

Instructor

Professor David Emmanuel Gray

degray@buffalo.edu | Park Hall 118 | @ProfessorDEG

Student meeting hours Monday, Wednesday, Friday: 11:30AM – 12:30PM

Class Schedule

**Put This Centerfold
On Your Wall!**

p8

Course Requirements


Social Annotations	2,145 points
Four Unit Exams	4,000 points
Final Exam	2,000 points

p6

Monday, Wednesday, Friday: 1:00PM – 1:50PM | Academic Center 322 (Ellicott Complex)

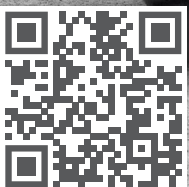
Business, Society & Ethics

Fall
2023



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





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?”

Course Activities
Measuring Success

I will measure your progress and success using the following types of activities:

- Participation in social annotating the readings with your classmates in order to better understand what that material is trying to convey, and
- Examinations testing your knowledge and mastery of that material.

Learning Outcomes
Ethics & Its Application

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

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

Earning Experience Points
The Value of Activities

As you complete course activities, you will earn philosophy experience points. The value of these activities is as follows:

Activity	Total Points Available
Social Annotations	2,145
Unit Exams	4,000
Final Exam	2,000
Total	8,145

Philosopher Advancement
Calculating Final Grades

During the semester, you will earn philosophy experience points based on your performance on the course activities. As you earn those points, you will advance to higher levels of philosophical achievement.

Your philosophical level at the end of the semester will determine your final letter grade in the course. Final letter grades will be calculated as follows:

Experience Points	Level	Letter Grade
Less than 3,599	1	F1
3,600 to 3,899	2	D-
3,900 to 4,199	3	D
4,200 to 4,499	4	D+
4,500 to 4,799	5	C-
4,800 to 5,099	6	C
5,100 to 5,399	7	C+
5,400 to 5,699	8	B-
5,700 to 5,999	9	B
6,000 to 6,299	10	B+
6,300 to 6,599	11	A-
6,600 to 6,899	12	A
6,900 or higher	13	A+

UB does not allow final course grades of A+ or D-. So a final grade of A+ will be assigned an A while a final grade of D- will be assigned a D.

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Course Information In Brief

Title Business, Society & Ethics **Number** PHI 236 GRY **Units** 3.0 **Term** Fall 2023
Time Monday, Wednesday, Friday: 1:00PM–1:50PM **Location** Academic Center 322
Instructor David Emmanuel Gray, Ph.D. **Email** degray@buffalo.edu **Twitter** @ProfessorDEG
Office Park Hall 118 **Student Meeting Hours** Monday, Wednesday, Friday: 11:30AM – 12:30PM
Website www.buffalo.edu/~degray/BSE23/

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 December, I hope you have the practice and confidence to deliberate with others about difficult moral and social issues involving business.



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 do make at least one *spectacular* mistake this semester—because that's precisely when we usually learn the most! This is why I have structured the course to allow you to make mistakes while also having opportunities to recover from them.

So, for example, the course is extremely flexible for how you earn the philosophy experience points that determine your final grade in the course. (This means you can even skip some activities if you're not feeling up to it.) You also have the opportunity to earn philosopher's stones to make up for missed work. We all have bad days, but those days should not be the ones that ultimately define us.

Finally, I know that you may only be taking this course to fulfill a requirement. 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 Emmanuel Gray
Associate Teaching Professor



Business, Society, and Ethics is structured around one basic question: What is good business? Many people, I suspect, assume answering this requires study of economics, marketing, finance, accounting, operations, and management. But do these exhaust 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 this course, we 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, as ethics continues to have special importance for business. Just consider the seemingly never-ending stream of corporate scandals: Theranos’ blood-testing deception, gross incompetence and nepotism in WeWork’s management, Sam Bankman-Fried’s fraud at FTX, sexual harassment and mistreatment of women at Activision Blizzard, and so on. The study of ethics may then 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 fundamental debates 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 decision about business. 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 reach your own conclusions on these matters.

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 intent is to equip you to make these difficult judgments for yourself and, in turn, to meaningfully engage with others both inside and outside of business. After all, business is not done in isolation. To successfully influence business practices, 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 the deliberative process it entails.

