

Instructor

Professor David Emmanuel Gray

degray@buffalo.edu | Park Hall 113 | @ProfessorDEG
Zoom office hours Tuesday, Thursday: 11:00AM – 4:00PM

Class Schedule

**Put This Centerfold
On Your Wall!**

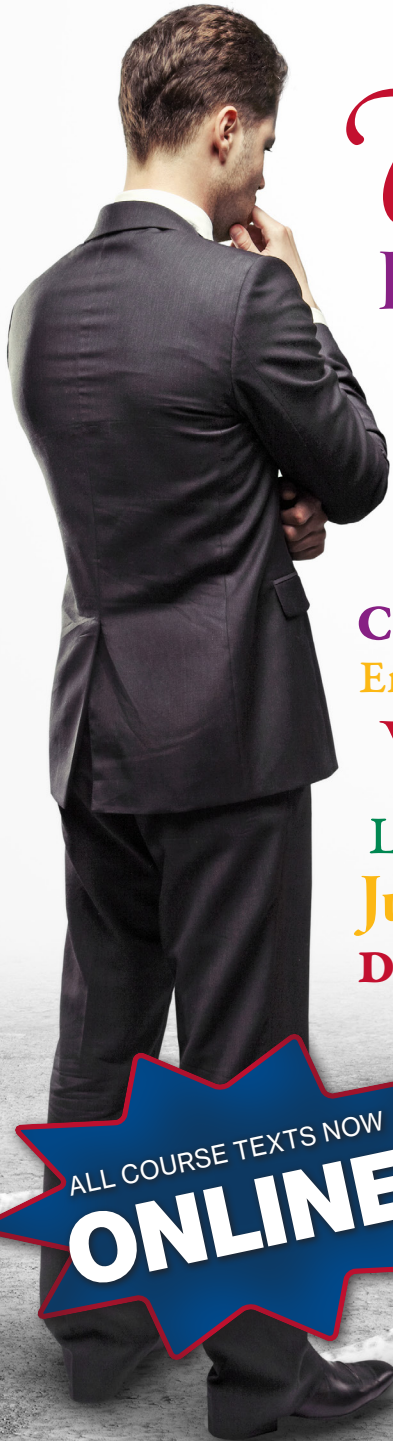
p12

Course Requirements

Participation	15%
Four Unit Exams	60%
Final Exam	25%
p8	

Monday, Wednesday, Friday: 1:50PM – 2:40PM | Class Meetings on Zoom

Business, Society & Ethics



What ought I do?
 Listen to my gut? **Profits first?**
Do I say something? Go green?
 What's the point of business?
 If it's legal, it's ethical? **Everyone's doing it?**
Customer safety? But the shareholders demand it?
Employee development? Is sustainability the future?
 What values govern business?
 Let the market decide? **Follow fairness?**
Just don't get caught? Fake it until you make it?
Do the right thing or get rich while the world burns?



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



ETHICS

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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

p6



Key Highlights



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

Participation Attendance

p9

This course is based on the principle of experiential learning, where you learn not only from me but also from interacting with your classmates. Therefore, *students marked absent from more than 9 class meetings will automatically fail this course.*

For this calculation, the class days set aside for discussing the unit exams will also count as class meetings.

Student Learning Outcomes Ethics & Its Application

p6

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.

Assessment Measuring Success

p8

I will measure your progress and success using the following forms of assessment:

- In- and out-of-class participation displaying your ongoing attempts to better understand and apply the course material, and
- Examinations testing your knowledge and mastery of that material.

