

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

REC'D COMMUNITY COLLEGE

CURRICULUM TRANSMITTAL COVER PAGE

Department: History, Philosophy, Political Science

Date: March 24, 2016

Title Of Course Or Degree: PHI 68 : Ethical Problems in Business and Society

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input checked="" type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input checked="" type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 3/24/2016 Signature, Committee Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Michelle Beck

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

NEW COURSE PROPOSAL FORM

1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):

Department of History, Philosophy, and Political Science
PHI 6800
Ethical Problems in Business and Society

2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:

This course will transfer as an elective Philosophy course fulfilling a Pathways requirement for Flexible Common Core's area of Individual and Society. This is the same course as the following courses offered as an elective course at other CUNY schools, e.g.,

Brooklyn College - Moral Problems in Business (PHI 3314);

City College – Applied Ethics (PHI 34900) -Business Ethics is one of several courses offered under this designation;

College of Staten Island – Ethical Issues in Business and Society (PHI 238);

Lehman College – Business Ethics (PHI 330); and

Queens College – Business Ethics (PHIL 160).

It is offered as an elective philosophy course at many two and four year colleges and universities.

4. BULLETIN DESCRIPTION OF COURSE:

Application of normative ethical theories to moral issues that in business and technology, such as employee rights and responsibilities, honesty in advertising, diversity and discrimination, privacy, and corporate social responsibility.

5. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):

1-credit:	<input type="checkbox"/> 1 hour lecture
	<input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture
	<input type="checkbox"/> 1 hour lecture, 2 hours lab/field
	<input type="checkbox"/> 4 hours lab/field

3-credits:	<input checked="" type="checkbox"/> 3 hours lecture
	<input type="checkbox"/> 2 hours lecture, 2 hours lab/field
	<input type="checkbox"/> 1 hour lecture, 4 hours lab/field
	<input type="checkbox"/> 6 hours lab/field

4-credits:	<input type="checkbox"/> 4 hours lecture
	<input type="checkbox"/> 3 hours lecture, 2 hours lab/field
	<input type="checkbox"/> 2 hours lecture, 4 hours lab/field
	<input type="checkbox"/> 1 hour lecture, 6 hours lab/field
	<input type="checkbox"/> 8 hours lab/field

More than 4-credits:	<input type="checkbox"/> Number of credits: _____ (explain mix lecture/lab below)
	_____ Lecture _____ Lab
Explanation:	_____

***Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5: 3

7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)

A. PREREQUISITE(S): NONE

B. COREQUISITE(S): NONE

C. PRE/COREQUISITE(S): NONE

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER) 24 (Hybrid – Spring 2015) PHI 8202

B. PROJECTED ENROLLMENT 41

C. SUGGESTED CLASS LIMITS NA

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED Twice a year, Fall and Spring. Depending on student and faculty interest, the course may be offered in the Winter and Summer Modules as well.

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION This course serves as an introduction to the philosophical study of morality with a focus on the application of moral theory to business decision making.

As a central offering in the liberal arts, the course provides students with a general understanding of various perspectives on the moral dimension of business and economics. It acquaints them with those core concepts, theories, and facts essential to academic and cultural literacy. Through emphasis on conceptual analysis, reading and interpreting texts, and writing clearly and effectively for an audience, the course develops and enhances students' skills in the areas of critical thinking, reading comprehension, and both oral and written communication.

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):

10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

At the discretion of the individual instructor, any text or collection of texts that emphasizes primary material as well as secondary sources relating to moral theory and its application to business and economics problems.