Learning Outcomes

Ethics & Its Application

- Business, Society, and Ethics introduces you to the field of ethics and its application to business.
- To help guide us, this course has three learning outcomes. By this December, you will be able to...
1. Assess competing claims about the demands ethics and morality place on business decisions,
 2. Reflect on your assumptions and form your own considered judgments about these issues, and
 3. Communicate your understanding and analysis of these issues through both verbal and written discourse.
- I have designed all course activities (p6) with these 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 complete all the required reading activities, which are posted on the social annotations service Perusall, according to the class schedule (p8).

In addition to all the readings, the course website also has videos, reading guides, lecture slides, and all 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.

Please be aware that 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. On the other hand, 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*.

Announcements & Other Communication

Check Your Email!

I will email important information to you throughout the semester, so please routinely check your UB 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 (Park Hall 118) or get in touch via email (degray@buffalo.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.


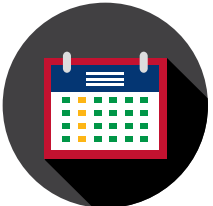






Business, Society & Ethics

Fall 2023

www.buffalo.edu/~degray/BSE23/

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

Course Requirements

Business, Society & Ethics | Fall 2023

More details about all of these course requirements online

The distracted boyfriend in happier times



I will measure your progress and success in Business, Society, and Ethics by having you engage in two types of activities:

- Social annotations of the readings on Perusall, which has you work with your classmates in order to better understand what that material is trying to convey; and
- Exams that have you demonstrate your knowledge of key terminology and the arguments from the reading, apply course material to new cases, compare competing claims about ethical behavior in business, and justify positions of your own on these issues.

You earn **philosophy experience points** as you complete these activities. Now you have entered this class as a New Philosophy

Student, but as you do activities and earn those philosophy experience points, you will **advance to higher levels**, and your level at the end of the semester will determine your final letter grade in the course.

This philosophy experience point structure means that *you are free to choose some activities and skip others*. This gives

you the freedom to decide for yourself how much you want to engage in the course.

Some students will reach the level of Unemployed Philosopher and then vanish. Fair enough! Others will not relent until they are Philosopher Supreme. Great—go for it! In the end, I will support whatever choice you make.

Earning Philosophy Experience Points

Activity	Philosophy Experience Points	Total Points Available
Social Annotations	65 per reading	2,145
Unit Exams	1,000 per exam	4,000
Final Exam	2,000	2,000

Total 8,145

Philosopher's Stones



- You will have many opportunities to earn philosopher's stones
- Philosopher's stones may unleash phenomenal philosophic power

You initially have 3 philosopher's stones to use during this course. You may also earn even more stones by attending class, keeping up with your social annotations, and doing well on the four unit exams. You may then exchange your stones to unleash phenomenal philosophic power!

Earning Philosopher's Stones: There are three main ways in which you may earn philosopher's stones.

1. You will earn 1 philosopher's stone for every 6 class meetings you *fully* attend (you are not absent, not late, not leaving the room during class, not

- asleep, not distracted by your phone, not doing homework for another class, and so on). Keep in mind that the unit exams and the final exam do *not* count as class meeting for these purposes.
2. You will earn 1 philosopher's stone for every 450 philosophy experience points you earn through your social annotations. Please note that any points you gain through using the Decipher Script power do *not* count towards earning new stones.
 3. You will earn a fraction of philosopher's stones based on the philosophy experience points that you earn on **each unit exam**. However, you will *not* earn any stones based on your performance on the final exam. In addition, any points earned through the Reverse Time power do *not* count towards earning new stones.

Using Philosopher's Stones: There are three philosophical powers that your philosopher's stones may unleash.

1. **Time Stop:** You select 1 social annotation activity and give up 1 philosopher's stone. You then gain a 24-hour extension for completing that activity.
2. **Decipher Script:** You select 1 social annotation activity and give up 2 philosopher's stones. You

Earning Philosopher's Stones on Unit Exams

Points Earned on a Unit Exam	Stones Earned
0 to 399	0
400 to 549	0.25
550 to 699	0.5
700 to 849	0.75
850 or higher	1

- then gain the full 65 philosophy experience points for that activity.
3. **Reverse Time:** After a graded unit exam is returned to you, you then have up to 1 week to give up 5 philosopher's stones in order to revise and resubmit any incorrect answers for that exam. This may only be done *once* per unit exam and it *cannot* be done on the final exam.

