

Instructor

Professor David Emmanuel Gray

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

Class Schedule

**You'll Want to Put
This Centerfold On
Your Wall!**

p14

Course Requirements

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

p6

Business, Society & Ethics

Sunday, Tuesday, Thursday: 9:30AM — 10:20AM | www.andrew.cmu.edu/user/degray/BSE18

Spring
2018



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

Syllabus Contents

The driving assumption behind this course is that business is not done in isolation. To succeed, you must secure the legitimate cooperation of others

p4



Key Highlights



"Have you noticed ethics creeping into some of these deals lately?"

Important Policies Attendance

p7

Given the importance of everyone's presence during class, *students marked absent-excused or not-from more than 5 class meetings will automatically fail this course.* For this calculation, 3 late arrivals will count as an absence.

To ensure that you are caught up, 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.

Objectives

p4

Ethics & Its Application

Business, Society, and Ethics introduces you to the field of ethics and its application to business 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 understanding and analysis of these issues through both verbal and written discourse.

Requirements

p6

Percentages

The requirements for this course are weighted as follows:

- | | |
|-------------------------------------------|-----|
| • Participation (In Class and on Twitter) | 15% |
| • Class Summaries (Verbal and Written) | 10% |
| • 4 Unit Exams (Lowest is Dropped) | 50% |
| • Final Exam | 25% |

Assessment

p6

Measuring Success

I will measure your progress and success in this course by using the following:

- In- and out-of-class participation that displays your ongoing attempts to better understand and apply the course material presented in the readings and discussed during our class meetings,
- Summaries that verify you are keeping up with this material, and
- Examinations that test your basic knowledge and understanding of that material.

Calculating Grades

p6

100-Point Grading Scale

The total possible score may vary from assignment to assignment. Therefore, your raw scores will be normalized to a 100-point scale for determining grades:

| | |
|--------------|---|
| 90.00-100.00 | A |
| 80.00-89.99 | B |
| 70.00-79.99 | C |
| 60.00-69.99 | D |
| 0.00-59.99 | R |

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Course Information In Brief

Title Business, Society & Ethics **Number** 70-332 **Units** 9.0 **Term** Spring 2018

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Letter From The Professor

Welcome to the Class!

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 May, I hope you have the practice and 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 all have entered this class as humble lumps of coal, but with the careful application of heat and pressure, you can become diamonds. I will do my utmost to fuel your fire and passion for business ethics, encouraging you to successfully overcome the stress and pressures of this course. However, if ever you feel about to crack, let me know—I want everyone to come out of this shining bright!

Throughout this learning process, I embrace the fact that making mistakes is perfectly normal. In fact, I encourage you to do make at least one spectacular mistake this semester—because that's precisely when we usually learn the most! This is also why I have structured the course to let you to make mistakes while having opportunities to recover from them.

For example, there are 4 unit exams, but your lowest of them is dropped. While attendance and participation on Twitter are required, you get 3 “free passes” to excuse absences or make up missed tweets. If you do not perform as well as you would like on a class summary, you can always do additional written ones to try and raise your grade. We all have bad days, but those days should not be the ones that 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 encourage you to keep an open mind and leave the course with a greater appreciation of ethics and the important role of business in society. Who knows, you may even discover that you wish to pursue a career in Corporate Social Responsibility!

Sincerely,

David Gray

David Emmanuel Gray

Assistant Teaching Professor of Philosophy
Carnegie Mellon University in Qatar

Course Overview

Business, Society & Ethics | Spring 2018

What is Good Business?

Business, Society, and Ethics is structured around one basic question: What is good business? I suspect that by now you have a very solid grasp on how to answer this question from the perspectives of economics, marketing, finance, accounting, operations, and management. But do these areas fully represent the values and principles constituting good business? Should businesses be driven solely by monetary values associated with profit maximization? Or do other values like fairness, respect, and social responsibility play a role as well? How exactly should all these various values be weighed and applied to actual business decisions?

In Business, Society, and Ethics, we will reflect on questions like these from an ethical perspective. Ethics is the branch of philosophy examining the nature of right and wrong action. At bottom, ethics addresses the most practical question: “What ought I do?” This is not some hypothetical concern, but something businesses are continually trying to address as they formulate and act upon their core strategy. This suggests that ethics is already an inherent part of business.

This should not be too surprising. After all, ethics continues to have special importance for business. Just consider the seemingly never-ending stream of corporate scandals: the global financial crisis, the Rana Plaza collapse in Bangladesh, Volkswagen’s emissions deception, Samsung’s exploding phones, Silicon Valley’s sexism, Wells Fargo’s fraud, and so on. As a result, the study of ethics may help us better understand good business and the proper role of business within society.

We begin this study by briefly developing a framework for understanding business ethics and distinguishing it from other fields of study. We then consider alternative conceptions of the purpose of business, each of which supports a competing set of criteria for evaluating business practices. This reveals a fundamental debate over business and its guiding values. The remainder of this course then traces the practical implications of those debates when it comes to making business decisions.

As you will soon see, many ethical issues in business do not have obvious right and wrong answers. Nor is there a simple “ethics checklist” to consult when confronted with a hard choice or

difficult business decision. There are instead whole constellations of applicable values, and those values may sometimes conflict with one another. Therefore, it is ultimately up to you, and you alone, to sufficiently resolve such dilemmas so that you may act both decisively and in a morally justifiable manner.

As a result, my primary goal throughout this course is to cultivate *your* cognitive and affective capacities for practical deliberation with other people about moral issues in business. This means that *I am not here to tell you what is right and what is wrong*. My real intent is to equip you to make these difficult judgments for yourself and, in turn, to meaningfully engage with others on these issues. After all, business is not done in isolation. To succeed and achieve your organizational goals, you must be prepared to secure the legitimate cooperation of others. This is the basic principle of business ethics, and I will do my best to immerse you in that deliberative process. I can think of no better way to prepare you for your future in business leadership.

Learning Objectives

Ethics & Its Application

Business, Society, and Ethics introduces you to the field of ethics and its application to business.

By the end of the course, I expect that you will better be able to:

- 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 understanding and analysis of these issues through both verbal and written discourse.

I have designed each of the course requirements (p6) with these objectives in mind.

Learning Resources

Online Materials

There is no textbook for Business, Society, and Ethics: all the required and optional readings are found on the **course website**. I expect you to read all assigned material according to the class schedule (p14).

In addition to all the readings, the course website also has reading guides, lecture slides, and other course materials. Any updates to the course schedule will also be posted there.

Class Structure

Experiential Learning

Business, Society, and Ethics is based on the principle of experiential learning, where you learn not only from me but also from your discussions and interactions with your classmates. Indeed, like any activity, you get better at reasoning about ethics the more you actually do it. 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.

Our class meetings will therefore follow an interactive lecture format, driven by analysis of the readings and the arguments they contain. This gives you opportunities to actively practice ethical reasoning, rather than passively absorb what others may say about ethical issues. To help keep you engaged, 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 own views.

However, a few words of warning about this format:

1. Discussions of ethical issues are a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments while not attacking the person expressing them.
2. To get the most out of our class meetings, *please do not confuse this cooperative style of learning with mere conversation or informal, organized chatting.*

This explains the strict attendance policy (p7) for this course, along with my expectations associated with participation (p7).

Announcements & Other Communication

Check Your Email!