Recommended Texts:

Alex Gini and Alexei Marcoux, *The Ethics of Business: A Concise Introduction* (Rowman & Littlefield Publishing Group, 2012, ISBN:978-0-7425-6162-5)

Robert Audi, *Business Ethics and Ethical Business* (Oxford University Press, 2009, ISBN 978-0-19-535910-6)

William H. Shaw, *Ethics At Work: Basic Readings in Business Ethics* (Oxford University Press, 2003, ISBN: 978-0-19-513942-6)

Michael J. Sandel, *What Money Can't Buy: The Moral Limits of Markets* (Farrar, Straus, Giroux, 2012, ISBN: 978-0-374-53365-6)

Joseph Desjardins, *An Introduction to Business Ethics (fifth edition)*, (McGraw Hill, 2013, ISBN 978-0-07-803832-7)

William Shaw and Vincent Barry, *Moral Issues in Business (twelfth edition)*, (Cengage, 2012, ISBN 978-1111837426)

William Shaw, *Business Ethics: A Textbook with Cases (eighth edition)*, (Wadsworth Publishing, 2013, ISBN 978-1133943075)

Joseph Desjardins and Joseph McCall, *Contemporary Issues in Business Ethics (sixth edition)*, (Cengage, 2013, ISBN 978-0-07-803832-7)

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? No

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION:

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

The student will be able to make business decisions which give appropriate consideration to the moral dimension. The student will be able to rationally justify business decisions not only on the basis of a business tactic, but also based on some wider ranging humanitarian view. The student will not only make better decisions; but also be able to explain his/her rationale for difficult business decisions.

Philosophy is both critical and conceptual. It focuses not only on what someone thinks but most importantly on the reasons that support those views. In terms of CUNY Pathways requirements, this course falls under "Individual and Society." We will be examining those theories that purport to explain and justify the ethical judgments and

moral values that balance individual choice over and against the claims of social welfare and the application of these theories to moral issues that arise in business, as well as, those that arise as a result of the development and implementation of new technologies.

Students should be able to:

- Gather, interpret, and assess information from a variety of sources and points of view
- Construct critical arguments, provide evidence, and examine underlying premises
- Show understanding of theories exploring the nature of ethical reasoning
- Demonstrate critical perspective on ethical debates over the scope of individual choice and the claims of social welfare
- Write clearly and critically

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:

Lecture based on the assigned reading, using the Socratic method to engage the student. To engage each individual student, the lectures will be augmented with

- In-class writing assignments (low-stakes),
- group study and presentation of relevant cases to the class,
- online video content (as available),
- Blackboard quizzes, tests, and discussion forums will be used to engage each individual student.

16. ASSIGNMENTS TO STUDENTS:

Reading assignments will be combined with low stakes and high stakes writing assignments. These may include:

- summaries of readings
- outlines of the arguments presented.
- Assessments such as
 - One Minute Summaries”
 - Identification of the “Muddiest Point,” and
 - “Knowledge Mapping” will be used where appropriate;
- Periodic participation in online discussion forums related to case studies.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

There will be two exams, a Midterm and Final. These will be objective tests composed of multiple choice and short answer questions. This portion of the exams will test the student’s mastery of the ethical theories which provide the basis for solutions to the ethical questions that will be addressed during the course of the semester. For example, they will give the student the opportunity to demonstrate his/her understanding of Utilitarianism and Deontology and the analysis of arguments provided by supporters of these theories in support of their positions on issues of individual choice and social welfare relate to corporate social responsibility, Ethical Leadership, and the value of work, employee responsibility, truth in advertising and marketing, and employment diversity and discrimination.

The student will be required to submit 2 Midterm Essays and 2 Final Essays. Topics for essays will be provided well in advance. The essays will be from two to five pages long and submitted online to TurnItIn.

Each essay will require the student to provide a clearly written critical analysis of arguments provided on each side of an ethical dilemma related to issues of corporate social responsibility or employee rights and responsibilities. The essays will require the student to defend a position on these issues showing his/her mastery of ethical reasoning as it applies to the relevant ethical debates. The student will research and read at least two instructor-approved articles from a source other than the text for the at least one of the final essays. An example of an appropriate source would be the chapter entitled "How Markets Crowd Out Moral" from Michael Sandal's recent book *What Money Cannot Buy*.

In addition, since this is a philosophy course, class attendance and participation in discussion is also emphasized. The assignments will allow the student to develop and improve his/her understanding of argument analysis and the application of ethical theory to the solution of business problems. The in class discussion and activities will provide additional opportunity to refine the skill of rationally presenting and defending positions on controversial ethical issues.