For each philosopher's stone that you do not use by the end of the course, you will automatically gain an additional 10 philosophy experience points.

The bottom line Work hard on earning these philosopher's stones and you will be prepared to overcome any obstacles that may come your way.

Philosopher Advancement: From New Philosophy Student to Philosopher Supreme!









Philosophy Experience Points	Level	Title	Letter Grade
Less than 3,599	1	New Philosophy Student	F1
3,600 to 3,899	2	Philosophy Student	D-
3,900 to 4,199	3	Philosophy Initiate	D
4,200 to 4,499	4	Novice Philosopher	D+
4,500 to 4,799	5	Apprentice Philosopher	C-
4,800 to 5,099	6	Unemployed Philosopher	C
5,100 to 5,399	7	Armchair Philosopher	C+
5,400 to 5,699	8	Stand-Up Philosopher	B-
5,700 to 5,999	9	Assistant Philosophy Professor	B
6,000 to 6,299	10	Associate Philosophy Professor	B+
6,300 to 6,599	11	Philosophy Professor	A-
6,600 to 6,899	12	Philosopher Royale	A
6,900 or higher	13	Philosopher Supreme	A+






UB does not allow final course grades of A+ or D-. So a final grade of A+ will be assigned an A while a D- will be assigned a D.

Class Schedule

Business, Society & Ethics | Fall 2023

All course readings and other essential materials online

wk	Date	Topic/Reading/Activity	# Pages
1	8/28 (Mon)	Business Ethics From a Philosophical Perspective (Unit #1)	
	8/30 (Wed)	Rachels, J., & Rachels, S. (2012). What is morality? In <i>The elements of moral philosophy</i> (7th ed., pp. 9-13). McGraw-Hill. <i>Optional:</i> TED-Ed. (2015, December 8). <i>The ethical dilemma of self-driving cars - Patrick Lin</i> [Video]. YouTube. https://www.youtube.com/watch?v=ixIoDYVfKA0	6
	9/1 (Fri)	Sen, A. (1993). Does business ethics make economic sense? In P. M. Minus (Ed.), <i>The ethics of business in a global economy</i> (pp. 53-66). Kluwer. <i>Optional:</i> Corso, R. A. (2009, June 30). <i>Only one-quarter of Americans say banks are honest and trustworthy</i> [Survey report]. Harris Interactive. http://media.theharrispoll.com/documents/Harris-Interactive-Poll-Research-Trust-in-Fin-Inst-2009-06.pdf <i>Optional:</i> Frei, F., & Morriss, A. (2020, May-June). Begin with trust. <i>Harvard Business Review</i> , 98(3), 112-121.	14
2	9/4 (Mon)	 Labor Day 	
	9/6 (Wed)	Rachels, J., & Rachels, S. (2012). Subjectivism in ethics. In <i>The elements of moral philosophy</i> (7th ed., pp. 32-48). McGraw-Hill. <i>Optional:</i> Draper, K., Creswell, J., & Maheshwari, S. (2018, September 4). Nike returns to familiar strategy with Kaepernick ad campaign. <i>The New York Times</i> . https://nyti.ms/2Cj9N0D	12
	9/8 (Fri)	Weinstein, B. (2007, October 15). If it's legal, it's ethical... right? <i>Bloomberg Businessweek</i> . https://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. (1983, September 25). Tylenol's rebound. <i>The Los Angeles Times</i> [Part V: Business], 1, 16.	6
3	9/11 (Mon)	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>The New Yorker</i> , 58-67.	9
	9/13 (Wed)	Carr, A. Z. (1968, January-February). Is business bluffing ethical? <i>Harvard Business Review</i> , 46(1), 143-153.	7