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 (1039) or get in touch via email (degray@cmu.edu).

Please keep in mind that I primarily read and respond to university-related email during my regular "business" hours (weekdays from 8:00AM to 5:00PM). Emails received outside of that time may not receive a response until I am back in the office. (Of course, relatively simple requests may be answered more promptly.)



Business, Society & Ethics

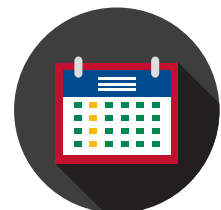
Spring 2018

www.andrew.cmu.edu/user/degray/BSE18

At home or on the go
everything for the course
is waiting online for you!



COURSE INFO



UPDATED SCHEDULE



READINGS



VIDEOS



STUDY GUIDES



SLIDE DECKS

Join the conversation on Twitter: **#BSE18**

Course Requirements

Business, Society & Ethics | Spring 2018

The distracted boyfriend in happier times



6

I will measure your progress and success in Business, Society, and Ethics by using the following forms of assessment:

- In- and out-of-class participation that displays your ongoing attempts to better understand and apply the course material presented in the readings and discussed during our class meetings,
- Summaries that verify you are keeping up with this material, and
- Examinations that test your basic knowledge and understanding of that material.

When calculating your final grade for the course, these requirements will be weighted as follows:

- | | |
|-------------------|-----|
| • Participation | 15% |
| • Class Summaries | 10% |
| • 4 Unit Exams | 50% |
| • Final Exam | 25% |

Your lowest unit exam grade will be dropped in this calculation. In addition, if you are worried about your overall class summary grade, I highly encourage you to try and increase it by doing extra written class summaries during the semester.

The total possible score may vary from assignment to assignment. Therefore, each assignment's raw score is normalized to a **100-point scale** for determining letter grades. Your final course grade will be on the same scale, with each assignment weighed using the above percentages.

A spreadsheet will be posted on the course website to help you keep track of your grade. Otherwise, if you wish to know how you are doing in more specific terms than what you can infer from this information, do not hesitate to meet with me.

Scale for Letter Grades

| Normalized Points | Letter Grade |
|-------------------|--------------|
| 90.00–100.00 | A |
| 80.00–89.99 | B |
| 70.00–79.99 | C |
| 60.00–69.99 | D |
| 0.00–59.99 | F |

Reading

- ▶ All readings and reading guides are posted on the course website
- ▶ Read these and try to answer the guides' questions before class

Most of our class meetings will have an assigned reading that you are expected to have read and thought about *before* class. This allows us to devote more time to discussing the texts as a group 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.

All the required reading is posted on the course website and will be covered according to the class schedule (p14). Some days may also have *optional* readings or videos. These contain material that help enrich, or otherwise supplement, the required readings. I may allude to this optional material during our class meetings, but I will not punish you for not reading them. (However, you *are* responsible for whatever is covered from these in class.)

I highly encourage you to print out all of the readings and bring them to class. This will make it easier for you to highlight important passages we talk about and to mark up the text with any of your own notes. Since exams are open-book and open-notes, you can then bring all of that material to the exams and have it available to consult as needed.

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 important sections if necessary. In some cases, multiple readings of the entire text may be necessary. I suggest that you take notes while you read, so that you can remember the text's main points. Finally, feel free to bring any questions you may have about the reading to class.

Take good notes
for the verbal class
summaries 8

When trouble strikes,
don't panic, use a
free pass instead 9

Absent from or late to
class? You must write
a summary 9

Criteria for assessing
class summaries 10

Keep up with readings
and class discussions
for the 4 unit exams 10

Finish the course
strong with the
final exam 11

To assist you in this process, I have posted reading guides on the course website. These guides highlight the concepts and arguments that will frame our class discussions of that material. Most importantly, these guides also have questions that help you check your understanding of the readings' arguments and main claims.

I suggest also printing out these guides and bringing them to class. That way you can be sure to see how their questions were addressed during class and make any additional notes about them as needed. This is one more resource that could prove useful to have during the exams.

The bottom line Do the required reading using the reading guides before class and come ready to discuss them with your classmates.

15% of Final Course Grade

Participation



► Your base participation grade comes from out-of-class posts on Twitter

► Active and productive participation during class may increase that grade

Business, Society, and Ethics challenges each of us to share in the difficult process of understanding and evaluating important ethical arguments. As a result, class attendance and participation (during and outside of class) are crucial in understanding and retaining the class material.

Out-of-class participation is done through the social media site Twitter, which will be used to determine your base participation grade at the end of the course. Meanwhile, your in-class participation influences that base participation grade based on two considerations:

1. Distracting behavior during our class meetings lowers your participation grade. Distracting behavior includes, but is not limited to, sleeping in class, chatting with the person sitting next to



"Before we discuss destroying the competition, screwing our customers, and laughing all the way to the bank, let's begin this meeting with a prayer."

- you, using your phone or laptop without permission, leaving the classroom, and doing homework for another class.
2. Active and *productive* class participation, on the other hand, may boost your participation grade.

The bottom line The more you are able to find meaningful ways to engage in this class, the more you will learn and the better you may perform.

Attendance

► Attendance will be taken at the beginning of each class meeting

► No "free" absences without a prior reasonable accommodation

Given the importance of attendance for this class, I will take roll promptly at the start of each class meeting 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.

You get *no* "free" absences from class. There is one exception: You and I agree on a reasonable accommodation (p12) *prior* the day you miss class. I will consider arrangements after the fact only in extraordinary, documented circumstances. Getting caught in traffic is not an excuse.

Regardless, **students marked absent from more than 5 class meetings—whether these absences are excused or not—will automatically fail this course.** For this calculation, 3 late arrivals will count as an absence.

In addition, **if you are marked absent from or late to a class meeting—even if by only 30 seconds—you are required to submit a written class summary (p9) for that day's class meeting.**

The bottom line Make life easier, by showing up on time to each of our class meetings and leaving home early if traffic is a concern.

Twitter Assignment

► Tweet at least 5 times between each class using the #BSE18 hashtag

► Tweets must be relevant, substantive, and respectful

► Email me your account name(s) by Monday, 8 January at 5:00PM

In order to encourage you to engage with the course material, 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, discuss ethical issues with your classmates, and connect course topics to current events. ►

Base Participation Grading Scale

| #Tweets | Normalized Points | Letter Grade |
|---------|-------------------|--------------|
| 180–200 | 90.00–100.00 | A |
| 160–179 | 80.00–89.50 | B |
| 140–159 | 70.00–79.50 | C |
| 120–139 | 60.00–69.50 | D |
| 0–119 | 0.00–59.50 | R |

the minimum number of tweets expected from you during the course (capped at 5 tweets between each of our class meetings, including unit exams)

I will be regularly checking on and responding to your tweets while using them to structure what I cover during our class meetings. Feel free to follow me on Twitter (@ProfessorDEG). I also suggest that you use Twitter to follow leaders within your future fields. You may be surprised to see them post about ethical issues related to business!

You are required to tweet a minimum of 5 times between each class meeting (unit exams count as class meetings). There are 40 between-class periods, so at least 200 tweets are expected from you.

Each tweet is graded pass/fail. At the end of the course, I will determine your base participation grade by taking the number of tweets you posted (capped at 5 tweets between each of our class meetings) and **normalizing** that number to the 100-point grading scale.