Calculating Grades 100-Point Grading Scale

p8

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

Satisfactory (S)		Unsatisfactory (U)	
93.0-100.0	A	70.0-72.9	C ⁻
90.0-92.9	A ⁻	67.0-69.9	D ⁺
87.0-89.9	B ⁺	60.0-67.9	D
83.0-86.9	B	0.0-59.9	F
80.0-82.9	B ⁻		
77.0-79.9	C ⁺		
73.0-76.9	C		

Requirements Percentages

p8

The course requirements are weighted as follows for calculating your final, overall grade at the end of the semester:

- Participation (In Class and on Twitter) 15%
- 4 Unit Exams (Lowest is Dropped) 60%
- Final Exam 25%

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 to 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, there are 4 unit exams in this course, but your lowest of them is dropped. (This means you can even skip a unit exam if not feeling up to it—though best to save that towards the end!) While participation on Twitter is required, you also have the opportunity to earn “free passes” to make up for missed tweets. 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
Clinical Assistant Professor of Philosophy

Letter From the Professor Welcome to the Class!

5 ▶

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Course Information In Brief

Title Business Ethics **Number** PHI 236 GRA **Credits** 3.0 **Term** Fall 2020
Time Monday, Wednesday, Friday: 1:50PM–2:40PM **Location** Online via Zoom
Instructor David Emmanuel Gray **Email** degray@buffalo.edu **Twitter** @ProfessorDEG
Office Park Hall 133 **Office Hours** Tuesday, Thursday: 11:00AM – 4:00PM

Course Overview

Business, Society & Ethics | Fall 2020

What is Good Business?

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, Wells Fargo’s account fraud, the Fyre Festival debacle, Facebook-Cambridge Analytica data harvesting, pharmaceutical companies fueling an opioid crisis, sexual harassment at Fox News, 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.

Student Learning Outcomes

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 (p8) with these objectives in mind.

Learning Resources

Online Materials

There is no textbook for Business, Society, and Ethics: all required and optional readings are found on [UB Learns](#). I expect you to read all assigned material according to the class schedule (p12).

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.

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.*

All this explains the strict attendance policy (p9) for this course, along with my expectations associated with participation (p9).

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 during my office hours (on Zoom) 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

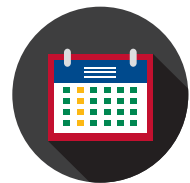
Fall
2020

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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: [#BSE20](#)

Course Requirements

Business, Society & Ethics | Fall 2020

The distracted boyfriend in happier times



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 displaying your ongoing attempts to better understand and apply the course material presented in the readings and discussed in our class meetings, and
- Examinations testing your knowledge and mastery of that material.

Your final course grade will be calculated by taking a weighted average using the following percentages:

- | | |
|-----------------|-----|
| • Participation | 15% |
| • 4 Unit Exams | 60% |
| • Final Exam | 25% |

Your lowest unit exam grade will be dropped in this calculation.

The total possible score may vary from assignment to assignment. Therefore,

the raw score you earn on each of them will be normalized to a **100-point scale** for determining letter grades. Your final course grade will be on this same scale, with each assignment weighted according to the percentages indicated earlier.

An Excel spreadsheet will be posted on UB Learns 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 that information, do not hesitate to meet with me.

Scale for Letter Grades

Satisfactory (S) Grades		Unsatisfactory (U) Grades	
Normalized Points	Letter Grade	Normalized Points	Letter Grade
93.0–100.0	A	70.0–72.9	C ⁻
90.0–92.9	A ⁻	67.0–69.9	D ⁺
87.0–89.9	B ⁺	60.0–66.9	D
83.0–86.9	B	0.0–59.9	F
80.0–82.9	B ⁻		
77.0–79.9	C ⁺		
73.0–76.9	C		

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 assigned reading that you are expected to have read and thought about *before* we meet. This allows us to devote more time to discussing the texts as a group rather than simply reviewing their contents. Hence, you must endeavor to understand what the readings are trying to convey.

All the required reading is posted on the course website and will be covered according to the class schedule (p12). Some days may also have *optional* readings. 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. This will make it easier for you to highlight important passages 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. 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 to class.

To assist you in this process, I have posted reading guides on UB Learns. These guides highlight the concepts and arguments that will frame our class discussions of that material. Most importantly,



"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."

these guides have questions that help you check your understanding of the readings' arguments and main claims.

