

Instructor

Professor David Emmanuel Gray

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Office hours by appointment or whenever the office door is open.

Course Schedule

**You'll want to put
this centerfold on
your wall!**

pp4-5

Course Requirements

Participation	15%
Class Summaries	10%
Four Unit Exams	50%
Final Exam	25%

pp2-3

Sunday, Tuesday, Thursday: 9:30AM – 10:20AM | www.andrew.cmu.edu/user/degray/BSE17

Business, Society & Ethics

What ought I do?

Listen to my gut? **Profits first?**

Do I say something? Go green?

What's the point of business?

If it's legal, it's ethical? **Everyone's doing it?**

Customer safety? **But the shareholders demand it?**

Employee development? Is sustainability the future?

What values govern business?

Let the market decide? **Follow fairness?**

Just don't get caught? Fake it until you make it?

Do the right thing or get rich while the world burns?

ALL COURSE TEXTS, NOW

ONLINE

BUSINESS, SOCIETY & ETHICS

Units 9.0
Time Sunday, Tuesday, Thursday: 9:30AM–10:20AM
Location CMUQ 3069
Website <https://www.andrew.cmu.edu/user/degray/BSE17/>

Instructor Professor David Emmanuel Gray
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Course Overview

Description

What values and principles ought to regulate business and commercial activities? Should they simply be economic 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 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 importance 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 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 implications of this debate over the nature of business when it comes to determining the specific values, principles, obligations, and responsibilities for good business practices. My primary goal throughout is to cultivate your capacities for practical deliberation 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 course, 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 are posted on the course website. You are expected to read all assigned material according to the class schedule on pages 4 and 5.

Announcements & Other Communication

I will email important information to you throughout the semester, so please routinely check your CMU email address 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

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.

Requirements include participation, class summaries, 4 unit exams, and 1 final exam. Please refer to pages 2 and 3 for details.

The total possible score will vary from assignment to assignment. However, each assignment’s raw score is normalized to a scale 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 2 and 3. A spreadsheet will be posted on the course website to help you keep track of your overall grade in the course.

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.

Participation & Attendance

This course is based on the principle of experiential learning, where you learn not only from me but from your discussions and interactions with your classmates. Indeed, like any activity, reasoning about ethics can only be learned through practice. Indeed, every class meeting will involve all of us actively *doing* ethical reasoning, rather than passively absorbing what others may say about ethical issues. As such, participation and attendance are very important to your success in this class. See below for this course’s strict absence policy below and on page 2 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 7 for more about such accommodations. Regardless, *students marked absent from more than five classes—whether these absences are excused or not—will automatically fail this course.*

Requirements

Reading

Most days of class have an assigned reading (see the schedule on pages 4 and 5) that you are expected to have read and thought about *before* class. This allows us to devote more time to discussing 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 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 + (15% of Final Grade)

This course challenges each of us to share in the difficult process of understanding and evaluating important ethical arguments. As a result, class attendance and participation are very important in understanding and retaining the class material. Therefore, I will take attendance promptly at the start of each class at 9:30AM. If you are not sitting in your seat at that time, you will be marked absent. If you show up after that, then you will be marked as late. However, if you show up more than 10 minutes late, you remain marked as absent.

I will do my best to make our class meetings worthwhile and time well spent. I will also take special care to create an environment where you feel comfortable asking questions and expressing your views about. To get the most out of our class meetings, *do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

Out-of-class participation is done through the social media site Twitter. This platform provides a simple way to engage with your classmates about the course material. 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 **#BSE17**. 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.

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

Distracting behavior during class lowers your participation grade. Distracting behavior includes, but is not limited to, sleeping in class, chatting with the person sitting next to you, using your phone or laptop, leaving the classroom, and doing homework for another class.

Active and productive class participation, on the other hand, boosts your participation grade.

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 brief 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 that you might have not fully understood. Given that most of our meetings involve critically assessing one or more positions on an issue, this process endeavors to better your understanding of these positions and how the class analyzed them.

This understanding is assessed at the beginning of each class, where *one* student will be randomly selected (by the roll of a die) 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 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 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, 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. A sample grading rubric will be provided in class.

