

# BUSINESS, SOCIETY & ETHICS

**Units** 9.0  
**Time** Sunday, Tuesday, Thursday: 8:30AM–9:20AM  
**Location** CMUQ 1213  
**Website** <http://www.andrew.cmu.edu/user/degray/BSE16/>

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**Office Hours** Sunday, Tuesday, Thursday: 9:30AM–11:30AM

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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 be weighed and applied to business practices? In this course, we assess competing answers to these questions from an ethical perspective. Ethics is the branch of philosophy examining the nature of right and wrong action. At bottom, it addresses the most practical question: “What ought I do?” In light of scandals culminating in the recent global financial crisis, this question continues to have special urgency for 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 competing criteria 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 organizational success. 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 better 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 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.

### Submitting Assignments

To encourage proper citation of sources, all assignments must be submitted to Blackboard. If any problems occur, please email me a copy of your assignment *before* it is due. I will then submit it for you. See pages 2 and 16 for more information about my academic integrity policy.

### Requirements & Grading

Discussions of ethical issues are 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 these discussions 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 class summaries, position papers, debate outlines, and in-class debates. Please refer to pages 3 and 4 for details.

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 scale is 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 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.

### Readings

All readings are posted on the course website. You are expected to read all assigned material according to the class schedule on pages 5–8.

### Participation & Attendance

Every class meeting will involve all of us actively deliberating about ethical issues, rather than passively absorbing what others may say about these topics. As such, participation and attendance are very important to your success in this class. See below for this course’s strict absence policy and page 3 for more on how participation and attendance affect your grade.

### Late Assignment & Absence Policies

I do *not* accept late assignments, and you get *no* free absences. There is one exception: You and I agree on a reasonable accommodation *prior* to an assignment’s due date or the day you miss class. I consider arrangements after the fact only in extraordinary, documented circumstances. See page 2 for more about such accommodations. Regardless, *students missing more than six classes—whether these absences are excused or not—will automatically fail the class.*

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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, and so on will inevitably lead to legitimate conflicts over your time. If you expect that you will miss 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 still carry a penalty: your grade on the assignment may be reduced (since you may 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 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, I encourage you to talk with me to learn how to improve on future assignments.

## Photography & Recording Etiquette

To maintain an open academic environment I ask you to refrain from taking photographs or making audio and/or video recordings during class.

## Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Unless I tell you otherwise, you must silence mobile phones prior to class and 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 assignments, and seeking help whenever you are struggling. See page 16 for the academic 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). Please see page 15 for more information on how to properly cite the claims and ideas of others in your assignments.

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, 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. To help you facilitate this, every written assignment requires you to include a completed Commitment to Academic Integrity Form. See page 15 for a sample form. The course website also contains templates for these.

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 to hear.

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 first meet with the student for an explanation. If I remain convinced that there is a violation, I 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 have an assigned reading (see the schedule on pages 5–8) that you are expected to have read and thought about *before* class. This allows 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 about ethics 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 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 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.

## Participation + (10% of Final Grade)

Class attendance and participation are very important in understanding and retaining the class material. I therefore do my best to make our class meetings worthwhile and time well spent. I also take special care to create environments 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.

**Out-of-class participation** is done through the social media site Twitter. This platform provides a valuable—dare I say fun?—way to engage with your fellow students about the course material outside of our class meetings. 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 **#BSE16**. Without that hashtag, I cannot collect and review your tweets.

Each tweet is graded pass/fail. Your **base participation grade** is 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 at least 205 tweets are expected), and (2) normalizing this ratio to the 10-point scale from page 1. See page 9 for more details about using Twitter.

**In-class participation** influences your base participation grade based on consideration of the items below.

**Distracting behavior during class** lowers your base participation grade. Each time you are caught sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, doing homework for another class, or engaging in other similar behavior will reduce your participation grade between 0.25 points (one-quarter of a letter grade) and 1.00 point (one full letter grade) depending on the particulars of the circumstances.

**Active and productive class participation**, on the other hand, boosts your participation grade by up to 1.00 point (one full letter grade).

Note that it is possible that your participation grade goes negative because of penalties. On the other hand, it is also possible that it could go above 5.00 points. Strive for the latter!

## 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 we accomplished. After each class you should then review your course notes and distill them down into a succinct analysis of the most important and/or interesting issues covered that day. You should also consult the reading for that day to fill in any gaps of material that you might have not fully understood. 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 this process is assessed at the beginning of each class, where *one* student will be randomly selected to present a five-minute **verbal summary** of our previous class meeting. Being confused about the previous class, or having been absent from it, is not an excuse: you always have permission to consult the notes—but *nothing* more—of a classmate. Indeed, I highly encourage you all to consult with each other and compare course notes *outside* of class, but you may only use your own notes during your in-class presentation. Keep in mind that you only have five minutes to present; I will ask you to stop after that time is up.

*Do not organize this presentation like a book report*, where you proceed chronologically through each and every moment of our previous class. This will be extremely confusing for your audience, and you are likely to miss important points. Instead, *organize your verbal summary around how we answered the posted reading questions*, regardless of the order in which they were addressed during class. Doing so provides a natural organization while ensuring that you cover all the relevant issues. If there were no posted reading questions for that class, then summarize the two or three most important ethical issues we addressed during class.