A **free pass** (p9) may be used to make up any missed tweets (up to 5) for *one* between-class period.

In order to pass, a tweet must 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.

By *substantive*, I mean more than generic commentary, a retweet, or simply quoting from the course reading. For instance, do not simply say that you agree or disagree with something; provide some of your reasoning behind your judgment instead. Similarly, a relevant retweet is great, but be sure to include some of your own thoughts or what you found interesting about it. The same holds with quoting from the course readings. Such a quote should be followed up with some commentary of your own. While I will only count your substantive comment as one of your tweets, the retweet or quote will provide valuable context.

By *respectful*, I mean that you critically assess the claims others are making but not attack the people making those claims. It is fine to disagree with others—even with

me!—but it is disrespectful to besmirch another person's integrity or character. Indeed, personal attacks suggest that your position is weak and unsound.

All this means that you need access to a Twitter account. If you do not have one—or if you prefer not to use a 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.* You are not required to have an account connected to your real name or any other personal details.

In making these decisions, *please 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 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 also 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.

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 the contents of your account is publicly viewable. So even if your account is not connected to your real name, I still know that account belongs to you and can

determine your participation grade. Just to be clear: *I will not share your account information with anyone.* Please email me this information

by Monday, 8 January at 5:00PM.

When tweeting for this course, please always use the hashtag **#BSE18**. This hashtag is essential since I will not be

checking your 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 **#BSE18**, then I will almost certainly 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.

The bottom line Do not forget to have fun while tweeting at least 5 times between each class using the **#BSE18** hashtag.

10% of Final Course Grade Class Summaries



▶ A student will be randomly selected at the beginning each class to present a summary

▶ These are five-minute presentations summarizing our previous class meeting

▶ Always organize your summaries around the posted reading questions

At the beginning of each class, one student will be randomly selected (by the roll of dice) to present a 5-minute verbal summary of our previous class meeting.

The purpose of this assignment is to ensure that you are taking good class notes, paying close attention to what we are covering, asking questions when confused, and understanding what it is we have accomplished during each of our class meetings.

In addition, verbal class summaries encourage you to review your class notes after each of our classes and make sure you understand the most important and/or interesting issues we covered. This will also help you identify any lingering areas of confusion that you may then address by consulting the assigned reading or meeting with me.

You will do at least one class summary during the semester. However, the exact frequency of verbal class summaries will be determined randomly.



Relevant, Substantive, Respectful

@EthicsChamp



@myClassmate I disagree. Like the reading said, if business is only about profit, what's wrong with the "business" of selling cocaine? **#BSE18**



Disrespectful

@Rather_B_Partying

@myClassmate You can slack and still be certain his government will spoon feed him with a diamond encrusted, golden spoon. **#BSE18**

A real tweet!

Instructions: You will only have 5 minutes to present a verbal summary. After that time is up, I will ask you to stop.

Organize the summary around the posted reading questions, regardless of the order in which these issues were addressed during class. This will provide 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 that day.

Using Free Passes: If you are randomly selected, you may use a **free pass** to have me to re-roll the dice. However, keep in mind that the dice may select you again! Because of that, I highly recommend using free passes for verbal class summaries only in cases of dire emergency.

Feedback, Evaluation & Grading: I will provide feedback on verbal class summaries by giving you some general comments and filling out a rubric (p18). The rubric will help me assess the quality of your work based on a set of standards and let you know the extent to which your summary met those expectations.

Each verbal class summary is then graded according to the 100-point grading scale (p6) based on that rubric. If you are selected but are absent from class, you receive a 0.00 (R).

Keep in mind that if you do not like the grade you receive on a class summary, *you may always do additional written class summaries* to try and increase your overall class summary grade.

Your overall class summary grade is determined at the end of the semester by taking the average of all your summary grades (including both verbal and written summaries). No class summaries will be dropped in this calculation.

Collaboration & Academic Integrity: You always have permission to consult the notes—but *nothing* more—of your classmates. Indeed, I highly encourage you all to talk with each other and compare notes *outside* of class. However, I expect that you use this as a reference for putting together *your own* notes and improving your own understanding. All class summaries must ultimately be in your own words in order to demonstrate your understanding.

So while you may look at the notes of your classmates outside of class, you must use your own version for presenting a summary during class. In other words, *this is not a group project*: you cannot work with classmates to put together a single summary that one of you may present.

Regardless, you must still be honest about any outside assistance you may receive. This includes help from classmates, your friends/family, as well as the instructor. If you use any ideas from

Free Passes



You get 3 free passes to use during this course. 1 free pass may be exchanged for the following:

- A re-rolling of the dice for a verbal class summary (keep in mind that you may be randomly selected again by the dice),
- 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 base participation grade by +1.50 points. So be sure to use your 3 free passes wisely!

another person, you must properly cite that person and acknowledge them at the end of your presentation.

The bottom line Take good notes during class, organize them afterwards, and be prepared to present them at the beginning of next class.

Written Class Summaries

▶ **A written summary is required if you are absent from or late to class**

▶ **Written summaries are due the next day before 11:59PM**

If you are absent from or late to class—even if only by 30 seconds—you are required to email me (degray@cmu.edu) a written class summary of that day's class before 11:59PM the next day.

The purpose of this assignment is to motivate you to show up to class on time while ensuring that you are caught up with and understand any material you may miss.

Instructions: Written class summaries should be 700-800 words in length, use APA-style citations as needed, acknowledge any assistance, and otherwise conform to the course's "General Technical Requirements" (p22).

Please use the MS-Word template posted on the course website that satisfies the technical requirements. *Written class summaries without a cover page (i.e.,*

a completed Commitment to Academic Integrity Form) will not be read and will earn an automatic 0.00 (R).

As with the verbal summaries, organize the written ones around the posted reading questions, being sure that you answer each one as clearly and completely as possible. If there were no posted reading questions for that class, then summarize the two or three most important ethical issues we addressed that day. Apart from that basic requirement, a written class summary does not need an introduction or conclusion.

Using Free Passes: If you are absent from or late to one of our class meetings, you may use a free pass (above) to completely skip this assignment.

Feedback, Evaluation & Grading: I will provide feedback on written class summaries by putting some brief comments on the summary and filling out a rubric (p20). The rubric will help me assess the quality of your work based on a set of standards and let you know the extent to which your summary met those expectations.

Each written class summary is then graded according to the 100-point grading scale (p9) based on that rubric. Failure to email me a written summary when due will result in a 0.00 (R).

Keep in mind that if you do not like the grade you receive on a class summary, *you may always do additional written class summaries* to try and increase your overall class summary grade.

Your overall class summary grade is determined at the end of the semester ▶

Course Requirements

◀ by taking the average of all your summary grades (including both verbal and written summaries). No class summaries will be dropped in this calculation.

Collaboration & Academic Integrity:

Please follow the same guidelines for the verbal class summaries, ensuring that your written class summaries are in your own words and demonstrating your own understanding of the material.

As always, be honest about any outside assistance you may receive by properly citing and acknowledging it.

The bottom line Show up on time to each one of our class meetings, and you will never be required to do a written class summary.

Criteria for Assessing Class Summaries

These are general requirements expected throughout the summary:

1. *Technical Requirements [Only for Written Class Summaries]*: Does the write up follow the “Formatting Requirements” (p22)?
2. *Clarity*: Does the summary follow the standards of spoken or written English? Are words are chosen and used for their precise meanings?