Grades are determined on the basis of the following factors:

- (10%) Assignments (in class and take home)
- (10%) Class Participation & Group Assignments
- (20%) Mid-Term Exam
- (20%) Mid-Term Essays
- (20%) Final Exam
- (20%) Final Essays

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):

1. Why Study Business Ethics?

Student Learning Objectives:

- *Identify reason why studying business ethics is important;*
- *Explain the nature and meaning of business ethics;*
- *Explain the difference between ethical values and other values;*
- *Clarify the difference between ethics and law;*
- *Describe the distinction between ethics and ethos;*
- *Distinguish between personal morality, virtues, and social ethics;*
- *Identify ethical issues within a case description.*

2. Ethical Theory and Business

Student Learning Objectives:

- *Understand the basic categories and concepts of ethical theory;*
- *Identify the challenges of ethical relativism;*
- *Explain the ethical theory of utilitarianism;*
- *Explain how utilitarianism relates to market economy and business policy;*
- *Clarify major challenges to utilitarian ethics;*
- *Explain rights-based and duty-based ethics;*
- *Explain the concepts of virtue ethics.*

3. Corporate Social Responsibility

Student Learning Objectives:

- *Explain and review the utilitarian and rights-based justification for the economic model of corporate social responsibility;*

- *Explain how the economic model is extended and developed through a moral minimum;*
- *Describe the stakeholder model of corporate social responsibility;*
- *Explain the ethical foundations of the stakeholder model;*
- *Describe the philanthropic model of corporate social responsibility;*
- *Describe the strategic model of corporate social responsibility;*
- *Explain how sustainability has become a strategic social responsibility for business.*

4. Corporate Culture, Governance, and Ethical Leadership

Student Learning Objectives:

- *Define corporate culture;*
- *Explain how corporate culture impacts decision making;*
- *Discuss the role of corporate leadership in establishing the culture;*
- *Explain the difference between effective leaders and ethical leaders;*
- *Discuss the role of mission statements and codes in creating an ethical corporate culture;*
- *Explain how various reporting mechanisms such as ethics hotlines and ombudsman can help;*
- *Integrate ethics within a firm;*
- *Discuss the role of assessment, monitoring, and auditing of the culture and ethics program;*
- *Explain how culture can be enforced via government regulation.*

5. The Meaning and Value of Work

Student Learning Objectives:

- *Examine the goals and values of your own career and workplace decisions;*
- *Explain the variety of meanings and values attributed to work;*
- *Explain business's responsibility for providing employees with meaningful work;*
- *Describe a framework for evaluating business's ethical responsibility to employees;*
- *Describe a framework for evaluating rights and responsibilities of employees.*

6. Moral Rights in the Workplace

Student Learning Objectives:

- *Distinguish moral rights from legal and contractual rights;*
- *Explain and examine various meaning of a right to work;*
- *Analyze arguments supporting an employee right to due process, participation, health and safety, and privacy;*
- *Distinguish due process from the legal doctrine of employment at will;*
- *Analyzing arguments supporting an employee right to participation.*

7. Employee Responsibilities

Student Learning Objectives:

- *Explain the nature and range of employee responsibility;*
- *Explain the agency view of employee responsibility;*
- *Understand the role of business professionals as gatekeepers;*
- *Explain managerial responsibilities;*
- *Explain and examine the concept of conflicts of interest;*
- *Analyze the responsibilities of trust and loyalty in the workplace;*
- *Analyze the responsibilities for honesty in business;*

- *Analyze the ethical responsibilities concerning whistle-blowing and insider trading.*

8. Marketing Ethics: Product Safety and Pricing

Student Learning Objectives:

- *Understand the range of ethical issues in marketing;*
- *Apply an ethical framework for evaluating marketing ethics;*
- *Explain the ethical dimensions of product liability law ranging from caveat emptor to strict product liability;*
- *Provide an ethical analysis of strict product liability;*
- *Explain the ethical issues involving product pricing.*

9. Marketing Ethics: Advertising and Target Marketing

Student Learning Objectives:

- *Analyze the ethics of manipulation and deception in marketing and sales;*
- *Explain the regulatory standards governing advertising;*
- *Analyze the argument concerning marketing that violates consumer autonomy;*
- *Explain the ethics of target marketing;*
- *Analyze the ethics of marketing to vulnerable people and populations.*

10. Business Environmental Responsibilities

Student Learning Objectives:

- *Describe the standard understanding of corporate environmental responsibility;*
- *Explain the concepts of sustainable economics and sustainable development;*
- *Compare and contrast standard economic models with sustainable challenges;*
- *Provide an analysis of market-based solution to environmental challenges;*
- *Analyze arguments support a model for sustainable business;*
- *Describe the business model of natural capitalism;*
- *Describe the implications of natural capitalism for contemporary business.*

11. Diversity and Discrimination

Student Learning Objectives:

- *Describe the range of ethical issues raised by a diverse workforce;*
- *Explain workplace discrimination;*
- *Distinguish between equal opportunity, affirmative action, and preferential treatment;*
- *Explain the ethical basis of equal opportunity and affirmative action;*
- *Analyze the ethical arguments for and against preferential treatment in the workplace;*
- *Describe the issue of workplace sexual harassment.*

12. International Business and Globalization

Student Learning Objectives:

- *Describe the range of ethical issues arising in the global business context;*
- *Analyze the issue of ethical relativism in a global setting;*
- *Describe the issue of human rights in to international business;*
- *Explain the ethical issues involved in globalization;*
- *Describe the business's role and ethical responsibilities in an increasingly global economy.*

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

- Arnold, Denis G. and Norman E. Bowie. 2003, "Sweatshops and Respect for Persons," *Business Ethics Quarterly* 13(2): 221-242.
- Baumhart, Raymond. 1961, "How Ethical are Businessmen?," *Harvard Business Review* 39(4): 6-9.
- Baumhart, Raymond. 1963, *Exploratory Study of Businessmen's Views on Ethics and Business*, DBA dissertation: Harvard Business School.
- Baumhart, Raymond. 1968, *An Honest Profit: What Businessmen Say About Ethics and Business*, New York: Holt, Rinehart and Winston.
- Berle, Adolf and Gardiner Means. 1932, *The Modern Corporation and Private Property*, New York: Macmillan.
- Boatright, John R. 1994, "Fiduciary Duties and the Shareholder-Management Relation: Or, What's So Special about Shareholders?," *Business Ethics Quarterly*, 4: 393-408.
- Capaldi, Nicholas. 2006, "What Philosophy Can and Cannot Contribute to Business Ethics," *Journal of Private Enterprise* 22(2):68-86.
- Card, David and Alan B. Krueger. 1995, *Myth and Measurement: The New Economics of the Minimum Wage*, Princeton: Princeton University Press.
- Carr, Albert Z. "Is Business Bluffing Ethical?" (1968), *Harvard Business Review*.
- Danley, John. "Corporate Moral Agency: The Case for Anthropological Bigotry". (1980), *Action and Responsibility: Bowling Green Studies in Applied Philosophy*, vol. 2.
- DeGeorge, Richard, 1993, *Competing With Integrity in International Business*, New York: Oxford University Press.
- Donaldson, Tom. 1982, *Corporations and Morality*, Englewood Cliffs, N. J.: Prentice Hall.
- Donaldson, Tom and Tom Dunfee. 1999, *Ties That Bind*. Boston: Harvard Business School Press.
- Epstein, Richard. 1984, "In Defense of the Contract at Will," *University of Chicago Law Review* 51: 947-982.
- Freeman, R.E. 1984, *Strategic Management: A Stakeholder Approach*, Boston: Pitman.
- Freeman, R. Edward. "A Stakeholder Theory of the Modern Corporation." (1994)
- Freeman, R.E. and William M. Evan. 1990, "Corporate Governance: A Stakeholder Interpretation," *Journal of Behavioral Economics* 19(4): 337-359.
- French, Peter A. 1979, "The Corporation as a Moral Person," *American Philosophical Quarterly* 16: 207-215.
- French, Peter A. 1984, *Collective and Corporate Responsibility*, New York: Columbia University Press.
- French, Peter A. 1995, *Corporate Ethics*, Fort Worth: Harcourt Brace.
- Friedman, Milton. 1970, "The Social Responsibility of Business Is to Increase Its Profits," *New York Times Magazine* (September 13), 122-125.
- Gini, Al, ed. 2005, *Case Studies in Business Ethics* (5e), Upper Saddle River, N.J.: Prentice Hall.
- Goodin, Robert E. 1985, *Protecting the Vulnerable*, Chicago: University of Chicago Press.
- Goodpaster, Kenneth E. 1991, "Business Ethics and Stakeholder Analysis," *Business Ethics Quarterly* 1(1): 53-73.
- Green, Ronald. 1991, "When is 'Everyone's Doing It' a Moral Justification?," *Business Ethics Quarterly* 1(1): 75-93.
- Hart, H.L.A. 1961, *The Concept of Law*, Oxford: Clarendon Press.
- Heath, Joseph. 2006, "Business Ethics Without Stakeholders," *Business Ethics Quarterly* 16(4): 533-557.
- Hirschmann, Albert O. 1970, *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*, Cambridge: Harvard University Press.