Every student will do at least one class summary. Otherwise, the particular time and frequency of verbal class summaries is entirely random. Each verbal class summary is graded according to the 10-point grading scale from page 1. If you are selected but not present (due to either an unexcused absence or tardy arrival), you receive a 0.00 (R). Your overall class summary grade is determined at the end of the semester by taking the average of the individual class summary grades you earned. See page 10 for a sample grading rubric.

### Missing Class? Late to Class?

It is extremely important that you are caught up on the course material and not falling behind. Therefore, I will take attendance promptly at the start of each class at 8:30AM. If you are not sitting in your seat at that time—regardless of whether you are absent or merely thirty-seconds late to class—you are *required* to email me a written class summary of that day's class before 11:59PM the next day.

A **written class summary** is a brief (≈750-word) write up about that day's material, following the structure and criteria of the regular, verbal class summaries discussed above. The only difference is that this summary is written and should follow the "General Technical Requirements for Written Assignments" (on page 15). Please use the template provided on the course website in doing so.

Each written class summary is graded according to the 10-point grading scale from page 1. The same criteria as the verbal class summaries will be applied in calculating this grade, and it will be included in the average of your verbal class summary grades. Failure to email me this write up before 11:59PM the next day will result in a 0.00 (R) for that assignment. See page 11 for a sample grading rubric.

# Assignments (Continued)

## Debate

During the semester, we will conduct four in-class debates on topics related to course material. For each debate, I will assign you to a three-person team that will be either for or against that debate's motion.

For team assignments, I try not to pair you with the same person twice, and I work to create diverse teams with different genders, majors, and class levels. In addition, *at any time during the semester you are free to email me the name of one classmate you would prefer not to be paired with*. However, I will not change teams after they have been assigned. Otherwise, I will do my best to honor all such requests.

## Preparation Outlines , (30% of Final Grade)

In preparation for each debate, your team must prepare a detailed ( $\approx 1,500$ -word) outline of your team's position and defense of that position. 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 strongest 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 debate preparation outline grade will be determined at the end of the semester by taking the average of your individual outline grades. However, your lowest individual outline grade is dropped in that calculation. Peer evaluations will then be used to either raise or lower your overall preparation outline grade. See page 12 for the grading rubric.

## 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.

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. However, for every time you debate live in front of the class, I will drop one more of your lowest individual preparation outline or live-debate grades. See page 13 for the grading rubric.

### Free Passes

You get two free passes to use during this course. One free pass may be exchanged for the following:

- A re-rolling of the die for a verbal class summary (keep in mind that you may be randomly selected again by the die),
- Not having to submit a written class summary (due to an absence or tardy),
- Any (up to 5) missed tweets for *one* between-class period, or
- A 24-hour extension for a debate position paper.

For each free pass that you do not use by the end of the course, I will boost your participation grade by 0.25 (one-quarter of a letter grade). So use your two free passes wisely!

## Debate Position Papers (50% of Final Grade)

Over the course of the semester, you are required to turn in two position papers, each of which responds to a debate's motion. One position paper must be done on debate 1 or 2 (those debates before mid-semester), and one paper must be done on debate 3 or 4 (those after mid-semester). A third, optional position paper may be done on any other debate.

Each debate position paper consists of a sustained ( $\approx 1,700$ -word) argument in support of your own position on the motion. Your position in this paper should reflect what you *actually* believe about the issues; so it need not defend the position that your team was required to defend in its preparation outline.

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

Your overall debate position paper grade will be determined at the end of the semester by taking the average of your *two* highest position paper grades. So if you do a third, optional position paper, the lowest grade of the three is dropped. See page 14 for the grading rubric.

## Rough Drafts

Unless I say otherwise, you are not required to turn in any rough drafts. Of course, I will gladly meet with you to discuss your paper. However, if you are not asking a relatively simple technical question, please do not just email me your paper. Email conversations on subtle philosophical issues are seldom productive. Instead, schedule an appointment with me, bring two copies of your paper to that meeting (one for you and one for me), and together we will go over the areas of the paper with which you are struggling. Past experience shows that this method of reviewing rough drafts is the most effective.

If you do insist on emailing me your paper, keep in the following in mind:

1. If it is the weekend or after 5:00PM, the likelihood of me reading your paper immediately is slim. Expect any comments to arrive the next weekday at the earliest. Of course, if you have a simple, technical question, I usually respond much quicker, even on weekends.
2. I will only read your paper until I encounter one area for improvement, large or small. This typically involves something in the introductory paragraph. I seldom get more than two paragraphs into the paper. Needless to say, this will help ensure a well-written introduction, but otherwise it is a highly inefficient way for you to develop the more substantive parts of your paper.

In short, I highly encourage you to meet face-to-face with me about specific areas for which you require my assistance. Doing so will almost certainly make a huge difference in the quality of your final paper, and, in turn, my task of reading it will prove far more enjoyable.



# Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	8/21 (Sun)	<b>Business Ethics From a Philosophical Perspective (Unit #1)</b>		
	8/23 (Tue)	Rachels, J., & Rachels, S. (2012). What Is Morality? In <i>The Elements of Moral Philosophy</i> (7th ed., pp. 1–13). New York, NY: McGraw-Hill. <i>Optional:</i> TED-Ed. (2015, December 8). The Ethical Dilemma of Self-Driving Cars - Patrick Lin [online video]. Y. Du (Dir.). TED-Ed Originals. Retrieved August 14, 2016, from <a href="http://ed.ted.com/lessons/the-ethical-dilemma-of-self-driving-cars-patrick-lin">http://ed.ted.com/lessons/the-ethical-dilemma-of-self-driving-cars-patrick-lin</a> .	6	
	8/25 (Thu)	Sen, A. (1993). Does Business Ethics Make Economic Sense? In P. M. Minus (Ed.), <i>The Ethics of Business in a Global Economy</i> (Vol. 4, Issues in Business Ethics, pp. 53–66). Norwell, MA: Kluwer. <i>Optional:</i> Harris Interactive. (2009, June 30). Only One-Quarter of Americans Say Banks are Honest and Trustworthy. Retrieved August 14, 2016, from <a href="http://media.theharrispoll.com/documents/Harris-Interactive-Poll-Research-Trust-in-Fin-Inst-2009-06.pdf">http://media.theharrispoll.com/documents/Harris-Interactive-Poll-Research-Trust-in-Fin-Inst-2009-06.pdf</a> .	14	Debate #1 teams assigned.
2	8/28 (Sun)	Rachels, J., & Rachels, S. (2012). Subjectivism in Ethics. In <i>The Elements of Moral Philosophy</i> (7th ed., pp. 32–48). New York, NY: McGraw-Hill.	12	
	8/30 (Tue)	Crisp, R. J. (1987, July). Persuasive Advertising, Autonomy, and the Creation of Desire. <i>Journal of Business Ethics</i> , 6(5), 413–418. <i>Optional:</i> Poppick, S. (2014, December 3). 10 Subliminal Retail Tricks You're Probably Falling For. <i>Money</i> . Retrieved August 26, 2016, from <a href="http://time.com/money/3069933/ways-companies-trick-you-into-buying-more/">http://time.com/money/3069933/ways-companies-trick-you-into-buying-more/</a> . <i>Optional:</i> Vranica, S. (2002, July 31). Sony Ericsson Campaign Uses Actors To Push Camera-Phone in Real Life. <i>Wall Street Journal</i> . Retrieved August 14, 2016, from <a href="http://www.wsj.com/articles/SB1028069195715597440">http://www.wsj.com/articles/SB1028069195715597440</a> .	6	
	9/1 (Thu)	<b>🗳️ Debate #1</b> <b>This House Believes Qatar Should Tax Businesses Selling Sugary Drinks to Promote Public Health</b> Hartocollis, A. (2010, July 2). Failure of State Soda Tax Plan Reflects Power of an Antitax Message. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/2010/07/03/nyregion/03sodatax.html">http://www.nytimes.com/2010/07/03/nyregion/03sodatax.html</a> . Malkin, E. (2013, October 15). Mexico Takes Bloomberg-Like Swing at Soaring Obesity. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/2013/10/16/world/americas/mexico-takes-a-bloomberg-like-swing-at-obesity.html">http://www.nytimes.com/2013/10/16/world/americas/mexico-takes-a-bloomberg-like-swing-at-obesity.html</a> . Sanger-Katz, M. (2016, June 16). Soda Tax Passes in Philadelphia. Advocates Ask: Who's Next? <i>New York Times</i> . Retrieved August 16, 2016, from <a href="http://www.nytimes.com/2016/06/17/upshot/soda-tax-passes-in-philadelphia-advocates-ask-whos-next.html">http://www.nytimes.com/2016/06/17/upshot/soda-tax-passes-in-philadelphia-advocates-ask-whos-next.html</a> . Soft Drinks Set to Cost More as GCC Proposes 100% Tax. (2016, May 16). <i>Qatar Tribune</i> . Retrieved August 14, 2016, from <a href="http://archive.qatar-tribune.com/viewnews.aspx?n=D993F53A-D502-4ADF-B01A-83472E1D6C27&amp;d=20160516">http://archive.qatar-tribune.com/viewnews.aspx?n=D993F53A-D502-4ADF-B01A-83472E1D6C27&amp;d=20160516</a> . World Health Organization. (2015, January). Qatar: WHO Statistical Profile. Retrieved August 14, 2016, from <a href="http://www.who.int/gho/countries/qat.pdf">http://www.who.int/gho/countries/qat.pdf</a> . World Health Organization. (n.d.). Noncommunicable Diseases (NCD) Country Profiles, 2014. Retrieved August 14, 2016, from <a href="http://www.who.int/nmh/countries/qat_en.pdf">http://www.who.int/nmh/countries/qat_en.pdf</a> . International Diabetes Federation. (n.d.). Qatar. Retrieved August 14, 2016, from <a href="http://www.idf.org/membership/mena/qatar">http://www.idf.org/membership/mena/qatar</a> . Central Intelligence Agency. (n.d.). Country Comparison :: Obesity - Adult Prevalence Rate. <i>The World Factbook</i> . Retrieved August 14, 2016, from <a href="https://www.cia.gov/library/publications/the-world-factbook/rankorder/2228rank.html">https://www.cia.gov/library/publications/the-world-factbook/rankorder/2228rank.html</a> .	28	Debate #1 preparation outline due by 8:00AM via Blackboard. Debate #1 peer evaluations due by 8:00AM via Google Forms.
3	9/4 (Sun)	Carr, A. Z. (1968, January/February). Is Business Bluffing Ethical? <i>Harvard Business Review</i> , 64(1), 143–153.	7	
	9/6 (Tue)	Weinstein, B. (2007, October 15). If It's Legal, It's Ethical... Right? <i>Bloomberg Businessweek</i> . Retrieved August 16, 2016, from <a href="http://www.bloomberg.com/news/articles/2007-10-15/if-its-legal-its-ethical-right-businessweek-business-news-stock-market-and-financial-advice">http://www.bloomberg.com/news/articles/2007-10-15/if-its-legal-its-ethical-right-businessweek-business-news-stock-market-and-financial-advice</a> . <i>Optional:</i> Cannon, C. (1996). Tylenol's Rebound. In T. Donaldson & A. Gini (Eds.), <i>Case Studies in Business Ethics</i> (4th ed., pp. 29–32). Upper Saddle River, NJ: Prentice Hall.	6	
	9/8 (Thu)	Donaldson, T. (1996, September/October). Values in Tension: Ethics Away from Home. <i>Harvard Business Review</i> , 74(5), 48–62. <i>Optional:</i> Zoepf, K. (2013, December 23 & 30). Shopgirls. <i>New Yorker</i> , 58–67.	9	Debate #1 position paper due by 12:00PM (noon) via Blackboard.
	9/11–9/15	🕌 Eid Al-Adha Break		

# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
4	9/18 (Sun)	<b>Business Ethics From a Philosophical Perspective (Unit #1 Continued)</b> Gray, D. E. (Ed.). (2016). Vodafone Qatar's Amazon Adventurers [unpublished course material].	27	
	9/20 (Tue)	<b>What's the Point of Business? (Unit #2)</b> Rand, A. (1957). <i>Atlas Shrugged</i> . New York, NY: Random House.	15	Debate #2 teams assigned.
	9/22 (Thu)	Friedman, M. (1970, September 13). The Social Responsibility of Business Is to Increase Its Profits. <i>New York Times Magazine</i> , 32–33 & 122–126. <i>Optional:</i> Heracleous, L., & Lan, L.-L. (2010, April). The Myth of Shareholder Capitalism. <i>Harvard Business Review</i> , 88(4), 24.	5	
5	9/25 (Sun)	Parramore, L. S. (2013, July 17). How a Libertarian Used Ayn Rand's Crazy Philosophy to Drive Sears Into the Ground. <i>AlterNet</i> . Retrieved August 16, 2016, from <a href="http://www.alternet.org/economy/ayn-rand-sears-and-eddie-lampert">http://www.alternet.org/economy/ayn-rand-sears-and-eddie-lampert</a> . Rachels, J., & Rachels, S. (2012). The Argument That Ethical Egoism is Unacceptably Arbitrary. In <i>The Elements of Moral Philosophy</i> (7th ed., pp. 79–81). New York, NY: McGraw-Hill.	10	
	9/27 (Tue)	Hardin, G. (1968, December 13). The Tragedy of the Commons. <i>Science</i> , 162(3859), 1243–1248.	5	
	9/29 (Thu)	 <b>Debate #2</b> <b>This House Believes Google Has the Right to Promote Its Own Products Using Android</b> Scott, M. (2016, April 20). E.U. Charges Dispute Google's Claims That Android Is Open to All. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/2016/04/21/technology/google-europe-antitrust.html">http://www.nytimes.com/2016/04/21/technology/google-europe-antitrust.html</a> . Walker, K. (2016, April 20). Android's Model of Open Innovation [blog post]. <i>Google Europe Blog</i> . Retrieved August 14, 2016, from <a href="http://googlepolicyeurope.blogspot.qa/2016/04/androids-model-of-open-innovation.html">http://googlepolicyeurope.blogspot.qa/2016/04/androids-model-of-open-innovation.html</a> . Radia, R. (2016, April 28). Monopolies, Like Google, Are Innovators, Which Is Good for Consumers. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/roomfordebate/2016/04/28/is-google-a-harmful-monopoly/monopolies-like-google-are-innovators-which-is-good-for-consumers">http://www.nytimes.com/roomfordebate/2016/04/28/is-google-a-harmful-monopoly/monopolies-like-google-are-innovators-which-is-good-for-consumers</a> . Vollrath, D. E. (2016, April 28). There's No Limit to Google's Market Power. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/roomfordebate/2016/04/28/is-google-a-harmful-monopoly/theres-no-limit-to-googles-market-power">http://www.nytimes.com/roomfordebate/2016/04/28/is-google-a-harmful-monopoly/theres-no-limit-to-googles-market-power</a> .	14	Debate #2 preparation outline due by 8:00AM via Blackboard. Debate #2 peer evaluations due by 8:00AM via Google Forms.
6	10/2 (Sun)	Solomon, R. C. (1999). <i>A Better Way to Think About Business</i> . Oxford: Oxford University Press.	17	
	10/4 (Tue)	Duska, R. F. (1997, September). The Why's of Business Revisited. <i>Journal of Business Ethics</i> , 16(12/13), 1401–1409.	7	
	10/6 (Thu)	Freeman, R. E. (2009). Managing for Stakeholders. In T. L. Beauchamp, N. E. Bowie, & D. G. Arnold (Eds.), <i>Ethical Theory and Business</i> (8th ed., pp. 56–68). Upper Saddle River, NJ: Prentice Hall.	14	Debate #2 position paper due by 12:00PM (noon) via Blackboard.
7	10/9 (Sun)	Gray, D. E. (Ed.). (2016). Building Construction and Safety After the Villaggio Fire [unpublished course material].	20	
	10/11 (Tue)	<b>Obligations to Partners, Employees, Clients &amp; Consumers (Unit #3)</b> Moriarty, J. (2005, April). Do CEOs Get Paid Too Much? <i>Business Ethics Quarterly</i> , 15(2), 257–281. <i>Optional:</i> Mishel, L., & Davis, A. (2015, June 21). Top CEOs Make 300 Times More than Typical Workers. Economic Policy Institute. Retrieved August 16, 2016, from <a href="http://www.epi.org/publication/top-ceos-make-300-times-more-than-workers-pay-growth-surpasses-market-gains-and-the-rest-of-the-o-1-percent/">http://www.epi.org/publication/top-ceos-make-300-times-more-than-workers-pay-growth-surpasses-market-gains-and-the-rest-of-the-o-1-percent/</a> .	23	
	10/13 (Thu)	Epstein, R. A. (1984, Autumn). In Defense of the Contract at Will. <i>University of Chicago Law Review</i> , 51(4), 947–982.	16	

# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
8	10/16 (Sun)	<b>Obligations to Partners, Employees, Clients &amp; Consumers (Unit #3 Continued)</b> McCall, J. J. (2003, April). A Defense of Just Cause Dismissal Rules. <i>Business Ethics Quarterly</i> , 13(2), 151–175.	25	
	10/18 (Tue)	Maitland, I. (1997, September). The Great Non-Debate Over International Sweatshops. <i>British Academy of Management Annual Conference Proceedings</i> , 240–265.	25	Debate #3 teams assigned.
	10/20 (Thu)	Meyers, C. (2004, Fall). Wrongful Beneficence: Exploitation and Third World Sweatshops. <i>Journal of Social Psychology</i> , 35(3), 319–333.	15	
9	10/23 (Sun)	Geva, A. (1999, July). Moral Problems of Employing Foreign Workers. <i>Business Ethics Quarterly</i> , 9(3), 381–403.	18	
	10/25 (Tue)	Gray, D. E. (Ed.). (2016). Reforming Qatar's Kafala System [unpublished course material].	28	
	10/27 (Thu)	<b>🗨️ Debate #3</b> <b>This House Believes Relying on Biometric Scans for Security is Too Risky</b> Corkery, M. (2016, June 21). Goodbye, Password. Banks Opt to Scan Fingers and Faces Instead. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/2016/06/22/business/dealbook/goodbye-password-banks-opt-to-scan-fingers-and-faces-instead.html">http://www.nytimes.com/2016/06/22/business/dealbook/goodbye-password-banks-opt-to-scan-fingers-and-faces-instead.html</a> . Nanavati, S. (2016, July 5). Biometrics Allow for Better Bank Security and Customer Convenience. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/roomfordebate/2016/07/05/biometrics-and-banking/biometrics-allow-for-better-bank-security-and-customer-convenience">http://www.nytimes.com/roomfordebate/2016/07/05/biometrics-and-banking/biometrics-allow-for-better-bank-security-and-customer-convenience</a> . Lewis, J. (2016, July 5). The Need for Biometrics Goes Beyond Banks. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/roomfordebate/2016/07/05/biometrics-and-banking/the-need-for-biometrics-goes-beyond-banks">http://www.nytimes.com/roomfordebate/2016/07/05/biometrics-and-banking/the-need-for-biometrics-goes-beyond-banks</a> . Gartland, C. (2016, July 5). Biometrics Are a Grave Threat to Privacy. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/roomfordebate/2016/07/05/biometrics-and-banking/biometrics-are-a-grave-threat-to-privacy">http://www.nytimes.com/roomfordebate/2016/07/05/biometrics-and-banking/biometrics-are-a-grave-threat-to-privacy</a> . Welinder, Y. (2016, July 13). Biometrics in Banking Is Not Secure. <i>New York Times</i> . Retrieved August 14, 2016, from <a href="http://www.nytimes.com/roomfordebate/2016/07/05/biometrics-and-banking/biometrics-in-banking-is-not-secure">http://www.nytimes.com/roomfordebate/2016/07/05/biometrics-and-banking/biometrics-in-banking-is-not-secure</a> .	9	<b>Debate #3 preparation outline</b> due by 8:00AM via Blackboard. <b>Debate #3 peer evaluations</b> due by 8:00AM via Google Forms.
10	10/30 (Sun)	Zwolinski, M. (2008, July). The Ethics of Price Gouging. <i>Business Ethics Quarterly</i> , 18(3), 347–378. <i>Optional</i> : Evans, L. (2013, December 16). Uber's Snow Storm Surge Pricing Gouged New Yorkers Big Time. <i>Gothamist</i> . Retrieved August 16, 2016, from <a href="http://gothamist.com/2013/12/16/uber_surge_pricing.php">http://gothamist.com/2013/12/16/uber_surge_pricing.php</a> .	26	
	11/1 (Tue)	Snyder, J. (2009, April). What's the Matter with Price Gouging? <i>Business Ethics Quarterly</i> , 19(2), 275–293.	15	
	11/3 (Thu)	Gray, D. E. (Ed.). (2016). The Qatar National Bank Data Hack [unpublished course material].	12	<b>Debate #3 position paper</b> due by 12:00PM (noon) via Blackboard.
11	11/6 (Sun)	<b>Corporate Social Responsibility (Unit #4)</b> Carnegie, A. (1889, June). Wealth. <i>North American Review</i> , 148(391), 653–664. <i>Optional</i> : Farbman, J. (2015, December 7). We Don't Want Mark Zuckerberg's Charity. <i>Jacobin</i> . Retrieved August 16, 2016, from <a href="https://www.jacobinmag.com/2015/12/facebook-zuckerbergs-charity-gates-philanthropy/">https://www.jacobinmag.com/2015/12/facebook-zuckerbergs-charity-gates-philanthropy/</a> .	12	
	11/8 (Tue)	Porter, M. E., & Kramer, M. R. (2011, January/February). Creating Shared Value. <i>Harvard Business Review</i> , 89(1/2), 62–77.	16	Debate #4 teams assigned.
	11/10 (Thu)	Prahalad, C. K. (2014). The Market at the Bottom of the Pyramid. In <i>The Fortune at the Bottom of the Pyramid</i> (Revised & Updated ed., pp. 27–46). Upper Saddle River, NJ: Prentice Hall.	15	

# Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
12	11/13 (Sun)	<b>Corporate Social Responsibility (Unit #4 Continued)</b> Karnani, A. (2009, Winter). Romanticizing the Poor. <i>Stanford Social Innovation Review</i> , 7(1), 38–43.	6	
	11/15 (Tue)	Rangan, V. K., Chase, L., & Karim, S. (2015, January/February). The Truth About CSR. <i>Harvard Business Review</i> , 93(1/2), 40–49.	10	
	11/17 (Thu)	<b>🗳️ Debate #4</b> <b>This House Believes Vodafone Egypt Was Wrong to Suspend Service to Tahrir Square on Friday, January 28, 2011</b> Müller, U. & Pandit, S. (2014, February 26). Vodafone in Egypt: National Crises and Their Implications for Multinational Corporations (A) [case study]. Berlin: European School of Management and Technology. Müller, U. & Pandit, S. (2014, February 26). Vodafone in Egypt: National Crises and Their Implications for Multinational Corporations (B) [case study]. Berlin: European School of Management and Technology.	26	<b>Debate #4 preparation outline</b> due by 8:00AM via Blackboard. <b>Debate #4 peer evaluations</b> due by 8:00AM via Google Forms.
13	11/20 (Sun)	Gray, D. E. (Ed.). (2016). Challenges for Qatarization in the Private Sector [unpublished course material].	26	
	11/22 (Tue)	Pojman, L. P. (2007). Why Affirmative Action Is Immoral. In M. Timmons (Ed.), <i>Disputed Moral Issues</i> (pp. 218–226). Oxford: Oxford University Press.	16	
	11/24 (Thu)	Rachels, J. (1997). In Defense of Quotas. In <i>Can Ethics Provide Answers? And Other Essays in Moral Philosophy</i> (pp. 199–212). Lanham, MD: Rowman & Littlefield.	14	<b>Debate #4 position paper</b> due by 12:00PM (noon) via Blackboard.
14	11/27 (Sun)	Frank, R. H. (1996). Can Socially Responsible Firms Survive in a Competitive Environment? In D. M. Messick & A. E. Tenbrunsel (Eds.), <i>Codes of Conduct: Behavioral Research into Business Ethics</i> (pp. 86–103). New York, NY: Russell Sage Foundation.	11	
	11/29 (Tue)	Lovins, A. B., Lovins, L. H., & Hawken, P. (1999, May/June). A Road Map for Natural Capitalism. <i>Harvard Business Review</i> , 77(5/6), 145–158.	14	
	12/1 (Thu)	<b>Epilogue: Ethical Leadership</b> Plato. (1992). The Allegory of the Cave. In G. M. A. Grube & C. D. C. Reeve (Trans.), <i>Republic</i> (pp. 186–190). Indianapolis, IN: Hackett. (Original work written c.380BCE).	6	



# 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 and economics! 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 business ethics or some other aspect of this course.

## Not Relevant



**Student A** @sayWhat

I sure hope the professor brings karak to class today! #BSE16

## Relevant



**Student B** @superStar

OMG, just like we talked about today in class. This is clearly an unethical fair & lovely ad :/ <http://t.co/M0QSAGC50> #BSE16

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. #BSE16

## 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? #BSE16

## Not Substantive



**Student A** @sayWhat

RT @WSJ: Why some MBAs are reading Plato and Kant <http://on.wsj.com/1fuA0rL> #BSE16

## Substantive



**Student B** @superStar

RT @WSJ: Why some MBAs are reading Plato and Kant <http://on.wsj.com/1fuA0rL> #BSE16



**Student B** @superStar

More abstract thinking about ethical issues seems like something we need in CMU-Q's BA program? #pt #BSE16

## Not Substantive



**Student A** @sayWhat

"Capitalism is a system of social cooperation and collaboration" #BSE16

## Substantive



**Student B** @superStar

"Capitalism is a system of social cooperation and collaboration" #BSE16



**Student B** @superStar

This seems way too idealistic. Freeman seems to ignore the way businesses work in the real world! #pt #BSE16

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 #BSE16

## Respectful



**Student B** @superStar

I am worried that Qatarization will decrease the motivation of nationals to work hard and improve themselves #BSE16

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 also 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(s) 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, August 22<sup>nd</sup>.

When tweeting for this course, please always use the hashtag #BSE16. 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 #BSE16, 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!