3. *Organization*: Is the summary easy to understand and follow? Are different points clearly distinguished? Does the summary follow the order of the of the reading questions?
4. *Competency*: Does the summary display competency and understanding?
5. *Academic Integrity*: Does the summary properly cite and/or acknowledge all outside sources? Are the standards of academic integrity followed?
Depending on the severity of the circumstances, a problem here may also be treated as an academic integrity violation (p13).

These criteria apply more specifically to the contents of the summary:

6. *Relevance*: Is each part of the summary relevant for explaining the most important and/or interesting issues?
7. *Completeness (with each Reading Question)*: Does the summary fully address each of the reading questions?
8. *Consultation (of the Text)*: Does the summary consult the assigned reading to fill in any gaps?
9. *Overall Analysis*: Does the summary successfully break down its analysis of the previous class into meaningful and relevant parts?

Class summaries will be judged as either “Excellent”, “Satisfactory”, “Mediocre”, or

“Unacceptable” according to each one of these criteria (p19).

The bottom line Keep these questions in mind when preparing either a verbal or written class summary, and you should do well.

50% of Final Course Grade

Unit Exams



- ▶ Each unit exam consists of 50 multiple-choice problems to be done in 50 minutes
- ▶ There are 4 unit exams, and your lowest grade from them will be dropped
- ▶ Unit exams are non-cumulative, open book, open notes, but closed technology

In order to assess your progress in learning the course material covered in the readings and during our class meetings, there will be 4 unit exams, one at the end of each unit.

Each unit exam will consist of 50 multiple-choice problems, worth a total possible score of 500.

You will have the full 50 minutes of class time to complete the exam, so arrive promptly. One minute per multiple-choice problem is standard for college-level exams, and most students average 35 minutes to complete the exam, and then use the rest of the time to check their work.

Unit exams are *not* cumulative, only focusing on the material and concepts covered in class since the previous exam. However, certain key ideas, seen repeatedly in class, will be relevant on all the exams and so they should not be forgotten.

In order to encourage you to highlight/markup the course readings and take good class notes at our class meetings, all unit exams are open book and open notes. However, these exams are closed technology.

You overall unit exam grade will be determined at the end of the semester by taking the average of your top 3 unit exam grades. This means that your lowest unit exam grade will be dropped in this calculation.

Dropping one of your unit exam grades gives you the freedom do poorly on a unit



“Is this going to be on the midterm?”

Unit Exam Structure

| Problem Type | Total Possible Score | Expected Time to Complete |
|--------------------|----------------------|---------------------------|
| 50 Multiple Choice | 500 | 50 Minutes |

Final Exam Structure

| Part | Problem Type | Total Possible Score | Expected Time to Complete |
|-----------------------------------------------|----------------------|----------------------|---------------------------|
| A | 40 Multiple Choice | 400 | 40 Minutes |
| | 10 Fill in the Blank | 200 | 20 Minutes |
| 60-Minute Break & Reading Time for Case Study | | | |
| B | 4 Short Essay | 400 | 60 Minutes |

exam, or even miss one, with no questions asked. Because of that, *there will be no make-up exams*, except in extraordinary, documented situations.

While the total possible score for each unit exam is 500, I may discount, or even drop, problems that were poorly worded or more difficult than I initially thought. As a result, your raw score will be normalized to the 100-point grading scale (p6).

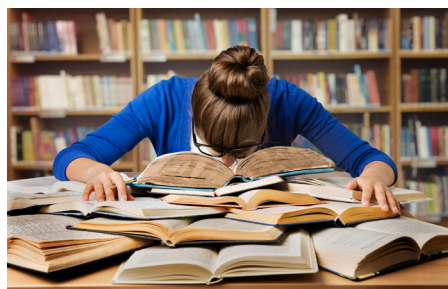
Collaboration & Academic Integrity:

While the unit exams may be open book and open notes, *I do expect that you are bringing your own materials to the exam* and not copies of someone else's work.

The bottom line Take notes, do the readings, see me with questions, sleep well the night before, and you should do fine on these unit exams.

25% of Final Course Grade

Final Exam



- The final exam consists of 40 multiple-choice, 10 fill-in-the-blank, and 4 short essay problems
- There are 2 parts to this exam, each 60 minutes long, with a 60 minute break/reading period
- This exam is cumulative, open book, open notes, but closed technology

There will be a comprehensive final exam at the end of the semester. This will test your understanding of what you have been studying throughout this entire

course. Therefore, the final exam is cumulative, ranging over all the material from the readings and our class meetings.

As with the unit exams, the final is open book and open notes. However, it is closed technology. So be sure to highlight/markup the important parts of the course readings and take good class notes, while carefully organizing them so they are easy to reference during the exam.

The final exam will consist of two parts, worth a total possible score of 1,000. Part A will consist of 40 multiple-choice problems and 10 fill-in-the-blank problems. Part B will consist of four short essays problems asking you to respond to a new case study. You will have 60 minutes to complete each part of the exam.

The two parts of the exam will be separated by a 60-minute break. During that break, you will be asked to leave the room while I set up for part B. During that time you may talk, decompress, use the restroom, pray, complain, brag, and so on.

When you return to the room, a case study will be waiting for you at your seat. You should then use the rest of the break to read and study that case. The purpose of this is for me to gauge your ability to respond to a *new* situation that we have not specifically covered during the course.

Once you sit to read the case, you cannot talk to anyone nor can you leave the classroom until you have finished part B. So prepare accordingly during your break. (I recommend giving yourself plenty of time to read, study, and markup the case.)

While the total possible score is 1,000, I may discount, or even drop, problems that were poorly worded or more difficult than I initially thought. As a result, your raw score will be normalized to the 100-point grading scale (p6).

Collaboration & Academic Integrity:

As with the unit exams, *I do expect that you are bringing your own reading and your own notes to the exam* and not copies of someone else's work.

The bottom line Organize your notes, keep up with the reading, see me with questions, sleep well, and you should make it out alive.

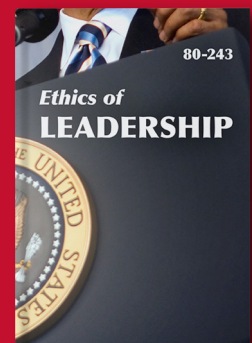
ETHICS

at Carnegie Mellon University in Qatar

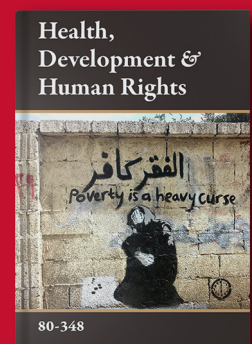
Don't just read
philosophy,
experience it.



"Probably the best course I took at CMU."



"I've started applying this course to real life and relating actions around me to the philosophers we've read."



"This course seriously made me see things that I could have never seen and think about things that I've never thought about."

Course Policies

Business, Society & Ethics | Spring 2018

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's 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.

Course Assistants

This course will have three assistants (CAs). The primary duties of the CAs is to help me by taking attendance, keeping track of participation, proctoring exams, setting up the room before class, and clearing the room when class is over. Please only contact the CAs with questions or issues regarding classroom mechanics or clarification about my general expectations. More specific questions, issues, or confusions about the course material or your performance should be directed towards me.