I suggest also printing out these guides. That way you can be sure to sketch out answers to these questions and make any additional notes about them as needed. These are more resources 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

This course challenges us, individually and collectively, in the difficult process of understanding and evaluating important arguments about business ethics. As a result, class attendance and your participation (both in- and outside of class) are

crucial in order for you to understand and retain course material.

Out-of-class participation will be done on the social media site Twitter (p10), which is used to determine your base participation grade. Your in-class behavior will then influence your base participation grade based on two considerations:

1. Repeated instances of distracting behavior during our class meetings lowers your participation grade. Distracting behavior includes, but is not limited to, clearly doing something else during our class meetings, falling asleep, talking to people off screen, and leaving the class meeting without a prior arrangement.
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 for each class meeting
- ▶ No "free" absences without a prior reasonable accommodation

Given the importance of your presence at our class meetings, I will be taking attendance. Unless you have permission to do otherwise, please have your video on during the entire class so I can more quickly tell whether or not you are keeping up with that day's material. Students who are not present for at least 40 minutes of class will be marked as absent.

You get *no* "free" absences from class. There is one exception: You and I agree on a reasonable accommodation (p16) *prior* to the day you miss class. I will consider arrangements after the fact only in extraordinary, documented circumstances.

Regardless, **students marked absent from more than 9 class meetings will automatically fail this course.**

For this calculation, the class days set aside for discussing the unit exams will also count as class meetings.

The bottom line Make life easier by showing up on time to each of our class meetings, testing out the Zoom technology early so there are no problems.

2025

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

Base Participation Grading Scale

#Tweets	Normalized Points	Letter Grade
191–205	93.2–100.0	A
185–190	90.2–92.7	A ⁻
179–184	87.3–89.8	B ⁺
171–178	83.4–86.8	B
164–170	80.0–82.9	B ⁻
158–163	77.1–79.5	C ⁺
150–157	73.2–76.6	C
144–149	70.2–72.7	C ⁻
138–143	67.3–69.8	D ⁺
123–137	60.0–66.8	D
0–122	0.0–59.5	F

Twitter Assignment

- ▶ Tweet at least 5 times between each class using the #BSE20 hashtag
- ▶ Tweets must be relevant, substantive, and respectful
- ▶ Email me your account name(s) by Friday, September 4 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 about any aspect of the course, discuss ethical issues with your classmates, and connect course topics to current events.

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!

Instructions: You are required to tweet a minimum of 5 times between each class meeting (class days set aside for unit exams count as class meetings). There are 41 between-class periods this semester, so at least 205 tweets are expected from you.

When tweeting for this course, please always use the hashtag #BSE20. 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.

Just to repeat: if your tweet does not contain #BSE20, then it is extremely unlikely that I see that tweet.

Evaluation & Grading: 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 (p8).

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 own reasoning behind that judgment instead. Similarly, a relevant retweet is great, but be sure to include some of your own thoughts or what you found interesting about the original tweet. 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 it is your position that is weak and unsound.

Considerations for Your Account: 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 UB 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.

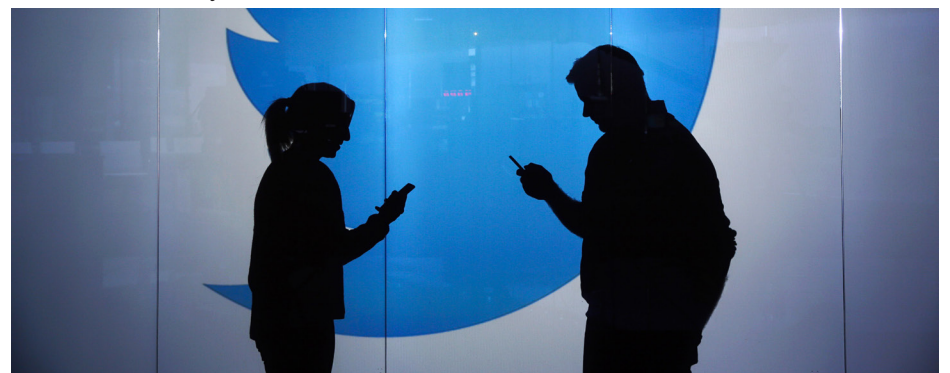
Alternatively, it is also fine if you use multiple Twitter accounts for this course. That is, you might use your regular account to tweet about things that your Twitter followers and friends may find interesting, while also using a disposable account to tweet about things you would rather not connect 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 are 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. Once more: *I will never share your account information with anyone.* Please email me this information by Friday, September 4 at 5:00pm.