- Macey, J.R. 1999, "Fiduciary Duties as Residual Claims: Obligations to Nonshareholder Constituencies From a Theory of the Firm Perspective," *Cornell Law Review* 84: 1266-1279.
- Maitland, Ian. 1989, "Rights in the Workplace: A Nozickian Argument," *Journal of Business Ethics* 8: 951-954.
- Maitland, Ian. 1994, "The Morality of the Corporation: An Empirical or Normative Disagreement?" *Business Ethics Quarterly* 4: 445-458.
- Maitland, Ian. 1997, "The Great Non-Debate Over International Sweatshops." *British Academy of Management Annual Conference Proceedings*, 240-265.
- Marcoux, Alexei. 2003, "A Fiduciary Argument Against Stakeholder Theory," *Business Ethics Quarterly* 13(1): 1-24.
- McMahan, Christopher. 1994, *Authority and Democracy: A General Theory of Government and Management*. Princeton: Princeton University Press.
- Millon, David. 1998, "Default Rules, Wealth Distribution, and Corporate Law Reform: Employment at Will Versus Job Security," *University of Pennsylvania Law Review* 146: 975-1041.
- Moriarty, Jeffrey. 2005, "On the Relevance of Political Philosophy to Business Ethics," *Business Ethics Quarterly* 15(3): 453-471.
- Nozick, Robert. "Anarchy, State, and Utopia." (1974), Basic Books.
- Rawls, John. "A Theory of Justice." (1971), Harvard.
- Schmitz, David. 1998, "Taking responsibility," in David Schmitz and Robert Goodin, *Social Welfare and Individual Responsibility: For and Against*, New York: Cambridge University Press.
- Sollars, G.G. 2002, "The Corporation As Actual Agreement," *Business Ethics Quarterly* 12: 351-369.
- Solomon, Robert. 1991, "Business ethics," in Peter Singer, ed., *A Companion to Ethics*, Malden, MA: Blackwell, 354-365.
- Stark, Andrew. 1993, "What's Wrong With Business Ethics?," *Harvard Business Review* 71(3): 38-48.
- Sunstein, Cass R. 2002, "Switching the Default Rule," *New York University Law Review* 77: 106-134.
- Velasquez, Manuel. 1983, "Why Corporations Are Not Morally Responsible For Anything They Do," *Business & Professional Ethics Journal* 2: 1-18.
- Werhane, P. 1985, *Persons, Rights, and Corporations*, Englewood Cliffs, N.J.: Prentice Hall.
- Werhane, P. and R.E. Freeman, eds. 1997, *Blackwell Encyclopedic Dictionary of Business Ethics*, Malden, MA: Blackwell.