Please respect the course assistants as they would any other Carnegie Mellon professor. After all, the CAs are students just like you, and so they have their own courses that they are also working on. Respect their time and schedule. CA office hours will be by appointment only.

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*.

Photography & Recording Etiquette

To maintain an open academic environment that encourages class discussions about potentially controversial and/or sensitive issues, I ask that you please refrain from taking photographs or making audio and/or video recordings during class.



CLOCKWISE FROM TOP LEFT: SKETCH2SVG/NOUN PROJECT; KIMMI STUDIO/NOUN PROJECT; ALENA ARTEMOVA/NOUN PROJECT; MARK ROBERTS/NOUN PROJECT; YAZMIN ALANIS/NOUN PROJECT; ALICE NOIR/NOUN PROJECT; ALRIGEL/NOUN PROJECT; HOPKINS/NOUN PROJECT; MELLO/NOUN PROJECT; ZLATKO NAJDEKOVSKI/NOUN PROJECT; SETYO ARI WIBOWO/NOUN PROJECT; IVAN BSKO/NOUN PROJECT

Course Materials

All my course materials, available digitally on the course website or distributed in hardcopy during class are protected by copyright laws. You may use these materials and make copies for your own use, but unauthorized distribution and/or uploading of course materials without my written permission is strictly prohibited.

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. This is laid out in an **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.

The second type of academic integrity violation concerns **using the notes of a classmate during an in-class summary presentation**. While I encourage you to consult with each other (and with me) about the course material, I am ultimately assessing *your* understanding of the material (p8). These are not group projects.

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 will report it to the Assistant Dean for Student Affairs and the Coordinator of Community Standards. 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.

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 code is to prevent anyone from gaining an unfair advantage through academic misconduct. Academic misconduct is any act that does or could improperly distort student grades or other academic records. Such acts include, but are not limited to, 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.

You must also sign an honor agreement affirming your commitment to uphold this code. This agreement may reappear on assignments to remind everyone of their responsibilities.

Faculty Responsibilities: I am also expected to help create an environment where honesty flourishes. In creating this environment, I will do the following:

- Make known to the class as specifically as possible what constitutes appropriate academic conduct as well as what comprises academic misconduct;
- Create different copies of the same exam; and
- Include a section containing the academic integrity policy in the course syllabus.


Of course, I will also provide clarification to any student questions concerning any of the above.

Class Schedule

Business, Society & Ethics | Spring 2018

| wk | Date | Topic/Reading | # Pages | Assignment |
|----|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------|
| 1 | 1/7 (Sun) | Business Ethics From a Philosophical Perspective (Unit #1) | | |
| | 1/9 (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 | |
| | 1/11 (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 | 1/14 (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 | |
| | 1/16 (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 | |
| | 1/18 (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 | |
| 3 | 1/21 (Sun) | Gray, D. E. (Ed.). (2016). Vodafone Qatar's Amazon Adventure [unpublished course material]. | 27 | |
| | 1/23 (Tue) | Carr, A. Z. (1968, January/February). Is Business Bluffing Ethical? <i>Harvard Business Review</i> , 64(1), 143-153. | 7 | |
| | 1/25 (Thu) | Crisp, R. J. (1987, July). Persuasive Advertising, Autonomy, and the Creation of Desire. <i>Journal of Business Ethics</i> , 6(5), 413-418. Weitzner, M. (Producer), & Safer, M. (Correspondent). (2015, March 22). Terror in Moscow/Yucca Mountain/Undercover Marketing [television series episode]. [Digital video]. In D. Hewitt (Creator), <i>60 Minutes</i> . Alexander Street Press. Retrieved August 25, 2016, from https://search.alexanderstreet.com/view/work/2773335 . (Original work from October 26, 2003). <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 | 1/28 (Sun) | Unit #1 exam. | | |
| | 1/30 (Tue) | What's the Point of Business? (Unit #2) Rand, A. (1957). <i>Atlas Shrugged</i> . New York, NY: Random House. | 15 | |
| | 2/1 (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 | 2/4 (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 | |
| | 2/6 (Tue) | Hardin, G. (1968, December 13). The Tragedy of the Commons. <i>Science</i> , 162(3859), 1243-1248. | 5 | |
| | 2/8 (Thu) | Solomon, R. C. (1999). <i>A Better Way to Think About Business</i> . Oxford: Oxford University Press. | 14 | |
| 6 | 2/11 (Sun) | Duska, R. F. (1997, September). The Why's of Business Revisited. <i>Journal of Business Ethics</i> , 16(12/13), 1401-1409. | 7 | |
| | 2/13 (Tue) | ⚽ Qatar National Sports Day | | |
| | 2/15 (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> (8 th ed., pp. 56-68). Upper Saddle River, NJ: Prentice Hall. | 14 | |



| wk | Date | Topic/Reading | # Pages | Assignment |
|-------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| 7 | 2/18 (Sun) | Gray, D. E. (Ed.). (2016). Building Construction and Safety After Villaggio [unpublished course material]. | 27 | |
| | 2/20 (Tue) | | | Unit #2 exam. |
| | 2/22 (Thu) | 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. Optional: 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-0-1-percent/ . | 23 | |
| 8 | 2/25 (Sun) | Epstein, R. A. (1984, Autumn). In Defense of the Contract at Will. <i>University of Chicago Law Review</i> , 51(4), 947-982. | 16 | |
| | 2/27 (Tue) | McCall, J. J. (2003, April). A Defense of Just Cause Dismissal Rules. <i>Business Ethics Quarterly</i> , 13(2), 151-175. | 25 | |
| | 3/1 (Thu) | Maitland, I. (1997, September). The Great Non-Debate Over International Sweatshops. <i>British Academy of Management Annual Conference Proceedings</i> , 240-265. | 25 | |
| 3/4-8 | |  Spring Break | | |
| 9 | 3/11 (Sun) | Meyers, C. (2004, Fall). Wrongful Beneficence: Exploitation and Third World Sweatshops. <i>Journal of Social Psychology</i> , 35(3), 319-333. | 15 | |
| | 3/13 (Tue) | Geva, A. (1999, July). Moral Problems of Employing Foreign Workers. <i>Business Ethics Quarterly</i> , 9(3), 381-403. | 18 | |
| | 3/15 (Thu) | Gray, D. E. (Ed.). (2016). Reforming <i>Kafala</i> [unpublished course material]. | 34 | |
| 10 | 3/18 (Sun) | Zwolinski, M. (2008, July). The Ethics of Price Gouging. <i>Business Ethics Quarterly</i> , 18(3), 347-378. Optional: 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 | |
| | 3/20 (Tue) | Snyder, J. (2009, April). What's the Matter with Price Gouging? <i>Business Ethics Quarterly</i> , 19(2), 275-293. | 15 | |
| | 3/22 (Thu) | Gray, D. E. (Ed.). (2016). The Qatar National Bank Data Hack [unpublished course material]. | 14 | |
| 11 | 3/25 (Sun) | | | Unit #3 exam. |
| | 3/27 (Tue) | Corporate Social Responsibility (Unit #4) Carnegie, A. (1889, June). Wealth. <i>North American Review</i> , 148(391), 653-664. Optional: Farberman, 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 | |
| | 3/29 (Thu) | Porter, M. E., & Kramer, M. R. (2011, January/February). Creating Shared Value. <i>Harvard Business Review</i> , 89(1/2), 62-77. | 16 | |
| 12 | 4/1 (Sun) | 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 | |
| | 4/3 (Tue) | Karnani, A. (2009, Winter). Romanticizing the Poor. <i>Stanford Social Innovation Review</i> , 7(1), 38-43. | 6 | |
| | 4/5 (Thu) | Rangan, K., Chase, L., & Karim, S. (2015, January/February). The Truth About CSR. <i>Harvard Business Review</i> , 93(1/2), 40-49. | 10 | |
| 13 | 4/8 (Sun) | Gray, D. E. (Ed.). (2016). Qatarization in the Private Sector [unpublished course material]. | 32 | |
| | 4/10 (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 | |
| | 4/12 (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 | 4/15 (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 | |
| | 4/17 (Tue) | | | Unit #4 exam. |
| | 4/19 (Thu) | Epilogue: Ethical Leadership Plato. (1992). [The Allegory of the Cave]. In G. M. A. Grube & C. D. C. Reeve (Trans.), <i>Republic</i> (Revised ed., pp. 186-190). Indianapolis, IN: Hackett. (Original work written c.380 BCE). | 6 | |
| TBA | | | | Final exam. |