	9/15 (Fri)	Crisp, R. (1987, July). Persuasive advertising, autonomy, and the creation of desire. <i>Journal of Business Ethics</i> , 6(5), 413-418. Safer, M. (Reporter). (2003, October 26). Undercover marketing (Season 36, Episode 5) [TV series episode]. In M. Weitzner (Producer), <i>60 minutes</i> . CBS News Productions; CBS Productions. <i>Optional:</i> Vranica, S. (2002, July 31). Sony Ericsson campaign uses actors to push camera-phone in real life. <i>The Wall Street Journal</i> . https://www.wsj.com/articles/SB1028069195715597440 <i>Optional:</i> Poppick, S. (2014, December 3). 10 subliminal retail tricks you're probably falling for. <i>Money</i> . https://money.com/ways-companies-trick-you-into-buying-more/	6
4	9/18 (Mon)	Unit #1 Exam	
		What's the Point of Business? (Unit #2)	
	9/20 (Wed)	Rand, A. (1957). <i>Atlas shrugged</i> . Random House.	15
	9/22 (Fri)	Friedman, M. (1970, September 13). The social responsibility of business is to increase its profits. <i>The New York Times Magazine</i> , 32-33, 122-126. <i>Optional:</i> Heracleous, L., & Lan, L. L. (2010, April). The myth of shareholder capitalism. <i>Harvard Business Review</i> , 88(4), 24.	5
5	9/25 (Mon)	Parramore, L. S. (2013, July 17). <i>How a libertarian used Ayn Rand's crazy philosophy to drive Sears into the ground</i> . AlterNet. https://www.alternet.org/2013/07/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> (7th ed., pp. 79-81). McGraw-Hill.	10
	9/27 (Wed)	Hardin, G. (1968, December 13). The tragedy of the commons. <i>Science</i> , 162(3859), 1243-1248. This Place. (2015, June 9). <i>Tragedy of the commons The problem with open access</i> [Video]. YouTube. https://www.youtube.com/watch?v=WYA1y405JW0	5
	9/29 (Fri)	Solomon, R. C. (1999). <i>A better way to think about business</i> . Oxford University Press.	14
6	10/2 (Mon)	Duska, R. F. (1997, September). The why's of business revisited. <i>Journal of Business Ethics</i> , 16(12-13), 1401-1409.	7
	10/4 (Wed)	Freeman, R. E. (2009). Managing for stakeholders. In T. L. Beauchamp, N. E. Bowie, & D. G. Arnold (Eds.), <i>Ethical theory and business</i> (8th ed., pp. 56-68). Prentice Hall.	14
	10/6 (Fri)	Unit #2 Exam	
7	10/9 (Mon)	 Fall Break 	
	10/11 (Wed)	 Class Canceled 	
	10/13 (Fri)	 Class Canceled 	
8		Obligations to Partners, Employees, Clients & Consumers (Unit #3)	
	10/16 (Mon)	Moriarty, J. (2005, April). Do CEOs get paid too much? <i>Business Ethics Quarterly</i> , 15(2), 257-281. <i>Optional:</i> Bivens, J., & Kandra, J. (2022, October 4). <i>American rescue, infrastructure, and inflation-reduction acts are big steps in right direction</i> . Economic Policy Institute. https://files.epi.org/uploads/255893.pdf	23
	10/18 (Wed)	Epstein, R. A. (1984, Autumn). In defense of the contract at will. <i>University of Chicago Law Review</i> , 51(4), 947-982.	16
	10/20 (Fri)	McCall, J. J. (2003, April). A defense of just cause dismissal rules. <i>Business Ethics Quarterly</i> , 13(2), 151-175.	25