Finally, if you have any trouble using Twitter do not hesitate to seek help from me or one of your classmates.

Using Free Passes: If you forget to tweet, you may use a **free pass** to make up any missed tweets (up to 5) for *one* between-class period.

The bottom line Do try and have some fun while tweeting at least 5 times between each class meeting using the #BSE20 course hashtag.



60% of Final Course Grade

Unit Exams



- ▶ There are 4 unit exams, and your lowest grade from them will be dropped
- ▶ Unit exams are non-cumulative, open book and open notes, but with no collaboration

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.

Unit exams are *not* cumulative, only focusing on the material and concepts covered in class since the previous exam. However, there will remain 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 and markup the course readings and take good class notes during 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 is dropped in this calculation.

Dropping one of your unit exam grades gives you the freedom do poorly on a unit exam, or even miss one, with no questions asked. Because of that, *there will be no*



STUDENT LOAN SHARK

Free Pass



You initially have 1 free pass to use during this course. For every 6 class meetings in a row that you fully attend (you are visibly present for at least 40 minutes) you will earn a free pass. For these purposes, class days set aside for unit exams count as class meetings. So you have the opportunity to earn up to 8 free passes this semester.

A free pass may be exchanged to make up for any (up to 5) missed tweets for one between-class period. A free pass may also be used for a 24-hour extension on a unit exam.

For each free pass that you do not use by the end of the course, I will boost your base participation grade by +0.5 point.

make-up exams, except in extraordinary, documented situations.

Collaboration & Academic Integrity:

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

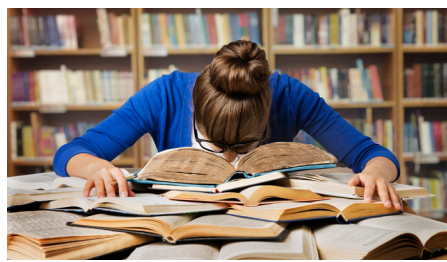
The bottom line Take notes, do the readings, see me with questions, sleep well the night before, and you should do fine on these unit exams.



"Is this going to be on the midterm?"

25% of Final Course Grade

Final Exam



- ▶ The final exam is cumulative, open book and open notes, but with no collaboration

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.

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 material.