# Verbal Class Summary for 23 August, 2016: Grading Rubric

Student:  
Grader:

Normalized 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:				
Q1: According to Rachels and Rachels, what does moral philosophy seek to better understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2: What do Rachels and Rachels believe about the role of reason and impartiality in morality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3: Putting all this together, what do Rachels and Rachels mean by the "minimum conception of morality"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4: Google, Uber, and other tech companies are developing self-driving cars. This requires the companies to decide how their vehicles should respond in situations where there is no choice but to harm someone. For instance, what if a self-driving car is going over a bridge when suddenly it is about to crash into a school bus full of children. Should the self-driving car be programmed to automatically swerve off the bridge, likely killing the car's driver but saving those children on the bus? (For more details, see the optional video from TED-Ed.) How might the minimum conception of morality advise these companies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulted the assigned reading to fill in any gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, adroitly summarized the previous class discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Written Class Summary for 23 August, 2016: Grading Rubric

Student:  
Grader:

Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 15 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:				
Q1: According to Rachels and Rachels, what does moral philosophy seek to better understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2: What do Rachels and Rachels believe about the role of reason and impartiality in morality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3: Putting all this together, what do Rachels and Rachels mean by the "minimum conception of morality"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4: Google, Uber, and other tech companies are developing self-driving cars. This requires the companies to decide how their vehicles should respond in situations where there is no choice but to harm someone. For instance, what if a self-driving car is going over a bridge when suddenly it is about to crash into a school bus full of children. Should the self-driving car be programmed to automatically swerve off the bridge, likely killing the car's driver but saving those children on the bus? (For more details, see the optional video from TED-Ed.) How might the minimum conception of morality advise these companies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulted the assigned reading to fill in any gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, adroitly summarized the previous class discussion.	<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 15 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>Background &amp; Statement of this Team's Position on the Debate's Motion</b>				
Clearly presents the position on the debate's motion that the team intends to defend.	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the debate's motion to readily understand its position. ( <i>This criteria also applies to claims made throughout this outline.</i> )	15	12	6	0
<b>Justification of this Team's Position on the Debate's Motion</b>				
Clearly presents the principle premises, reasons and/or evidence in support of this team's position.	10	8	4	0
Clearly and persuasively explains why these premises, reasons, and/or evidence are plausible, compelling, and difficult to deny.	10	8	4	0
Clearly and persuasively explains the inferences used to show how these premises, reasons, and/or evidence support this team's position.	10	8	4	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.	5	4	2	0
<b>Critique of the Other Team's Position on the Debate's Motion</b>				
Clearly identifies the strongest arguments that seem to justify the other team's position.	10	8	4	0
Makes a clear and compelling critique of those arguments.	20	16	8	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.	5	4	2	0
<b>No Conclusion</b>				
There is no conclusion summarizing the outline or explaining the consequences that result from accepting this outline's position on the debate's motion.	0	-2	-4	-5
<b>Overall</b>				
Demonstrates creative and sustained research into the debate's motion and associated arguments.	30	24	12	0
Provides a generally compelling defense of this team's position on the debate's motion.	10	8	4	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
Clearly presents the principle premises, reasons and/or evidence in support of this position.	10	8	4	0
Clearly and persuasively explains why these premises, reasons, and/or evidence are plausible, compelling, and difficult to deny.	10	8	4	0
Clearly and persuasively explains the inferences used to show how these premises, reasons, and/or evidence support the team's position.	10	8	4	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
Clearly and correctly identifies the other team's <i>specific</i> arguments in defense of the other team's position.	10	8	4	0
Makes a clear and compelling critique of those arguments made by the other team.	25	20	10	0
<b>Speech #3: Rebuttal of Other Team's Criticisms &amp; Closing Summary of the 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
Clearly and correctly identifies the <i>specific</i> criticisms made by the other team.	10	8	4	0
Makes a clear and compelling case in response to that critique made by the other team.	20	16	8	0
Makes a clear and compelling summary for why this team has won the debate.	5	4	2	0
<b>Overall</b>				
Provides a generally compelling defense of this team's position on the debate's motion.	15	12	6	0



# Debate Position Paper: Grading Rubric

Student:  
Grader:

Points Earned:  
Normalized Grade:

	Excellent	Satisfactory	Mediocre	Unacceptable
<b>General Requirements</b>				
Follows the "General Technical Requirements for Written Assignments" (on page 15 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 paper's topic.	0	-8	-16	-20
<b>Introduction: Background &amp; Statement of the Central Position</b>				
Begins with a brief introductory paragraph that is no more than four sentences long.	0	-2	-4	-5
Clearly presents the central position (or main thesis) that the paper intends to defend in the introductory paragraph.	5	4	2	0
Clearly presents any background information and explains any terminology necessary for someone unfamiliar with the paper's topic to readily understand its central position. ( <i>This criteria also applies to claims made in the body of this paper.</i> )	15	12	6	0
<b>Body: Justification of the Central Position</b>				
Clearly presents the principle premises, reasons and/or evidence in support of this paper's central position.	15	12	6	0
Clearly and persuasively explains why these premises, reasons, and/or evidence are plausible, compelling, and difficult to deny.	25	20	10	0
Clearly and persuasively explains the inferences used to show how these premises, reasons, and/or evidence support the central position.	25	20	10	0
Anticipates and persuasively responds to potential criticisms of its central position and supporting arguments.	20	16	8	0
Provides relevant and concise examples to help clarify and illustrate important points and concepts.	10	8	4	0
Remains focused on defending its central position without being distracted by inessential details.	10	8	4	0
Provides a generally compelling defense of its central position.	15	12	6	0
<b>Conclusion: One <i>Practical</i> Implication of the Central Position</b>				
Ends by explaining one important <i>practical</i> implication that should result from accepting this paper's central claim.	15	12	6	0
<b>Overall</b>				
Demonstrates creative and sustained research into the debate's motion and associated arguments, while showing a pronounced improvement over the debate preparation outline.	30	24	12	0

# General Technical Requirements for Written Assignments

All written assignments are expected to satisfy the following:

1. Have a cover page consisting of a completed Commitment to Academic Integrity Form (you sign it by typing your name).
2. Be double-spaced.
3. Be written in 12PT, "Cambria" (the default MS Word font), or another similar serif-type font.
4. Have side-margins of 1 inch.
5. Have horizontal alignment that is fully justified.
6. Have no extra space between paragraphs.
7. Have each paragraph begin with a tab indentation.
8. Have the paper's total word count at the top left corner of the title page.
9. Have a descriptive title (see section on title pages below).
10. Have page numbers (see section on page numbering below).
11. Follow the APA-style for (A) in-text citations and (B) the last page's list of all references (see section on citing your sources below).