Business,
Society & Ethics

Spring
2018

Semester Calendar

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 2152.

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

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

www.andrew.cmu.edu/user/degray/BSE18

| January 2018 | | | | | | |
|--------------|-----------------------------------|-----|-----------------------|-----|------------------------------|-----|
| Sat | Sun | Mon | Tue | Wed | Thu | Fri |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | Course Introduction | 8 | The Domain of Ethics | 10 | The Value of Business Ethics | 12 |
| 13 | Justification in Business Ethics | 15 | Business Law & Ethics | 17 | Business Beyond Borders | 19 |
| 20 | Vodafone Qatar's Amazon Adventure | 22 | Honest Deception | 24 | Autonomy & Advertising | 26 |
| 27 | Unit #1 Exam | 29 | Prudence & Egoism | 30 | | |

| February | | | | | | |
|----------|-----------------------------------|-----|----------------------------------------|-----|---------------------------------------------|-----|
| Sat | Sun | Mon | Tue | Wed | Thu | Fri |
| | | | | | 1 Shareholder Theory | 2 |
| 3 | Is Greed Good for Business? | 5 | Prudentially Limiting Prudence | 7 | 8 The Corporation as Community & Citizen | 9 |
| 10 | Disentangling Purpose from Motive | 12 | Sports Day | 14 | 15 Stakeholder Management | 16 |
| 17 | Building Construction & Safety | 19 | Unit #2 Exam | 21 | 22 Reconsidering Executive Compensation | 23 |
| 24 | The Virtues of Employment at Will | 26 | Demanding Dismissal with Justification | 28 | | |

| March | | | | | | |
|-------|---------------------------------------|-----|--------------------------------------------|-----|-----------------------------------------|-----|
| Sat | Sun | Mon | Tue | Wed | Thu | Fri |
| | | | | | 1 Defending Sweatshops | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Spring Break | | | | | |
| 10 | 11 Sweatshops & Insulting Offers | 12 | 13 What Do We Owe Foreign Labor? | 14 | 15 Reforming Kafala | 16 |
| 17 | 18 Justification for Price Gouging | 19 | 20 The Problem with Price Gouging | 21 | 22 The Qatar National Bank Data Hack | 23 |
| 24 | 25 Unit #3 Exam | 26 | 27 Philanthropy & Social Responsibility | 28 | 29 Strategic CSR | 30 |
| 31 | | | | | | |

| April | | | | | | |
|-------|-----------------------------------------|------------------------|--------------------------------------------|-----|-----------------------------------|-----|
| Sat | Sun | Mon | Tue | Wed | Thu | Fri |
| | 1 Markets at the Base of the Pyramid | 2 | 3 Challenges at the Base of the Pyramid | 4 | 5 Purpose-Based CSR | 6 |
| 7 | 8 Qatarization in the Private Sector | 9 | 10 Prejudice & Quotas | 11 | 12 Solving Commitment Problems | 13 |
| 14 | 15 "Natural" Capitalism | 16 | 17 Unit #4 Exam | 18 | 19 Ethical Leadership | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | Finals Week | | | | | |
| 28 | 29 | 30 CMU-Q Graduation | | | | |

| May | | | | | | |
|-----|-----|-----|---------------------|-----|-----|-----|
| Sat | Sun | Mon | Tue | Wed | Thu | Fri |
| | | | 1 QF Convocation | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Verbal Class Summary

11 January, 2018

| Student | Normalized Grade | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Grader | | | | |
| "The Domain of Ethics" | Excellent | Satisfactory | Mediocre | Unacceptable |
| General Requirements | | | | |
| Clarity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Competency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic Integrity* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Content | | | | |
| Relevance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completeness (with each Reading Question) | | | | |
| Q1: According to James Rachels and Stuart 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: 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? How might the minimum conception of morality advise these companies? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consultation (of the Text) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments | | | | |

*Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor writing letters to the Assistant Dean for Student Affairs and the Coordinator of Community Standards informing them of an academic integrity violation in this course (p13).

Verbal Class Summaries

| | Excellent | Satisfactory | Mediocre | Unacceptable |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| General Requirements | | | | |
| Clarity | The summary follows the conventions of standard spoken English, with no errors hindering comprehension. | The summary generally follows the conventions of standard spoken English, with errors not hindering comprehension. | The summary generally follows the conventions of standard spoken English, with errors hindering comprehension. | The summary does not follow the conventions of standard spoken English, with major errors. |
| | All words are chosen for their precise meanings. | Most words are chosen for their precise meanings. | Words are not chosen for their precise meanings. | The summary does not acknowledge that key words have precise meanings. |
| Organization | It is very easy to understand and follow the information being summarized. | It is generally easy to understand and follow the information being summarized. | It is difficult to follow and understand the information being summarized. | It is impossible to follow the information being summarized. |
| | Different pieces of information are each distinguished and introduced separately. | Usually, different pieces of information are distinguished and introduced separately. | Different pieces of information are lumped together without being clearly distinguished. | Different pieces of information are presented and discussed randomly. |
| | The order of the summary follows the order of the reading questions. | The order of the summary generally follows the order of the reading questions. | | |
| Competency | The summary displays competency and understanding of the material from the previous class. | The summary displays reasonable competency and understanding of that material. | The summary does not display an adequate understanding of the material. | The summary displays serious misunderstanding about the material. |
| Academic Integrity | The summary properly cites and/or acknowledges all outside sources. | The summary cites and/or acknowledges outside sources, but does so sloppily or inconsistently. | The summary displays a minimal effort to cite and/or acknowledge outside sources, but without any clear method. | The summary commits plagiarism or suffers from another academic integrity violation. |
| | At the end of the presentation, thanks is given to anyone who helped the presenter. | | | |
| Content | | | | |
| Relevance | It is clear how each part of the summary is relevant to the most important and/or interesting issues from the previous class. | It is generally clear how each part of the summary is relevant concerning the most important and/or interesting issues, though some inessential details appear. | It is somewhat unclear how each part of the summary is relevant, and inessential details repeatedly appear. | Significant parts of the summary are not relevant and there are too many inessential details. |
| Completeness (with each Reading Question) | The summary fully and thoroughly responds to each of the assigned reading questions. | The summary sufficiently responds to each of those reading questions. | The summary skips over and/or does not sufficiently address each part of the reading questions. | The summary is largely incomplete or shows serious misunderstanding of how to respond to each of the reading questions. |
| | The summary also goes beyond these in ways that add meaningful insight. | | | |
| Consultation (of the Text) | The summary reflects consultation with the assigned reading to fill in any gaps that might not have been fully covered during the previous class. | The summary sufficiently consults the reading to fill in any such gaps. | There are areas of the summary where the reading should have been consulted to help clarify the points being made. | The summary suggests serious misunderstandings of the assigned reading. |
| | The summary also uses that reading to discover meaningful insights. | | | |
| Overall Analysis | Overall, the summary of the previous class is successfully broken down into meaningful and relevant parts. | Overall, the summary of that class is broken down into fairly meaningful and relevant parts. | Overall, the summary of the previous class is broken down into somewhat meaningful and relevant parts. | Overall, the summary fails to break down the previous class into meaningful and relevant parts. |