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

Class Schedule

Business, Society & Ethics | Fall 2020

wk	Date	Topic/Reading/Assignment	# Pages
1	8/31 (Mon)	Business Ethics From a Philosophical Perspective (Unit #1)	
	9/2 (Wed)	Rachels, J., & Rachels, S. (2012). What is morality? In <i>The elements of moral philosophy</i> (7th ed., pp. 9-13). McGraw-Hill.	6
	9/4 (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.	14
2	9/7 (Mon)	Rachels, J., & Rachels, S. (2012). Subjectivism in ethics. In <i>The elements of moral philosophy</i> (7th ed., pp. 32-48). McGraw-Hill.	12
	9/9 (Wed)	Weinstein, B. (2007, October 15). If it's legal, it's ethical... right? <i>Bloomberg Businessweek</i> . https://tinyurl.com/kue88fw	6
	9/11 (Fri)	Donaldson, T. (1996, September-October). Values in tension: Ethics away from home. <i>Harvard Business Review</i> , 74(5), 48-62.	9
3	9/14 (Mon)	Gray, D. E. (Ed.). (2015). <i>Vodafone Qatar's Amazon adventure</i> [Unpublished course material].	27
	9/16 (Wed)	Carr, A. Z. (1968, January-February). Is business bluffing ethical? <i>Harvard Business Review</i> , 46(1), 143-153.	7
	9/18 (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.	6
4	9/21 (Mon)	Unit #1 Exam	
	9/23 (Wed)	What's the Point of Business? (Unit #2) Rand, A. (1957). <i>Atlas shrugged</i> . Random House.	15
	9/25 (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.	5
5	9/28 (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://tinyurl.com/y826zbyz 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
	9/30 (Wed)	Hardin, G. (1968, December 13). The tragedy of the commons. <i>Science</i> , 162(3859), 1243-1248.	5
	10/2 (Fri)	Solomon, R. C. (1999). <i>A better way to think about business</i> . Oxford University Press.	14
6	10/5 (Mon)	Duska, R. F. (1997, September). The why's of business revisited. <i>Journal of Business Ethics</i> , 16(12-13), 1401-1409.	7
	10/7 (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
	10/9 (Fri)	Lopez, G. (2019, October 10). <i>The case for prosecuting the Sacklers and other opioid executives</i> . Vox. https://tinyurl.com/y3xat5f7 McLean, B. (2019, June 19). "We didn't cause the crisis": David Sackler pleads his case on the opioid epidemic. <i>Vanity Fair</i> . https://tinyurl.com/yxp75u24	27
7	10/12 (Mon)	Unit #2 Exam	
	10/14 (Wed)	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.	23
	10/16 (Fri)	Epstein, R. A. (1984, Autumn). In defense of the contract at will. <i>University of Chicago Law Review</i> , 51(4), 947-982.	16
8	10/19 (Mon)	McCall, J. J. (2003, April). A defense of just cause dismissal rules. <i>Business Ethics Quarterly</i> , 13(2), 151-175.	25
	10/21 (Wed)	Maitland, I. (1997, September). The great non-debate over international sweatshops. <i>British Academy of Management Annual Conference Proceedings</i> , 240-265.	25
	10/23 (Fri)	Meyers, C. (2004, Fall). Wrongful beneficence: exploitation and third world sweatshops. <i>Journal of Social Philosophy</i> , 35(3), 319-333.	15



