogacy is Legitimate Business</b> Case Study, "Renting a Womb".	20	<b>Debate #6 preparation outline</b> due by 8:00AM via TurnItIn.
14	4/19 (Sun)	<b>Corporate Social Responsibility</b> Julian L. Simon, "Scarcity or Abundance?"	11	
	4/21 (Tue)	<b>Corporate Social Responsibility</b> Amory B. Lovins, L. Hunter Lovins & Paul Hawken, "A Roadmap for Natural Capitalism".	14	
	4/23 (Thu)	<b>Epilogue: True Leadership</b> Plato, "The Allegory of the Cave".	6	<b>Debate #6 position paper</b> due by 12:00PM (noon) via TurnItIn.

# 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 their areas of expertise! Very soon, I hope that you are even 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.

## Not Relevant



**Student A** @sayWhat

I sure hope the professor brings karak to class today!

## Relevant



**Student B** @superStar

OMG, just like we talked about today in class. This is clearly an unethical fair & lovely ad :/ <http://t.co/M0QSAGCx50>

By *substantive*, I mean more than giving generic commentary, retweeting someone else's post, or simply presenting a quote from the text. 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 or quote from the text is great, but follow it up some interesting commentary of your own about it (the #pt hashtag is useful here). While I will only count your substantive comment as one of your tweets, the retweet or the quote will provide that comment with valuable context.

## Not Substantive



**Student A** @sayWhat

You are wrong.

## Substantive



**Student B** @superStar

I disagree. Like the reading said, if business is only about profit, what's wrong with the "business" of selling cocaine?

## Not Substantive



**Student A** @sayWhat

RT @nytimes: In Life and Business, Learning to Be Ethical <http://t.co/B5sw4VwYYw>

## Substantive



**Student B** @superStar

RT @nytimes: In Life and Business, Learning to Be Ethical <http://t.co/B5sw4VwYYw>



**Student B** @superStar

My concern with this NYT article is that it seems to reduce ethics to organizational behavior. Aren't they different? #pt

## Not Substantive



**Student A** @sayWhat

"Capitalism is a system of social cooperation and collaboration"

## Substantive



**Student B** @superStar

"Capitalism is a system of social cooperation and collaboration"



**Student B** @superStar

This seems way too idealistic. Freeman seems to ignore the way businesses work in the real world! #pt

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.

## Not Respectful



**Student A** @sayWhat

@aClassmate can slack and still be certain his government will spoon feed him with a diamond encrusted, golden spoon

## Respectful



**Student B** @superStar

I am worried that Qatarization will decrease the motivation of nationals to work hard and improve themselves

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 are not required to have this account connected to your real name or any other personal details. In making these decisions, do keep in mind that *people outside of this class—and even outside of the Carnegie Mellon community—can see what you are saying.* For my part, I will never reveal to anyone (either inside or outside of this class) which student is connected to which Twitter account. I want you to be comfortable in having open and honest engagement with the course material.

Alternatively, it is fine if you use *multiple* Twitter accounts for this course. That is, you might use your regular account to tweet about things that your Twitter followers and friends may find interesting, while using a disposable account to tweet about things you would rather not connect to your name. While juggling two different accounts can be tricky, this offers you the potential of having the best of both options.

For assessment purposes, I do require that you send me the name of the account(s) you want me to track for this class and that you make sure those accounts' contents are publicly viewable. So even if accounts are not connected to your real names, I still know to whom that account belongs for determining out-of-class participation grades. Just to be clear: *I will not share your account information with anyone.* Please email me this information by 5:00PM on Monday, January 12<sup>th</sup>.

When tweeting for this course, please always use the hashtag **#BSE15**. This hashtag is essential since I will not be checking your accounts' 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 **#BSE15**, 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!

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# Verbal Class Summary for Day Month, 2015: *Grading Rubric*

Student:  
Grader:

Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Followed the conventions of standard English, with no errors hindering comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized to convey ideas clearly in a logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the instructions concerning the summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content</b>				
Displayed preparedness and competency concerning the material being summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized the most important and/or interesting issues from the previous class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized how the previous class discussion answered that day's reading questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, summarized the class discussion with adroit skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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# Written Class Summary for Day Month, 2015: *Grading Rubric*

Student:

Grade:

Grader:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 13 of the syllabus).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the conventions of standard English, with no errors hindering comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized to convey ideas clearly in a logical fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed the instructions concerning the summary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content</b>				
Displayed preparedness and competency concerning the material being summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized the most important and/or interesting issues from the previous class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarized how the previous class discussion answered that day's reading questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, summarized the class discussion with adroit skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Debate Preparation Outline: *Grading Rubric*

Students:

Points Earned:

Normalized Grade:

Grader:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 13 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this outline.	0	-8	-16	-20
<b>Content</b>				
Clearly provides any background information and explains any terminology necessary for someone unfamiliar with the debate's motion to readily understand the position to be defended.	10	8	4	0
Clearly presents the position on the debate's motion that the team intends to defend.	5	4	2	0
Makes a clear and compelling case supporting that position.	35	28	14	0
Makes a clear and compelling critique of the opposing side's position on the debate's motion.	35	28	14	0
Provides examples to help clarify its main points.	5	4	2	0
Remains focused on defending its position without being distracted by inessential details.	10	8	4	0
Provides a generally compelling and convincing defense of its position on the debate's motion.	15	12	6	0

# In-Class Debate: *Grading Rubric*

Students:

Points Earned:

Normalized Grade:

Grader:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>Speech #1: Presentation of the Argument Supporting or Rejecting the Debate's Motion</b>				
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this speech.	0	-2	-4	-5
Clearly presents the position on the debate's motion that the team intends to defend.	5	4	2	0
Makes a clear and compelling case supporting that position.	30	24	12	0
<b>Speech #2: Exposition of Flaws in the Other Team's Argument</b>				
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this speech.	0	-2	-4	-5
Makes a clear and compelling critique of the other team's <i>specific</i> positions on the debate's motion.	35	28	14	0
<b>Speech #3: Closing Summary of the Argument and Why It Survives the Other Team's Criticisms</b>				
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Followed the instructions concerning this speech.	0	-2	-4	-5
Makes a clear and compelling case in response to the other team's critique.	30	24	12	0
Makes a clear and compelling summary for why their team has won this debate.	5	4	2	0
Provides a generally compelling and convincing defense of its position on the debate's motion.	15	12	6	0

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# Debate Position Paper: *Grading Rubric*

Student:

Points Earned:

Grader:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 13 of the syllabus).	0	-2	-4	-5
Followed the conventions of standard English, with no errors hindering comprehension.	0	-2	-4	-5
Organized to convey ideas clearly in a logical fashion.	0	-2	-4	-5
Follows the instructions concerning the introduction and conclusion of this paper.	0	-2	-4	-5
Followed the instructions concerning this paper's topic.	0	-8	-16	-20
<b>Content</b>				
Clearly provides any background information and explains any terminology necessary for someone unfamiliar with the paper's topic to readily understand the position to be defended.	15	12	6	0
Clearly presents the main thesis (or conclusion) that the paper intends to defend.	5	4	2	0
Clearly presents the principle premises or reasons in support for that main thesis.	15	12	6	0
Clearly and persuasively explains why these premises or reasons are plausible, compelling, and difficult to deny.	25	20	10	0
Clearly and persuasively explains the inferences used to show how the premises are supposed to entail the main thesis.	25	20	10	0
Provides relevant and concise examples to help clarify its main points.	10	8	4	0
Remains focused on defending its main thesis without being distracted by inessential details.	10	8	4	0
Provides a generally compelling and convincing defense of its main thesis.	15	12	6	0
Overall, demonstrates full comprehension of the paper's topic while defending its position with adroit skill to the reader.	5	4	2	0

# 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, "Cambria" (the default MS Word font), 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).

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: 1,203	Troy McClure – 2
Debate #2 Position Paper Fast Fashion Encourages Innovation By Troy McClure	
Since the dawn of time, mankind has enjoyed fashion. 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 "Paid Surrogacy is a Moral Good" is not very exciting, it is perfectly adequate for a 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
fashion, like we have today, it was mixed with shredded tobacco.

## 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 pages 2 and 13 of the 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:

Bruce Weinstein, "If It's Legal, It's Ethical—Right?", p. 2.

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 January 22, 2014 from <http://www.rep.routledge.com/article/A022>.

Richard Kraut, "Plato", *The Stanford Encyclopedia of Philosophy* (2004), retrieved on January 22, 2014 from <http://plato.stanford.edu/entries/plato/>.

Thomas Brickhouse and Nicholas D. Smith, "Plato", *The Internet Encyclopedia of Philosophy*, retrieved on January 22, 2014 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:

John Rawls, *Political Liberalism* (New York: Columbia University Press, 1993), pp. 85–106.

In addition, you must also cite any outside sources. For example, if a classmate has something you want to use in your own paper, you must cite it, like this:

From a conversation with X.

From the notes of X.

Similarly, if you seek assistance from the Academic Resource Center (ARC), then you must also cite it in a footnote, for instance, as follows:

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.

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



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# Academic Honor Code for Business, Society, and Ethics

## 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 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 presentation, essay paper, or other assignment included in the course;
- Substitution for, or unauthorized collaboration with, another student or person 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;
- 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;
- Include a section containing the academic integrity policy in the course syllabus.

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