wk	Date	Topic/Reading/Activity	# Pages
9	10/23 (Mon)	Maitland, I. (1997, September). The great non-debate over international sweatshops. <i>British Academy of Management Annual Conference Proceedings</i> , 240-265. <i>Optional:</i> Blattman, C., & Dercon, S. (2017, April 27). Everything we knew about sweatshops was wrong. <i>The New York Times</i> . https://nyti.ms/2poGH7L	25
	10/25 (Wed)	Meyers, C. (2004, Fall). Wrongful beneficence: Exploitation and third world sweatshops. <i>Journal of Social Philosophy</i> , 35(3), 319-333.	15
	10/27 (Fri)	Geva, A. (1999, July). Moral problems of employing foreign workers. <i>Business Ethics Quarterly</i> , 9(3), 381-403.	18
10	10/30 (Mon)	Zwolinski, M. (2008, July). The ethics of price gouging. <i>Business Ethics Quarterly</i> , 18(3), 347-378. <i>Optional:</i> Evans, L. (2013, December 16). Uber's snow storm surge pricing gouged New Yorkers big time. <i>Gothamist</i> . https://gothamist.com/2013/12/16/uber_surge_pricing.php	26
	11/1 (Wed)	Snyder, J. (2009, April). What's the matter with price gouging? <i>Business Ethics Quarterly</i> , 19(2), 275-293. <i>Optional:</i> Nicas, J. (2020, March 14). He has 17,700 bottles of hand sanitizer and nowhere to sell them. <i>The New York Times</i> . https://nyti.ms/2TYIhul	15
	11/3 (Fri)	Unit #3 Exam	
11		Corporate Social Responsibility (Unit #4)	
	11/6 (Mon)	Carnegie, A. (1889, June). Wealth. <i>North American Review</i> , 148(391), 653-664. <i>Optional:</i> Farbman, J. (2015, December 7). We don't want Mark Zuckerberg's charity. <i>Jacobin</i> . https://www.jacobinmag.com/2015/12/facebook-zuckerbergs-charity-gates-philanthropy/	12
	11/8 (Wed)	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). Russell Sage Foundation.	11
	11/10 (Fri)	Porter, M. E., & Kramer, M. R. (2011, January-February). Creating shared value. <i>Harvard Business Review</i> , 89(1-2), 62-77. <i>Optional:</i> Porter, M. E., & Kramer, M. R. (2006, December). Strategy and society: The link between competitive advantage and corporate social responsibility. <i>Harvard Business Review</i> , 84(12), 78-92.	16
12	11/13 (Mon)	Prahalad, C. K. (2014). The market at the bottom of the pyramid. In <i>The fortune at the bottom of the pyramid: Eradicating poverty through profits</i> (Revised & Updated 5th Anniversary ed., pp. 27-46). Prentice Hall.	15
	11/15 (Wed)	Karnani, A. (2009, Winter). Romanticizing the poor. <i>Stanford Social Innovation Review</i> , 7(1), 38-43.	6
	11/17 (Fri)	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	11/20 (Mon)	 Class Canceled 	
	11/22, 24	 Thanksgiving Break 	
14	11/27 (Mon)	Choudhry, M. (2014, July 7). <i>Why we all need banks</i> . CNBC. https://www.cnn.com/2014/07/07/why-we-all-need-banks.html Likierman, A. (2010, June 15). Why we need banks. <i>Harvard Business Review</i> . https://hbr.org/2010/06/why-we-need-banks Augar, P. (2010, June 16). Go back to basic banking. <i>Harvard Business Review</i> . https://hbr.org/2010/06/go-back-to-basic-banking Benedikter, R. (2011, Spring). European answers to the financial crisis: Social banking and social finance. <i>Spice Digest</i> . https://spice.fsi.stanford.edu/docs/european_answers_to_the_financial_crisis_social_banking_and_social_finance <i>Optional:</i> BankBazaar.com. (2014, January 15). <i>History of banking</i> [Video]. YouTube. https://www.youtube.com/watch?v=VksG_1r-gH8 <i>Optional:</i> Thomas, B., Hennessey, K., & Holtz-Eakin, D. (2011, January 27). What caused the financial crisis? <i>The Wall Street Journal</i> . https://www.wsj.com/articles/SB10001424052748704698004576104500524998280	10
	11/29 (Wed)	Rachels, J. (1997). Coping with prejudice. In <i>Can ethics provide answers?</i> (pp. 199-212). Rowman & Littlefield.	14
	12/1 (Fri)	Unit #4 Exam	
15		Epilogue: Leadership & Ethics	
	12/4 (Mon)	Zaleznik, A. (2004, January). Managers and leaders: Are they different? <i>Harvard Business Review</i> , 82(1), 74-81. (Original work from 1977)	8
	12/6 (Wed)	Bok, S. (1980, Summer). Whistleblowing and professional responsibility. <i>New York University Education Quarterly</i> , 11(4), 2-10. <i>Optional:</i> Zremski, J. (2023, May 7). Suit accuses developer of racial bias in siting homes. <i>The Buffalo News</i> , A1, A13.	9
	12/8 (Fri)	Plato. (2004). [The allegory of the cave]. In C. D. Reeve (Trans.), <i>Republic</i> (pp. 208-212). Hackett. (Original work from ca. 380 B.C.E.) <i>Optional:</i> Plato. (1989). <i>Apology</i> . In R. E. Allen (Trans.), <i>Euthyphro, Apology, Crito, Meno, Gorgias, Menexenus</i> (pp. 79-104). Yale University Press. (Original work from ca. 380 B.C.E.)	6
16	12/11 (Mon)	 Class Canceled 	
	TBA	Final Exam Müller, U. & Pandit, S. (2014, February 16). <i>Vodafone in Egypt: National crises and their implications for multinational corporations (A)</i> . ESMT-714-0144-1.	