wk	Date	Topic/Reading/Assignment	# Pages
9	10/26 (Mon)	Geva, A. (1999, July). Moral problems of employing foreign workers. <i>Business Ethics Quarterly</i> , 9(3), 381-403.	18
	10/28 (Wed)	Khazan, O. (2020, March 18). Amazon confirms first known coronavirus case in an American warehouse. <i>The Atlantic</i> . https://tinyurl.com/ujvppza Blest, O. (2020, March 30). <i>Amazon workers in New York have started walking off the job: 'This is a cry for help'</i> . Vice News. https://tinyurl.com/rm4w3lh Blest, O. (2020, April 2). <i>Leaked Amazon memo details plan to smear fired warehouse organizer: 'He's not smart or articulate'</i> . Vice News. https://tinyurl.com/scsf8dm Weise, K., & Conger, K. (2020, April 6). Gaps in Amazon's response as virus spreads to more than 50 warehouses. <i>The New York Times</i> . https://nyti.ms/348ZCWI Amazon fires two workers who questioned its labor policies. (2020, April 15). <i>The New York Times</i> . https://nyti.ms/2Vu1Llv Hume, T. (2020, April 16). <i>Amazon just shut down all of its warehouses in France over worker safety</i> . Vice News. https://tinyurl.com/y8f8g728 O'Brien, S. A. (2020, April 22). <i>Fear and a firing inside an Amazon warehouse</i> . CNN Business. https://tinyurl.com/ybunqsuc Selyukh, A. (2020, April 27). <i>Amazon warehouse safety 'inadequate,' N.Y. Attorney General's Office says</i> . NPR. https://tinyurl.com/ybdv8hyf Weise, K. (2020, April 30). Amazon sells more, but warns of much higher costs ahead. <i>The New York Times</i> . https://nyti.ms/2yeXKA7 Bray, T. (2020, May 4). Bye, Amazon. <i>Ongoing</i> . https://tinyurl.com/y8mn4zrq	39
	10/30 (Fri)	Zwolinski, M. (2008, July). The ethics of price gouging. <i>Business Ethics Quarterly</i> , 18(3), 347-378.	26
10	11/2 (Mon)	Snyder, J. (2009, April). What's the matter with price gouging? <i>Business Ethics Quarterly</i> , 19(2), 275-293.	15
	11/4 (Wed)	Korchagin, A., & Cherepanova, V. (2019, November 26). <i>Meat puppets. Ethical dilemma in a restaurant setting</i> (Reference No. 719-0061-1). The Case Centre. https://tinyurl.com/yd93ps4e	11
	11/6 (Fri)	Samuel, A. (2018, March 25). <i>The shady data-gathering tactics used by Cambridge Analytica were an open secret to online marketers. I know, because I was one</i> . The Verge. https://tinyurl.com/y9yro7wj Digital trust. (2018, March 29). <i>Nature</i> , 555(7698): 559-560. Steimer, S. (2018, May 1). <i>The murky ethics of data gathering in a post-Cambridge Analytica world</i> . American Marketing Association. https://tinyurl.com/y72ednt8	18
11	11/9 (Mon)	Unit #3 Exam	
	11/11 (Wed)	Corporate Social Responsibility (Unit #4) Carnegie, A. (1889, June). Wealth. <i>North American Review</i> , 148(391), 653-664.	12
	11/13 (Fri)	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
12	11/16 (Mon)	Porter, M. E., & Kramer, M. R. (2011, January-February). Creating shared value. <i>Harvard Business Review</i> , 89(1-2), 62-77.	16
	11/18 (Wed)	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
	11/20 (Fri)	Karnani, A. (2009, Winter). Romanticizing the poor. <i>Stanford Social Innovation Review</i> , 7(1), 38-43.	6
13	11/23 (Mon)	 Class Canceled	
	11/25-11/27	 Fall Recess	
14	11/30 (Mon)	Rangan, K., Chase, L., & Karim, S. (2015, January-February). The truth about CSR. <i>Harvard Business Review</i> , 93(1-2), 40-49.	10
	12/2 (Wed)	Choudhry, M. (2014, July 7). <i>Why we all need banks</i> . CNBC. https://tinyurl.com/yagpomp6 Likierman, A. (2010, June 15). Why we need banks. <i>Harvard Business Review</i> . https://tinyurl.com/ybt2bozy Augar, P. (2010, June 16). Go back to basic banking. <i>Harvard Business Review</i> . https://tinyurl.com/y8loxzwp Benedikter, R. (2011, Spring). European answers to the financial crisis: Social banking and social finance. <i>Spice Digest</i> . https://tinyurl.com/yysl2qrc	10
	12/4 (Fri)	Rachels, J. (1997). Coping with prejudice. In <i>Can ethics provide answers? And other essays in moral philosophy</i> (pp. 199-212). Rowman & Littlefield.	14
15	12/7 (Mon)	Unit #4 Exam	
	12/9 (Wed)	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). Hackett. (Original work from ca. 380 B.C.E.)	6
	12/11 (Fri)	Review for Final Exam	
	12/14 (Mon)	Final Exam	

Semester Calendar

Be Aware

Regular class meetings are Mondays, Wednesdays, and Fridays from 1:50PM to 2:40PM.

Unless told otherwise, all class meetings will be online via Zoom.