Written Class Summary

11 January, 2018

| Student | Normalized Grade | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Grader | | | | |
| "The Domain of Ethics" | Excellent | Satisfactory | Mediocre | Unacceptable |
| General Requirements | | | | |
| Technical Requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clarity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Competency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic Integrity* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Content | | | | |
| Relevance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completeness (with each Reading Question) | | | | |
| Q1: According to James Rachels and Stuart 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: 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? How might the minimum conception of morality advise these companies? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consultation (of the Text) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall Analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Depending on the severity of the circumstances, a mark of mediocre or unacceptable for academic integrity may also result in the instructor writing letters to the Assistant Dean for Student Affairs and the Coordinator of Community Standards informing them of an academic integrity violation in this course (p13).

Written Class Summaries

| | Excellent | Satisfactory | Mediocre | Unacceptable |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| General Requirements | | | | |
| Technical Requirements | The summary follows all the "Formatting Requirements" (p22). | The summary generally follows those formatting requirements. | The summary does not follow some of the more important formatting requirements. | The summary suggests a complete lack of awareness concerning the formatting requirements for formatting this assignment. |
| Clarity | The summary follows the conventions of standard spoken English, with no errors hindering comprehension. | The summary generally follows the conventions of standard spoken English, with errors not hindering comprehension. | The summary generally follows the conventions of standard spoken English, with errors hindering comprehension. | The summary does not follow the conventions of standard spoken English, with major errors. |
| | All words are chosen for their precise meanings. | Most words are chosen for their precise meanings. | Words are not chosen for their precise meanings. | The summary does not acknowledge that key words have precise meanings. |
| Organization | It is very easy to understand and follow the information being summarized. | It is generally easy to understand and follow the information being summarized. | It is difficult to follow and understand the information being summarized. | It is impossible to follow the information being summarized. |
| | Different pieces of information are each distinguished and introduced separately. | Usually, different pieces of information are distinguished and introduced separately. | Different pieces of information are lumped together without being clearly distinguished. | Different pieces of information are presented and discussed randomly. |
| | The order of the summary follows the order of the reading questions. | The order of the summary generally follows the order of the reading questions. | | |
| Competency | The summary displays competency and understanding of the material from the previous class. | The summary displays reasonable competency and understanding of that material. | The summary does not display an adequate understanding of the material. | The summary displays serious misunderstanding about the material. |
| Academic Integrity | The summary properly cites and/or acknowledges all outside sources. | The summary cites and/or acknowledges outside sources, but does so sloppily or inconsistently. | The summary displays a minimal effort to cite and/or acknowledge outside sources, but without any clear method. | The summary commits plagiarism or suffers from another academic integrity violation. |
| | At the end of the presentation, thanks is given to anyone who helped the presenter. | | | |
| Content | | | | |
| Relevance | It is clear how each part of the summary is relevant to the most important and/or interesting issues from the previous class. | It is generally clear how each part of the summary is relevant concerning the most important and/or interesting issues, though some inessential details appear. | It is somewhat unclear how each part of the summary is relevant, and inessential details repeatedly appear. | Significant parts of the summary are not relevant and there are too many inessential details. |
| Completeness (with each Reading Question) | The summary fully and thoroughly responds to each of the assigned reading questions. | The summary sufficiently responds to each of those reading questions. | The summary skips over and/or does not sufficiently address each part of the reading questions. | The summary is largely incomplete or shows serious misunderstanding of how to respond to each of the reading questions. |
| | The summary also goes beyond these in ways that add meaningful insight. | | | |
| Consultation (of the Text) | The summary reflects consultation with the assigned reading to fill in any gaps that might not have been fully covered during the previous class. | The summary sufficiently consults the reading to fill in any such gaps. | There are areas of the summary where the reading should have been consulted to help clarify the points being made. | The summary suggests serious misunderstandings of the assigned reading. |
| | The summary also uses that reading to discover meaningful insights. | | | |
| Overall Analysis | Overall, the summary of the previous class is successfully broken down into meaningful and relevant parts. | Overall, the summary of that class is broken down into fairly meaningful and relevant parts. | Overall, the summary of the previous class is broken down into somewhat meaningful and relevant parts. | Overall, the summary fails to break down the previous class into meaningful and relevant parts. |

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). **Assignments without this form filled out correctly will automatically earn a 0.00 (R).** See the course website for a template containing a sample cover page. (This template will also satisfy all these other requirements as well.)
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.
10. Have page numbers.
11. Follow the APA-style for (A) in-text citations and (B) the last page's list of all references.

The point of these requirements is to allow me to focus more on the *contents* of your writing and not on your skills (or lack thereof) in design. Fortunately, these should be easy to follow when using most word processing software.

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: 683 | Troy McClure – 2 |
| Written Class Summary for 19 January, 2018 Ayn Rand's Argument Against Piracy By Troy McClure | |
| Since the dawn of time, man has enjoyed pirates. In the days of the | |

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.

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 – 2 |
| chocolate, like we have today, it was mixed with shredded tobacco. And |

Citing Your Sources

You are required to properly cite all your sources (see pages 6 and 7 of the syllabus for my 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 APA-style reference for each assigned text, which should make this process much easier for you, while also providing you with lots of examples for any additional outside sources that you may need to cite.

Citing Other People: You must also cite ideas coming from classmates, friends, family members, course assistants, the Academic Resource Center (ARC), 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:

Escalation of conflict creates intense emotion (Al-Thani, 2017).

When listing these 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, M. (2017, January 30). [Class notes].

Gray, D. E. (2017, February 12). [Personal conversation].

Acknowledgments: If you do receive help from classmates, friends, family, or anyone else, you must thank them for their assistance in an "Acknowledgments" section at the end of the paper. When thanking them, be sure to also specify exactly how they helped you with the assignment.

For instance:

Thanks to Hope Roder from the ARC who helped me with my spelling. Thanks also to Mohammed Al-Thani for lending me his course notes. Finally, thanks to Professor Gray for clarifying this assignment's requirements to me during his office hours.

If you are ever uncertain about citing sources, acknowledging assistance, or any other element of academic integrity, please ask; do not assume.



A Visit from the Procrastination Muse

Multiple-Choice Problems (Sample)

For each problem below, clearly indicate the *one* item (A, B, C, or D) that is the best response. (Put your response in the box next to the problem.)