Missing Class? Late to Class?

It is extremely important that you are caught up on the course material and not falling behind. Therefore, if you are absent or late to class—even by thirty-seconds—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" (posted on the course website). 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.

Requirements (Continued)

Unit Exams (50% of Final Grade)

There will be four fifty-minute unit exams. Each unit exam will test your understanding of the course material covered in that unit. This means that unit exams are *not* cumulative, focusing just on the material and skills covered in class since the previous exam. However, be aware that certain key concepts, seen repeatedly in class, will be relevant on all the exams and so should not be forgotten. All unit exams are open book and open notes.

You overall unit exam grade will be determined at the end of the semester by taking the average of your top three unit exam grades. This means that *your lowest unit exam quiz grade will be dropped* in this calculation.

Unit exams will be given promptly at the start of class at 9:30PM and collected at 10:20PM (the end of class). If you come in late, you will not be given extra time. *So arrive promptly for the unit exams.* The unit exams are announced in advance on the course schedule, and cannot be made up. The reason that one of your unit exams is dropped is so you have the freedom to miss or do poorly on a unit exam with no questions asked. To summarize: *there will be no make-up exams*, except in extraordinary, documented circumstances.

Final Exam (25% of Final Grade)

During finals week, there will be one three-hour comprehensive final exam. This final exam will test your understanding of the course material that you have been studying throughout the entire course. Therefore, the final exam *is* cumulative, focusing on all the material and skills covered in class. The final exam is open book and open notes.

Free Passes

You get three 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 late arrival), or
- Any (up to 5) missed tweets for *one* between-class period.

For each free pass that you do not use by the end of the course, I will boost your participation grade by +0.20 (one-fifth of a letter grade). So use your two free passes wisely!

#BSE17 Course Schedule

Be Aware

Regular class meetings are Sundays, Tuesdays, and Thursdays from 9:30AM to 10:20AM.

Unless told otherwise, all class meetings will be in lecture hall 3069.

Please check the finals week schedule (when announced) for the date and location of the final exam.

Assigned reading, reading questions, lecture slides, and the most up-to-date course schedule can be found on the course website:

www.andrew.cmu.edu/user/degray/BSE17

August 2017

Sat	Sun	Mon	Tue	Wed	Thu	Fri
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	Course Introduction		The Domain of Ethics		The Value of Business Ethics	
26	27	28	29	30	31	
	Justification in Business Ethics		Business Law & Ethics		Business Beyond Borders	

September

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
	<i>Eid al-Adha Break</i>					
9	10	11	12	13	14	15
	Vodafone Qatar's Amazon Adventurers		Honest Deception		Autonomy & Advertising	
16	17	18	19	20	21	22
	Unit #1 Exam		Prudence & Egoism		Shareholder Theory	
23	24	25	26	27	28	29
	Is Greed Good Business?		Prudentially Limiting Prudence		The Corporation as Community & Citizen	
30						

October

Sat	Sun	Mon	Tue	Wed	Thu	Fri
	1	2	3	4	5	6
	Disentangling Motive from Purpose		Stakeholder Theory		Construction & Safety After the Villaggio Fire	
7	8	9	10	11	12	13
	Unit #2 Exam		Reconsidering Executive Compensation		The Virtues of Employment at Will	
14	15	16	17	18	19	20
	Demanding Dismissal with Justification		Defending Sweatshops		Insulting Offers & Sweatshops	
21	22	23	24	25	26	27
	What Do We Owe Foreign Labor?		Reforming Qatar's Kafala System		Permissibility of Price Gouging	
28	29	30	31			
	The Immorality of Price Gouging		The Qatar National Bank Data Hack			

November

Sat	Sun	Mon	Tue	Wed	Thu	Fri
				1	2	3
					Unit #3 Exam	
4	5	6	7	8	9	10
	Philanthropy & Social Responsibility		Strategic CSR		Markets at the Base of the Pyramid	
11	12	13	14	15	16	17
	Challenges at the Base of the Pyramid		Purpose-Based CSR		Qatarization in the Private Sector	
18	19	20	21	22	23	24
	Rejecting Affirmative Action		Overcoming Prejudice with Quotas		Solving Commitment Problems	
25	26	27	28	29	30	
	The Immorality of Price Gouging		Unit #4 Exam		Ethical Leadership	