Yes, this is boring, and yes, it is pedantic. The point of 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 completed copy of the Commitment to Academic Integrity Form) and 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 Piracy Encourages Innovation By Troy McClure	
Since the dawn of time, mankind has enjoyed pirates. 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 "Higher Wages are a Good Thing" is not very exciting, it is perfectly adequate for a debate position paper: it specifies the issue and the stance you take on that issue. 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 Commitment to Academic Integrity Form). 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
pirates, like we have today, it was mixed with shredded tobacco.	

## Citing Your Sources

You are required to properly cite all your sources (see pages 2 and 16 of the syllabus for the academic integrity policy). Do this whenever you find yourself quoting or otherwise using the ideas of another person. Please follow APA-style citation guidelines, keeping in mind that *you must cite all sources, even if you are only putting their ideas into your own words.*

**In-Text Citations:** When you reference any source, you need to do an in-text citation with (1) the author and (2) the year of publication, as in:

Shareholders are the most important (Friedman, 1970).

If you are directly quoting the source, then please include the page number when available:

Because it is "someone else's money" (Friedman, 1970, p. 33).

If no year of publication is available, use n.d. (for "no date") instead, as in:

Construction regulations are struggling to keep up (Kunji, n.d.).

If no author is credited, use the first few words of the source's title, as in:

Negligence was a problem. ("Villaggio Fire Investigation", 2012).

**List of References:** The last page must include a "References" section. For each reference, you need to cite, as they are relevant/available, (1) the author, (2) the date of publication, (4) the chapter, article, or webpage title, (5) the book, periodical, journal, or website title, (6) the volume and issue of publication, (7) book publishing location and publisher, and (8) the URL with date of retrieval. Some examples:

Friedman, M. (1970, September 13). The Social Responsibility of Business Is to Increase Its Profits. *New York Times Magazine*, 32–33 & 122–126.

Kunji, J. (n.d.). Building a Culture of Safety in Qatar. *Qatar Under Construction*. Retrieved January 10, 2014, from <http://www.qatarunderconstruction.org/category/articles/building-culture-safety-qatar/>.

Villaggio Fire Investigation: Perfect Storm of Negligence, Lack of Preparedness Contributed to Deaths. (2012, June 13). *Doha News*. Retrieved January 10, 2014, from <http://dohanews.co/villaggio-fire-investigation-perfect-storm-of/>.

Rand, A. (1957). *Atlas Shrugged*. New York: Random House.

The course schedule contains the full reference for each assigned text, which should make this process much easier for you, while providing you with lots of examples for additional outside sources you may use.

**Other People:** You must also cite ideas coming from classmates, friends, family members, course assistants, or anyone else. In-text citations must reference (1) the person whose idea it was, and (2) when you got that idea from them, as in:

Executive compensation is unfair (Al-Thani, 2016).

When listing this references, you need to cite (1) the person's name, (2) when you got the idea from them, and (3) how you got the idea from them, as in:

Al-Thani, F. (2016, November 30). [Class notes].

Gray, D. E. (2016, September 12). [Personal conversation].

**The Academic Resource Center (ARC):** If you receive assistance from the ARC, then you must also acknowledge their help. Do this on the last page, after the references, with an "Acknowledgments" section. For instance:

Thanks to Hope from the ARC who helped me with my spelling.

**IF YOU ARE EVER UNCERTAIN, PLEASE ASK; DO NOT ASSUME.**

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# Academic Honor Code for Business, Society & 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, paper, or other assignment included in the course;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of course requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate citations;
- False claims of performance or work that has been submitted by the student.

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

Each student in this class must also 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.
- Assist students in attributing the contribution of others by having them complete a Commitment to Academic Integrity Form for all written assignments.

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

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# Commitment to Academic Integrity Form: Sample

Place an X before each statement that is true and provide all the relevant information:

\_\_\_ I collaborated with the following people:

\_\_\_ I received help from the following people (this includes the professor, classmates, debate partners, course assistants, the Academic Resource Center (A.R.C.), friends, family members, and so on):

\_\_\_ I provided help to the following classmates:

\_\_\_ I worked alone.

\_\_\_ I have cited any and all relevant sources using the APA style.

I understand that this assignment falls under the course's Academic Honor Code.

Today's Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

# BUSINESS, SOCIETY & ETHICS

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## Honor Agreement

I hereby acknowledge that as a student in this class, I have read the Academic Honor Code for Business, Society & Ethics, and intend to adhere to both the letter and spirit that it seeks to embody. If I am ever tempted to violate this code, I will seek help from the professor in order to find an alternative course of action. If I have any questions about this code, I will ask.

Today's Date: \_\_\_\_\_

Print Your Name: \_\_\_\_\_

Sign Your Name: \_\_\_\_\_