Grading Each correct response is worth 10 points;
 Each incorrect response is worth 0 points; and
 Each non-response (i.e., leaving the “your response” box blank/empty) is worth 3 points.

| Your Response | Problem |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input data-bbox="97 645 256 806" type="text"/> | 1. A normative claim may be best understood as a... A. curious question that shows a desire to learn more. B. factual assertion that attempts to explain a situation. C. startling exclamation that draws in our attention. D. value judgment that either prescribes or evaluates. |
| <input data-bbox="97 958 256 1120" type="text"/> | 2. Which of the following is a normative claim? A. Slavery involves the buying and selling of human lives. B. Slavery is a horrible and tragic violation of autonomy. C. Slavery used to be an extremely profitable business. D. Slavery was practiced in the southern United States. |
| <input data-bbox="97 1272 256 1433" type="text"/> | 3. The field of ethical systems design focuses primarily on answering which one of the following questions? A. How do we encourage good business? B. What is good business? C. What is the purpose of business? D. What ought I do? |
| <input data-bbox="97 1624 256 1785" type="text"/> | 4. What social controversy was caused by Vodafone’s My #First Amazon Adventure program? A. Accusations of cost-cutting and putting the adventurers at risk. B. How Qataris should represent and display their national identity. C. The rights of migrant workers in Qatar to earn a competitive salary. D. Whether western businesses practice Ethical Imperialism in Qatar. |

Fill-in-the-Blank Problems (Sample)

Fill in each blank below with the *most* appropriate word or phrase.

Grading Each correct response is worth 20 points;
Each incorrect response is worth 0 points; and
Each non-response (i.e., leaving the blank empty) is worth 6 points.
Partial credit will be awarded on a case-by-case basis.

Problem

1. The principle thesis of _____ is that the primary motive for human conduct *ought* to be prudence or self-interest. This theory should be distinguished from _____, whose principle thesis is that the primary motive for human conduct *is* prudence or self-interest. Ayn Rand famously defends the former theory, but not the latter.
2. A value judgment that makes an evaluation or a prescription is known as a _____ claim. Example of such claims include: more businesses should adopt sustainable business models, Ben & Jerry's is a good company, and the best CEO increases the company's bottom line.
3. According to shareholder theory, the executives of a business have a _____ relationship with the company's shareholders, where the executives must serve the interests of the shareholders. In such a relationship, the executives are called the _____, while the shareholders are called the _____.

Short Essay Problems (Sample)

The case study for this part of the exam is “Uber Surge Pricing or Über Rip Off?” Respond to *all* of the following four questions, using complete sentences.

Grading Each short essay is worth up to 100 points (for a total of 400 points); and Not responding (i.e., not writing anything for an essay) is worth 30 points.

Problem

1. In his article, “The Ethics of Price Gouging”, Matt Zwolinski argues the following:

Standard cases of price gouging provide great benefit to those in desperate need, ... they tend to lack the morally objectionable features often ascribed to them such as coercion and exploitation, and ... attempts to prohibit the practice will harm individuals who are already vulnerable. [p. 348]

Based on this, what should Travis Kalanick do, according to Zwolinski? What exactly are Zwolinski’s arguments justifying that course of action?

2. In his article, “What’s the Matter with Price Gouging?”, Jeremy Snyder concludes that:

The moral wrongs associated with price gouging should be understood generally as failures of respect for others.... Price gouging is only possible in transactions involving some good essential to living a distinctly human life. [p. 289]

Based on this, what should Travis Kalanick do, according to Snyder? What exactly are Snyder’s arguments justifying that course of action?

3. In his article, “Managing for Stakeholders”, R. Edward Freeman argues that “the primary responsibility of the executive is to create as much value as possible for [all] stakeholders” (p. 64).

Based on this, which stakeholders should Travis Kalanick consider, according to Freeman? For each stakeholder (or each group of stakeholders) you name, be sure to clearly explain why they are Uber’s stakeholders in this situation.

4. If *you* were in Travis Kalanick’s position as CEO of Uber and your customers were complaining on social media about your surge pricing practices, how exactly would you respond? What justifies that course of action? How would you secure the legitimate cooperation of Uber’s stakeholders to go along and support your course of action?



Accommodations for Students with Disabilities

Carnegie Mellon University is committed to providing reasonable accommodations for all persons with disabilities. To access accommodation services, you are expected to initiate the request and submit a Voluntary Disclosure of Disability Form to the office of Health & Wellness or the office for Counseling and Psychological Services on the Qatar Campus (CaPS-Q).

In order to receive services/accommodations, verification of a disability is required as recommended in writing by a doctor, licensed psychologist or psycho-educational specialist. The office of Health & Wellness, CaPS-Q, and Office of Disability Resources in Pittsburgh will review the information you provide. All information will be considered confidential and only released to appropriate persons on a need to know basis.

Once the accommodations have been approved, you will be issued a Summary of Accommodations Memorandum documenting the disability and describing the accommodation. Keep in mind that you are ultimately responsible for providing the Memorandum to all your professors at the beginning of each semester.

For more information on policies and procedures, please visit

<https://scotty.qatar.cmu.edu/qword/student-affairs/office-of-health-and-wellness/assistance-for-individuals-with-disabilities/>

Sexual Harassment Policy

Carnegie Mellon is dedicated to the free exchange of ideas and the intellectual development of all members of its community. For this exchange and development to take place freely, the institution fosters a positive learning, working, and living environment that promotes the confidence to work, study, innovate and perform without fear of sexual harassment or sexual assault.

Sexual harassment and sexual assault are specifically prohibited by Carnegie Mellon University, as is retaliation for having brought forward a concern or allegation.

“Sexual Harassment” is defined as unwelcome sexual advances, requests for sexual favors, or other visual, verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or student status in a course, program or activity; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work or educational performance; or creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an educational program or activity.

Sexual harassment includes "Sexual Assault" and any other forms of sexual violence.

For more information on the university's policies, please visit

http://www.cmu.edu/policies/documents/SA_SH.htm

Support for Students' Health & Wellness

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty, or family member you trust for help.

In addition, the office for Counseling and Psychological Services on the Qatar Campus (CaPS-Q) is here to help. Please email student-counseling@qatar.cmu.edu to schedule an appointment with the counselor.

Or you can call **44 54 8525** during regular business hours (Sunday through Thursday from 9:00AM to 4:00PM) and leave a message, in case your call is not answered immediately.

If you or someone you know is feeling suicidal or in danger of self-harm, call **55 54 7913** immediately, day or night. This phone is answered 24/7.

If the situation is life threatening, call **999**.



ETHICS

www.moralcompasses.com

Warren Buffett: Carlo Allegri for Reuters; Compass: Paul Fleet for Shutterstock; Socrates: Spreadshirt

WARREN BUFFETT'S CHOICE.



Omaha • Miletus • Athens • Rome • Baghdad • Damascus • Córdoba • Oxford • London
Paris • Edinburgh • Königsberg • Frankfurt • Copenhagen • Helena • Pittsburgh • Doha

ETHICS
since c. 470 BCE

ETHICS IS COMING

SPRING

ONLY AT
**Carnegie
Mellon
University**

I solemnly swear...

I thought I could price gouge the critically ill
and defraud my investors with impunity.
Instead, I'm the most hated man in America
paying millions in legal fees while
behaving like a child in front of Congress.
Now I've just spent the last four months in jail and
the Wu-Tang Clan is not returning my calls.

got ethics?