December

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
	<i>Finals Week</i>					
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	8/20 (Sun)	Business Ethics From a Philosophical Perspective (Unit #1)		
	8/22 (Tue)	Rachels, J., & Rachels, S. (2012). What Is Morality? In <i>The Elements of Moral Philosophy</i> (7 th ed., pp. 1–13). New York, NY: McGraw-Hill. <i>Optional:</i> Lin, P. (2015, December 8). The Ethical Dilemma of Self-Driving Cars. [Online video]. Y. Du (Dir.). TED-Ed Originals. Retrieved August 14, 2016, from http://ed.ted.com/lessons/the-ethical-dilemma-of-self-driving-cars-patrick-lin .	6	
	8/24 (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 http://media.theharrispoll.com/documents/Harris-Interactive-Poll-Research-Trust-in-Fin-Inst-2009-06.pdf .	14	
2	8/27 (Sun)	Rachels, J., & Rachels, S. (2012). Subjectivism in Ethics. In <i>The Elements of Moral Philosophy</i> (7 th ed., pp. 32–48). New York, NY: McGraw-Hill.	12	
	8/29 (Tue)	Weinstein, B. (2007, October 15). If It's Legal, It's Ethical... Right? <i>Bloomberg Businessweek</i> . Retrieved August 16, 2016, from http://www.bloomberg.com/news/articles/2007-10-15/if-its-legal-its-ethical-right-businessweek-business-news-stock-market-and-financial-advice . <i>Optional:</i> Cannon, C. (1996). Tylenol's Rebound. In T. Donaldson & A. Gini (Eds.), <i>Case Studies in Business Ethics</i> (4 th ed., pp. 29–32). Upper Saddle River, NJ: Prentice Hall.	6	
	8/31 (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	
	9/3–7	 Eid Al-Adha Break		
3	9/10 (Sun)	Gray, D. E. (Ed.). (2016). Vodafone Qatar's Amazon Adventurers [unpublished course material].	27	
	9/12 (Tue)	Carr, A. Z. (1968, January/February). Is Business Bluffing Ethical? <i>Harvard Business Review</i> , 64(1), 143–153.	7	
	9/14 (Thu)	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 http://time.com/money/3069933/ways-companies-trick-you-into-buying-more/ . <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 http://www.wsj.com/articles/SB1028069195715597440 .	6	
4	9/17 (Sun)	Unit #1 exam.		
	9/19 (Tue)	What's the Point of Business? (Unit #2) Rand, A. (1957). <i>Atlas Shrugged</i> . New York, NY: Random House.	15	
	9/21 (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	9/24 (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 http://www.alternet.org/economy/ayn-rand-sears-and-eddie-lampert . Rachels, J., & Rachels, S. (2012). The Argument That Ethical Egoism is Unacceptably Arbitrary. In <i>The Elements of Moral Philosophy</i> (7 th ed., pp. 79–81). New York, NY: McGraw-Hill.	10	
	9/26 (Tue)	Hardin, G. (1968, December 13). The Tragedy of the Commons. <i>Science</i> , 162(3859), 1243–1248.	5	
	9/28 (Thu)	Solomon, R. C. (1999). <i>A Better Way to Think About Business</i> . Oxford: Oxford University Press.	14	
6	10/1 (Sun)	Duska, R. F. (1997, September). The Why's of Business Revisited. <i>Journal of Business Ethics</i> , 16(12/13), 1401–1409.	7	
	10/3 (Tue)	Freeman, R. E. (2009). Managing for Stakeholders. In T. L. Beauchamp, N. E. Bowie, & D. G. Arnold (Eds.), <i>Ethical Theory and Business</i> (8 th ed., pp. 56–68). Upper Saddle River, NJ: Prentice Hall.	14	
	10/5 (Thu)	Gray, D. E. (Ed.). (2016). Building Construction and Safety After the Villaggio Fire [unpublished course material].	27	