Revised/Dec.2015/AK

KINGSBOROUGH COMMUNITY COLLEGE
of the City University of New York

Philosophy 6800: Ethical Problems in Business and Society
3 hours, 3 credits

Professor
Office:
E-Mail:
Office Hours

Course Description

Application of normative ethical theories to moral issues in business and its role in society , such as employee rights and responsibilities, honesty in advertising, diversity and discrimination, privacy, and corporate social responsibility.

This course is an introduction to the application of normative ethical theory to moral issues that arise in business. We will examine that application of these philosophical theories to resolving contemporary moral issues in business such as employee rights and responsibilities, honesty in advertising, diversity and discrimination in the workplace, and corporate social responsibility.

Student Learning Outcomes

Philosophy is both critical and conceptual. It focuses not only on what someone thinks but most importantly on the reasons that support those views. In terms of CUNY Pathways requirements, this course falls under the Flexible Core: Group D "Individual and Society." We will be examining those theories that purport to explain and justify the ethical judgments and moral values that balance individual choice over and against the claims of social welfare and the application of these theories to moral issues that arise in business, as well as, those that arise as a result of the development and implementation of new technologies.

Students should be able to:

- Gather, interpret, and assess information from a variety of sources and points of view
- Construct critical arguments, provide evidence, and examine underlying premises
- Show understanding of theories exploring the nature of ethical reasoning
- Demonstrate critical perspective on ethical debates over the scope of individual choice and the claims of social welfare
- Write clearly and critically

Required Materials

Joseph Desjardins, An Introduction to Business Ethics (fifth edition), (McGraw Hill, 2013, ISBN 978-0-07-803832-7)

Grade Requirements

There will be two exams, a Midterm and Final. These will be objective tests composed of multiple choice and short answer questions. This portion of the exams will test the student's mastery of the ethical theories which provide the basis for solutions to the ethical questions that will be addressed during the course of the semester. For example, they will give the student the opportunity to demonstrate his/her understanding of Utilitarianism and Deontology and the analysis of arguments provided by supporters of these theories in support of their positions on issues of individual choice and social welfare relate to corporate social responsibility, Ethical Leadership, and the value of work, employee responsibility, truth in advertising and marketing, and employment diversity and discrimination.

The student will be required to submit 2 Midterm Essays and 2 Final Essays. Topics for essays will be provided well in advance. The essays will be from two to five pages long and submitted online to TurnItIn.

Each essay will require the student to provide a clearly written critical analysis of arguments provided on each side of an ethical dilemma related to issues of corporate social responsibility or employee rights and responsibilities. The essays will require the student to defend a position on these issues showing his/her mastery of ethical reasoning as it applies to the relevant ethical debates. The student will research and read at least two instructor-approved articles from a source other than the text for at least one of the final essays. An example of an appropriate source would be the chapter entitled "How Markets Crowd Out Moral" from Michael Sandal's recent book What Money Cannot Buy.

In addition, since this is a philosophy course, class attendance and participation in discussion is also emphasized. The assignments will allow the student to develop and improve his/her understanding of argument analysis and the application of ethical theory to the solution of business problems. The in class discussion and activities will provide additional opportunity to refine the skill of rationally presenting and defending positions on controversial ethical issues.

Grades are determined on the basis of the following factors:

- (10%) Assignments (in class and take home)
- (10%) Class Participation & Group Assignments
- (20%) Mid-Term Exam
- (20%) Mid-Term Essays
- (20%) Final Exam
- (20%) Final Essays

Attendance and class etiquette

Attendance is generally required. At Kingsborough, students who miss more than 15% of class meetings are considered excessively absent and may receive a "WU" at the instructor's discretion. Additionally, lateness may be taken into account when assessing your class participation grade.

All electronic devices should be turned off. Once in the room, please do not leave the room. Generally, try to avoid any behavior that may be disruptive and therefore unfair to your classmates. [*Suggested language only.*]

Academic Integrity Statement

Please, visit the following link:

http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx

Accessibility Statement

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation for the Access-Ability office (D-205). Please contact AAS for assistance.