Please check the final exam 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 UB Learns:

ublearns.buffalo.edu

August 2020

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	29
30	31					
	Course Introduction					

September

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

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				The Corporation as Community & Citizen		
4	5	6	7	8	9	10
Disentangling Purpose from Motive		Stakeholder Management		The Sacklers & The Opioid Crisis		
11	12	13	14	15	16	17
	Unit #2 Exam	Reconsidering Executive Compensation		The Virtues of Employment at Will		
18	19	20	21	22	23	24
Demanding Dismissal with Justification		Defending Sweatshops		Sweatshops & Insulting Offers		
25	26	27	28	29	30	31
What Do We Owe Foreign Labor?		What Do We Owe Foreign Labor?		Justification for Price Gouging		

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	The Problem with Price Gouging		The Customer is Always Right?		Data Collection & Cambridge Analytica	
8	9	10	11	12	13	14
	Unit #3 Exam	Philanthropy & Social Responsibility		CSR & Commitment Problems		
15	16	17	18	19	20	21
	Strategic CSR		Markets at the Base of the Pyramid		Challenges at the Base of the Pyramid	
22	23	24	25	26	27	28
	Class Canceled		Fall Recess			
29	30					
	Purpose-Based CSR					

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
		Responsible Banking & Finance			Prejudice & Quotas	
6	7	8	9	10	11	12
	Unit #4 Exam	Ethical Leadership		Review for the Final Exam		
13	14	15	16	17	18	19
	Final Exam	Final Exams				
20	21	22	23	24	25	26
	Final Exams					
27	28	29	30	31		

Course Policies

Business, Society & Ethics | Fall 2020

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. Using free passes may also be required. 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 schedule an appointment with me to talk about how you may improve your work on future assignments.

Mobile Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. While our class meetings are being held, please put your computer and/or mobile device in "do not disturb" mode, if possible. This will help limit your distractions. In the same vein, I encourage you to find a quiet (and maybe even relaxing) place for sitting during our class meetings.

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.



ICONS FROM NOUN PROJECT: CAMERA/ALENA ART/TEMOVA; MICROPHONE/PIXEL BAZAAR; SOCIAL MEDIA/MEGAN CHOWN; VIDEO GAME: SCOTT DESMOND; PRINTER/MAKIM KULIKOV; COFFEE POT/YUSUF KARA; BLENDER/WELLO; SPATULA/INES SIMOES; MICROWAVE/YAZMIN ALANIS; TROLLEY/JEAN YASHU; ROBOT/HOPKINS; HOOKAH/ALICE NOIR; CAR/ALRIGEL; NUCLEAR & DINOSAUR/ADRIEN COQUET

Sharing Course Materials

All course materials that I have made available on UB Learns are protected by copyright laws. You are always free to use these materials and print out copies for your own use, but unauthorized distribution and/or uploading of course materials to other websites 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 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 the **academic honor code** for this course.

In this class, the most typical violation of academic integrity involves **cheating on an exam**. For instance, it is cheating to ask a classmate for their answers to an exam or to use a copy of notes written up by a classmate. 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.

While I treat violations of academic integrity on a case-by-case basis, I carefully 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. This protects the student's right to appeal.

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 usually a negative score that is not dropped. Depending on the circumstances, I may also require that the student sits alone for future exams under direct supervision. 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, visit

<https://academicintegrity.buffalo.edu>

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 assignment included in the course;
- Substitution for, or unauthorized collaboration with, another student or person in the commission of course requirements; 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 on assignments 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. I will also remain consistent in how I enforce this policy with all my students.

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

Accommodations for Students with Disabilities

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

<https://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)**. If you disclose an incident of sexual misconduct to me in- or outside of the classroom (with the exception of disclosures in assignments), I am required to share that with EDI. EDI, will, in turn, reach out 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

<http://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.

Support for Students' Health & Wellness

Take care of yourself. 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 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**.



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'm spending the seven years in prison and
the Wu-Tang Clan is not returning my calls.

got ethics?



THERE'S AN EPIDEMIC SPREADING PHILOSOPHY




1 in 5 teenagers will experiment with philosophy.




“Are you googling thought experiments again?”



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



Thinking is a gateway to despair.



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



Know the warning signs of philosophy.