Business,
Society & Ethics

Fall
2023

Semester Calendar

Be Aware

Regular class meetings are Mondays, Wednesdays, and Fridays from 1:00PM to 1:50PM.

Unless told otherwise, all class meetings will be held at the Ellicott Complex in Academic Center 322.

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

Course readings, reading guides, lecture slides, and the most up-to-date course schedule can be found on the course website:
www.buffalo.edu/~degray/BSE23/

August 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Course Introduction	29	30 The Domain of Ethics	31		

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 The Value of Business Ethics	2
3	4 Labor Day	5	6 Justification in Business Ethics	7	8 Business Law & Ethics	9
10	11 Business Beyond Borders	12 Honest Deception	13	14 Autonomy & Advertising	15	16
17	18 Unit #1 Exam	19 Prudence & Egoism	20	21 Shareholder Theory	22	23
24	25 Is Greed Good for Business?	26 Prudentially Limiting Prudence	27	28 The Corporation as Community & Citizen	29	30

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Disentangling Purpose from Motive	3	4 Stakeholder Management	5	6 Unit #2 Exam	7
8	9 Fall Break	10 No Class	11 No Class	12	13	14
15	16 Reconsidering Executive Compensation	17	18 The Virtues of Employment at Will	19	20 Demanding Dismissal with Justification	21
22	23 Defending Sweatshops	24	25 Sweatshops & Insulting Offers	26	27 What Do We Owe Foreign Labor?	28
29	30 Justification for Price Gouging	31				

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 The Problem with Price Gouging	2	3 Unit #3 Exam	4
5	6 Philanthropy & Social Responsibility	7	8 CSR & Commitment Problems	9	10 Strategic CSR	11
12	13 Markets at the Base of the Pyramid	14	15 Challenges at the Base of the Pyramid	16	17 Purpose-Based CSR	18
19	20 No Class	21	22	23	24	25
26	27 Responsible Banking & Finance	28	29 Prejudice & Quotas	30		

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Unit #4 Exam	2
3	4 Management Versus Leadership	5	6 Whistleblowing	7	8 Ethical Leadership	9
10	11 No Class	12 Reading Day	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Reasonable Accommodations

I recognize that you are a human being with all the usual challenges 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 be unable to complete your coursework on time, please notify me as soon as possible (preferably via email with some advance notice) and we can agree on a reasonable accommodation.

Please recognize that most reasonable accommodations will require that you use philosopher’s stones (p7), receive reduced points for an activity, or do additional work not required of your classmates. This is done to keep things fair between you and your classmates—after all you are asking for extra time that they do not get. So when you propose a reasonable accommodation, please reflect on what would preserve that fairness.

Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

Challenging an Activity’s Assessment

Please recognize that I am human also: mistakes may occasionally occur when assessing your coursework. Therefore, you have *one week* after an activity is assessed to challenge the number of philosophy experience points that you earned. To do so, you must provide a clear written explanation (email is preferred) outlining your reasons for why you believe you earned more points. I take all such requests extremely seriously—along with a spirit of humility. I will address any appeals promptly, meeting with you, as necessary, to work on resolving things satisfactorily.

Of course, if you are not satisfied with your grade, I encourage you to schedule an appointment with me to talk about how you may improve your work on future activities.