Schedule (Continued)

wk	Date	Topic/Readings	# Pages	Assignments
7	10/8 (Sun)			Unit #2 exam.
	10/10 (Tue)	Obligations to Partners, Employees, Clients & Consumers (Unit #3) 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 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/ .	23	
	10/12 (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	
8	10/15 (Sun)	McCall, J. J. (2003, April). A Defense of Just Cause Dismissal Rules. <i>Business Ethics Quarterly</i> , 13(2), 151–175.	25	
	10/17 (Tue)	Maitland, I. (1997, September). The Great Non-Debate Over International Sweatshops. <i>British Academy of Management Annual Conference Proceedings</i> , 240–265.	25	
	10/19 (Thu)	Meyers, C. (2004, Fall). Wrongful Beneficence: Exploitation and Third World Sweatshops. <i>Journal of Social Psychology</i> , 35(3), 319–333.	15	
9	10/22 (Sun)	Geva, A. (1999, July). Moral Problems of Employing Foreign Workers. <i>Business Ethics Quarterly</i> , 9(3), 381–403.	18	
	10/24 (Tue)	Gray, D. E. (Ed.). (2016). Reforming Qatar's Kafala System [unpublished course material].	34	
	10/26 (Thu)	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 http://gothamist.com/2013/12/16/uber_surge_pricing.php .	26	
10	10/29 (Sun)	Snyder, J. (2009, April). What's the Matter with Price Gouging? <i>Business Ethics Quarterly</i> , 19(2), 275–293.	15	
	10/31 (Tue)	Gray, D. E. (Ed.). (2016). The Qatar National Bank Data Hack [unpublished course material].	14	
	11/2 (Thu)			Unit #3 exam.
11	11/5 (Sun)	Corporate Social Responsibility (Unit #4) 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 https://www.jacobinmag.com/2015/12/facebook-zuckerbergs-charity-gates-philanthropy/ .	12	
	11/7 (Tue)	Porter, M. E., & Kramer, M. R. (2011, January/February). Creating Shared Value. <i>Harvard Business Review</i> , 89(1/2), 62–77.	16	
	11/9 (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	
12	11/12 (Sun)	Karnani, A. (2009, Winter). Romanticizing the Poor. <i>Stanford Social Innovation Review</i> , 7(1), 38–43.	6	
	11/14 (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	
	11/16 (Thu)	Gray, D. E. (Ed.). (2016). Challenges for Qatarization in the Private Sector [unpublished course material].	32	
13	11/19 (Sun)	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	
	11/21 (Tue)	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	
	11/23 (Thu)	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	
14	11/26 (Sun)	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	
	11/28 (Tue)			Unit #4 exam.
	11/30 (Thu)	Epilogue: Ethical Leadership 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.380 BCE).	6	
	TBA			Final exam.

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

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 8 for the academic honor code for this course.

In this class, there are two typical violations of academic integrity. The first involves **cheating on an exam** by copying the answers from a neighbor or by using an unauthorized "cheat sheet". Exams assess your proficiency with the course material, so you must do them on your own. In real life, you may be able to seek advice from and consult with your colleagues about difficult moral decisions in business, but my goal is to train you for going beyond that. I want you to be a leader in these matters, being able to confidently make your own decisions. This is the essence of true leadership in these matters.

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.

Keep in mind that your lowest unit exam grade is dropped you have opportunities to do extra class summaries, and you have free passes. Together, all this gives you the opportunity to make mistakes and still do well—as long as you learn from those mistakes! So these should help reduce the temptation to cheat, which comes with far higher penalties.

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 letters to the Assistant Dean for Student Affairs and the Coordinator of Community Standards indicating that the student in question cheated on an assignment. Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for cheating on an exam is worse than for not having taken that exam at all. Furthermore, cheating on an exam will result in a negative score that will not be dropped.

Cheating 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, visit

http://www.cmu.edu/student-affairs/theword/acad_standards/index.html

http://www.cmu.edu/student-affairs/theword/comm_standards/standards.html

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.