Topical Course Outline

WEEK 1: Why Study Business Ethics? – Reading: Chapter 1 pp. 1 - 18

WEEK 2: Ethical Theory and Business – Reading: Chapter 2 pp. 20 - 44

WEEK 3: Corporate Social Responsibility– Reading: Chapter 3 pp. 48 - 71

WEEK 4: Corporate Culture, Governance, and Ethical Leadership– Reading: Chapter 4 pp. 79 - 94

WEEK 5: The Meaning and Value of Work– Reading: Chapter 5 pp. 98 - 116

WEEK 6: Moral Rights in the Workplace– Reading: Chapter 6 pp. 120 - 143

Midterm Examination

WEEK 7: Employee Responsibilities – Reading: Chapter 7 pp. 146 - 171

WEEK 8: Marketing Ethics: Product Safety and Pricing– Reading: Chapter 8 pp. 175 - 191

WEEK 9: Marketing Ethics: Advertising and Target Marketing– Reading: Chapter 9 pp. 195 - 212

WEEK 10: Business Environmental Responsibilities– Reading: Chapter 10 pp. 217 - 232

WEEK 11: Diversity and Discrimination– Reading: Chapter 11 pp. 235 - 253

WEEK 12: International Business and Globalization & Final Reflections– Reading: Chapter 12 pp.

261 - 275

FINAL EXAMINATION

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	PHI 6800
Course Title	Ethical Problems in Business and Society
Department(s)	History, Philosophy, and Political Science
Discipline	Philosophy
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Application of normative ethical theories to moral issues that in business and technology, such as employee rights and responsibilities, honesty in advertising, diversity and discrimination, privacy, and corporate social responsibility.
Special Features (e.g., linked courses)	
Sample Syllabus	See Attached Syllabus

Indicate the status of this course being nominated:

current course
 revision of current course
 a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<p>Required Core</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible Core</p> <p><input type="checkbox"/> World Cultures and Global Issues (A)</p> <p><input type="checkbox"/> US Experience in its Diversity (B)</p> <p><input type="checkbox"/> Creative Expression (C)</p> <p><input checked="" type="checkbox"/> Individual and Society (D)</p> <p><input type="checkbox"/> Scientific World (E)</p>
---	---

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

Students will construct arguments supporting and opposing the morality of various business practices such as employee rights, diversity and discrimination, and corporate responsibility. Students will be required to critically analyze and interpret business publications as well as sources on philosophical ethics as part of their argument construction. Additionally, their arguments will incorporate various points of view within philosophical ethics.

- Gather, interpret, and assess information from a variety of sources and points of view.

Students will evaluate moral arguments such as those noted above through written in-class and take-home assignments, group discussions, and midterm and final essays in order to determine whether they are ethically justified or forbidden within the business practice/issue.

- Evaluate evidence and arguments critically or analytically.

Essays on the midterm and final as well as homework assignments will require students to produce written analysis and evaluation of arguments on both sides of moral issues in business. Students will be required to consider reasoned claims of moral justification. These assignments require the analysis of instructor approved articles in addition to the class text as a means of support for their conclusions.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

Students will study the various normative ethical theories that define the moral problems individuals confront in the economic life of a society. These concepts will be applied to questions such as employee rights and responsibilities versus the business as an entity and discrimination and diversity as it applies to business and society in general. The relationship between the employee and employers as well as between the employers and society will be discussed and explored.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

Students will consider how an individual's moral rights and obligations affect and are affected by one's role in business transactions and between business organizations and the government. Issues of discrimination and diversity within the paradigm of business practices, where that business fits within a community, and how said business' conduct affects the experience of the individual's within that community and within the larger society. The use of new technology (website tracking as a means of targeting a specific population/audience, selling of email addresses and private information, etc.) and its implications will be explored and how such affect the rights of the individual and others in society.

- Examine how an individual's place in society affects experiences, values, or choices.

<p>Students will explain and assess the implications of various normative ethical theories for moral dilemmas that arise in the conduct of business in the workplace, within corporations, and internationally. Inclusive of these dilemmas are honesty in advertising, use of new technology and its implications, employee rights, matters of privacy, and cooperate social responsibility.</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
<p>E. Scientific World</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.