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.

If you have a university-sanctioned absence from class and would like an audio recording of our class meeting, let me know. I will ask the class’ permission to record that meeting. If everyone is comfortable with that, I will do so and make it available to you. However, any such recordings may not be shared with anyone else and all copies must be destroyed by the end of the course.



Sharing Course Materials

All 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, trust, fairness, respect, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all the directions for class activities, completing all the exams on your own without any outside assistance, and seeking help whenever you are struggling. This is laid out in the **academic honor code** for this course. You are also expected to sign an honor agreement (posted online) to adhere to that code.

In this class, the typical violation of academic integrity is **cheating** on an exam. Common examples of this include copying the answers of a classmate, finding solutions online, and using artificial intelligence (AI) tools to determine the answers. Exams assess *your* progress in developing your proficiency with the course material along with the extent to which you are achieving this course’s learning outcomes. As such, I expect you to do all the quizzes and exams on your own without assistance from others. In short, **all exams are closed to collaboration**.

While I treat violations of academic integrity on a case-by-case basis, I follow the University at Buffalo’s process of consultative resolution. According to this process, when I suspect an academic integrity violation, I first meet with the student for an explanation. If, after that meeting, I remain convinced that there is a violation, I will report it to the Chair of the Philosophy Department, the Dean of the College of Arts and Sciences, and the Academic Integrity Office. Doing all this protects the student’s right to appeal.

Beyond that, I typically impose a sanction that exceeds the penalty of not having done the work at all. For instance, the sanction for cheating on a unit exam is usually a *deduction* of philosophy experience points. Again, the student retains the right to appeal any such decision.

In particularly severe cases, or when the student has committed previous academic integrity infractions, there may also be further penalties imposed by the Academic Integrity Office. For more information, please consult their website:

www.buffalo.edu/academic-integrity.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 more generous in these ways.

Academic Honor Code

Students at the University at Buffalo, because they part of a community of scholars, must share its commitment to learning and discovery. The nature of this commitment generates fundamental obligations to the highest standards of academic integrity, honesty, and ethics. Adhering to these principles ensures that the academic endeavors we undertake garner us the greatest personal satisfaction and intellectual gain.

The University at Buffalo academic community is composed of learners—individuals dedicated to an open exchange of ideas and who share their ideas for the purpose of improving knowledge for all people. In order for this academic enterprise to be successful, we must embrace personal, ethical, and moral principles to guide our interactions.

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

The discovery, advancement, and communication of knowledge are not possible without these commitments. 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, our academic community cannot exist.

The commitment of its faculty, staff, and students to the highest of personal, ethical, and moral standards also contributes to the respect in which the University at Buffalo degree is held. Students must not destroy or otherwise diminish that respect by their failure to meet these standards.

Student Responsibilities: For this course, it is important that no one gains an unfair advantage through academic misconduct. Academic misconduct is any act that does or potentially 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 coursework for the course;
- Unauthorized collaboration with others and/or use of artificial intelligence (AI) tools in the commission of coursework; and
- False claims of performance or work that has been submitted by the student.

In addition, each student enrolled in this class must sign an honor agreement affirming their commitment to uphold this code. This agreement may reappear during activities to remind everyone of their responsibilities.

Faculty Responsibilities: As the instructor, I am also expected to help create an environment where honesty flourishes. To that end, I will do my utmost to make it known as specifically as possible, on multiple occasions, what constitutes appropriate academic conduct as well as what comprises academic misconduct in this course.

Throughout all this, I will also provide clarification to any student questions concerning any of the above.

Accommodations for Equitable Access

The University at Buffalo is committed to providing reasonable accommodations for equal access to this course for all students. To access accommodation services, you must initiate the request with Accessibility Resources at Student Life.

If Accessibility Resources determines that your request for accommodation is reasonable, they will provide you with an Accommodation Memo. Keep in mind that you will need a new Accommodation Memo each semester. (If you are a returning student and your needs have not changed, you can simply contact Accessibility Resources for an updated Accommodation Memo.)

Once you receive your Accommodation Memo, it is *your* responsibility to inform faculty and staff of any accommodations that they may need to know about. The Accessibility Resources staff will explain in more detail how (and when) to share this Accommodation Memo with others.