Academic Honor Code for Business, Society, and Ethics

The Carnegie Mellon Code

Students at Carnegie Mellon, because they are members of an academic community dedicated to the achievement of excellence, are expected to meet the highest standards of personal, ethical and moral conduct possible.

These standards require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and a willingness to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

As members of the Carnegie Mellon community, individuals are expected to uphold the standards of the community in addition to holding others accountable for said standards. It is rare that the life of a student in an academic community can be so private that it will not affect the community as a whole or that the above standards do not apply.

The discovery, advancement and communication of knowledge are not possible without a commitment to these standards. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, an academic community cannot exist.

The commitment of its faculty, staff and students to these standards contributes to the high respect in which the Carnegie Mellon degree is held. Students must not destroy that respect by their failure to meet these standards. Students who cannot meet them should voluntarily withdraw from the university.

Student Responsibilities

An important purpose of this course's academic honor code is to prevent any student(s) 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 academic records. Such acts include the following:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any examination 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; and
- 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 agreement may reappear on assignments to remind students of their responsibilities.

Faculty Responsibilities

The course instructor 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;
- Avoid the reuse of old exams;
- Create different copies of the same exam; and
- Include a section containing the academic integrity policy in the course syllabus.

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

Letter From the Professor

Welcome to the Course!



I'm extremely passionate about the study of ethics, and so I look forward to sharing this journey with you through business,

society, and ethics. By this December, I hope you find the confidence to deliberate with others about difficult moral and social issues. As you will soon see, this is essential for your future in business leadership.

My teaching philosophy is simple: You're humble lumps of coal, but with the careful application of heat and pressure, you can become diamonds. I'll do my utmost to fuel your fire and passion for overcoming the stress and pressures of this course. However, if you feel about to crack, let me know—I want everyone to come out of this shining bright!

In this process, I embrace the fact that making mistakes is perfectly normal. That's when we usually learn the most! This is why the course allows you to make mistakes and have opportunities to recover.

For example, there are 4 unit exams, but your lowest is dropped. While attendance and participation on Twitter are required, you get 3 "free passes" to excuse absences or missed tweets. If you don't do as well as you like on a verbal class summary, you can always do written ones to raise your grade. We all have bad days, but those days shouldn't define us.

Finally, I know that you may only be taking this course because it is required for your degree. There is nothing wrong with that! Even so, I hope you leave the course with a greater appreciation of ethics and the role of business in society. Who knows, you may even discover that you wish to pursue a career in Corporate Social Responsibility!

Sincerely,

David Emmanuel Gray

Assistant Teaching Professor of Philosophy

Objectives

Ethics & Its Application

Business, Society, and Ethics introduces you to the field of ethics and its business applications by having you:

- Assess competing claims about the demands ethics and morality place on business decisions,
- Reflect on your assumptions and form your own considered judgments about these issues, and
- Communicate your analysis of these issues through both verbal and written discourse.

**Bring on the
heat & pressure.**

**That's how
DIAMONDS
are made.**



Important Policies

Attendance

Given the importance of everyone's presence during class, *students marked absent from more than five classes—whether these absences are excused or not—will automatically fail this course.*

Furthermore, if you are marked absent or late—even if by only 30 seconds—you are required to submit a written class summary for that day.

See pages 1 and 2 for more about attendance and written class summaries.

Outcomes

Measuring Success

Your progress and success in this course will be measured in these ways:

- In- and out-of-class participation that displays your ongoing attempts to both understand and apply the course material,
- Summaries that verify you are keeping up with the material as we are covering it in class, and
- Examinations that test your basic knowledge and understanding of that material.

Requirements

Percentages

The requirements for this course are weighted as follows:

- Participation 15%
(In class and on Twitter)
- Class Summaries 10%
(Verbal and written)
- 4 Unit Exams 50%
(Lowest is dropped)
- Final Exam 25%

See pages 2 and 3 for more details about these course requirements.

Calculating Grades

10-Point Grading Scale

All scores on assignments will be normalized to the following 10-point scale for determining letter grades:

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

Your final, overall course grade will be based on this scale by weighing your performance on the course requirements using the percentages indicated above.