For more information, please visit

www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html

Sex Discrimination & Sexual Harassment

The University at Buffalo is committed to ensuring that all members of our community can work and learn in a safe environment, free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking.

For my part, I am committed to preserving a classroom and university environment in which each student can contribute and learn free from discrimination, harassment, and sexual misconduct. I am also committed to supporting survivors and those impacted by intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, and so on.

Please note that **all University at Buffalo faculty members are required to report disclosures of sexual misconduct to the Office of Equity, Diversity and Inclusion (EDI)**. This means that if a student discloses an incident of sexual misconduct to me, I am professionally obligated to share that with EDI. EDI, will, in turn, reach out to that student in order to provide support, resources, and the option to meet. EDI will keep all information private, and will only proceed with an investigation with the consent of the student, or if there is a risk to the health or safety to the reporting student or others if the university does not take action.

For more information, please contact the University at Buffalo’s Title IX Coordinator at 716-645-2266, or visit

www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment.html

For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

Attendance & Excusing Absences

Students may be justifiably absent from classes due to military obligations, religious observances, illness documented by a physician or other appropriate health care professional, conflicts with university-sanctioned activities documented by an appropriate university administrator, public emergencies, and documented personal or family emergencies. The student is responsible for notifying the instructor in writing with as much advance notice as possible. Instructors may determine a reasonable amount of coursework that should be completed to make up the student’s absence. Students are responsible for the prompt completion of any alternative assignments.

If a student absence situation cannot be resolved between the student and the class instructor, or either party feels unfairly treated by the process, the Academic Grievance Policy and Procedures for Undergraduate Students should be followed. For more information, please visit

catalogs.buffalo.edu/content.php?catoid=1&navoid=19#academic-grievance-policy-and-procedures-for-undergraduate-students

For information regarding procedures for military call-up during the semester, please refer to the Undergraduate Leave of Absence forms. For more information, please visit

catalogs.buffalo.edu/content.php?catoid=1&navoid=19#leave-of-absence

Support for Students’ Health & Wellness

Take care of yourself. Of course, I know this may be easier said than done, but please do your best to maintain a healthy lifestyle 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 better cope with stress.

If you are struggling with strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences, know that you are not alone. There are many helpful resources available, and an important part of the university experience is learning how to ask for help. Asking sooner rather than later is almost always helpful.

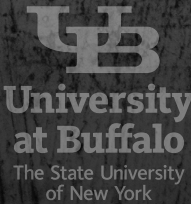
Counseling, Health Services, and Health Promotion are here to help. To schedule an appointment with a counselor, visit their office in 120 Richmond Quad or call 716-645-2720.

If you or someone you know is feeling suicidal or in danger of self-harm, call the University Police to speak to the counselor on call at **716-645-2222** or the Erie County Crisis Services 24-hour hotline at **716-834-3131**. You may also find support via the Crisis Text Line by **texting “GOT5” to 741-741**.

If the situation is life threatening, call **911**.

PHILOSOPHY
POLITICS
ECONOMICS
IS
COMING

FALL



THERE'S AN EPIDEMIC SPREADING PHILOSOPHY

A group of five teenagers (three boys and two girls) standing against a weathered wall. They are looking directly at the camera with serious expressions.


**1 in 5 teenagers will
experiment with philosophy.**

A man in a green sweater points at a laptop screen. A woman in a beige cardigan stands behind him, looking concerned. A young man in a red and white checkered shirt is leaning over the laptop, looking at the screen.


**“Are you googling thought
experiments again?”**

A man in a red and white checkered shirt is talking to a woman in a blue top. They are outdoors, with trees in the background.

**“Do you want to end up a
professor like your sister?”**

A woman in a red sweater is crying, holding her head in her hand. A man in a green jacket is sitting next to her, looking at her with a concerned expression.

**Thinking is
a gateway
to despair.**

A close-up of a woman's face. She has blonde hair and is looking down with a thoughtful or sad expression.

**“At first, it’s just
Plato, but then
it’s Nietzsche!”**

A young boy wearing a straw hat and a green and white checkered shirt. He is looking down with a serious expression.

**Know the
warning signs
of philosophy.**