

**THE UNIVERSITY OF WESTERN ONTARIO**

**DEPARTMENT OF PHILOSOPHY**

**Undergraduate Course Outline 2011-12**

**Philosophy 2074F002: BUSINESS ETHICS**

**Previously Philosophy 162F**

Fall Term 2011-12  
Wednesday 9:30 – 10:30 a.m.  
Friday 9:30 – 11:30 a.m.  
Classroom: TC-204

Instructor: Michel Hébert  
Office: Stevenson Hall 1139  
Office Hours: Fri 11:30 – 1:30 p.m.  
Email: [shebert3@uwo.ca](mailto:shebert3@uwo.ca) (allow 24h)

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**DESCRIPTION: WHAT IS THE CONTENT OF THIS COURSE?**

What are the social responsibilities of business? How far should businesses go to respect and protect its employees, consumers, and communities? How should ethical concerns relate to the bottom line? Business ethics is the study of business situations, activities, and decisions where issues of right and wrong are addressed. Over the next several months, we will attempt to improve our understanding of these issues and develop the imaginative and analytical skills to think about them critically. We will examine the nature of business ethics, globalization as a context for business ethics, sustainability and corporate citizenship as goals for business ethics, influences on ethical decision-making, and the contributions that ethical theory, stakeholder management models and other management tools can play in ethical decision-making.

This course has no prerequisites.

**TEXT**

Andrew Crane & Dirk Matten, *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (3<sup>rd</sup> edition). Oxford: Oxford University Press, 2010 (required). [CM]

**OBJECTIVES: WHAT WILL I LEARN?**

The broad aim of this course is to foster your capacity to think critically about the moral dimension of business practices. More specifically, the course will help you develop the moral imagination and analytical skills required to identify ethical problems, break them down into simpler parts, and see how they relate to other aims in business.

By the end of this course, you will be able to:

- Identify key concepts involved in the study of business ethics
- Identify morally relevant factors in a given business case
- Analyze this information to derive general ethical guidelines
- Examine the strengths and the limitations of these guidelines
- Assess the ethical dimension of business cases from the perspective of different stakeholders
- Defend your conclusions in a way that concedes their strengths and limitations
- Apply your conclusions to similar actual and hypothetical business cases

**REQUIREMENTS: HOW WILL YOU MEASURE MY PERFORMANCE?**

The following course requirements will help you achieve the learning outcomes. I will use these requirements to give you feedback on your progress. I will post all marks to WebCT as I compile them. I will post participation marks weekly, and mid-term and essay marks a week after you have submitted your work.

<b>Participation</b>	<b>20%</b>
Online discussions due each week by midnight Friday if you do not participate in class that week. Class discussions	
<b>Mid-Term Jigsaw Discussion</b>	<b>20%</b>
Assigned Week of 3 Oct 11 <b>Expert Group</b> submissions due electronically before class 17 Oct <b>Learner Group</b> submissions due electronically 12:00 am 21 Oct 11	
<b>Term Case Study</b>	<b>25%</b>
Assigned Week of 17 Oct 11 Due Week of 28 Nov 11	
<b>Final Exam</b>	<b>35%</b>
Total Marks	100%

*Participation:*

Making written and verbal contributions during and after class is an important means to achieving the learning outcomes. You will notice that I have weighed participation and the term case study equally. Writing a term paper is an effective way to encode new information and show that you have achieved the learning outcomes, but it is most effective when done in concert with regular reading, writing, discussion and reflection. Cramming or binge writing does not produce skills that you can apply to other contexts once you leave the classroom.

HOW CAN I ACHIEVE A HIGH MARK IN PARTICIPATION?

Do the readings carefully and prepare comments and questions before class. Focus on making at least one thoughtful contribution **either online or in class** each week. Your mark will reflect whether you contribute each week in at least one venue, as well as the quality of your contributions. I will track your participation mark and post it to WebCT each week, assigning a mark out of 2 each week. I will sum your total participation online and in class at the end of the term and calculate the mark out of 20%.

***In-class and online participation will be your main source of feedback on your progress in meeting learning outcomes until the end of the term.***

***If you are concerned about your understanding of class material or the participation marks you are receiving, please do not hesitate to get in touch.***

*Mid-Term Case Study: Jigsaw Discussion*

The Jigsaw Strategy is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

Students will be divided into small groups of 8 students each. Each group will be assigned a different reading, which they will first discuss in *Expert Groups*. Once students have mastered the reading and answered the study questions, each member of the expert group will be assigned to a *Learner Group*, where students will teach the material mastered to other students who have not yet read the material. The session will close with a *Synthesis Exercise* based on a specific case study.

**Other students in the class will depend on your full participation for the success of this cooperative learning activity. Please do not hesitate to get in touch with me if you are having difficulty. Students who do not participate fully will forfeit their marks for the assignment.**

The assessment for the Jigsaw Discussion will be based on:

- Your individual written answers to study questions I will assign in preparation for the *Expert Groups*. Submissions are due electronically before class the week of 17 Oct 11.
- The group answers to study questions I will assign in class to *Learner Groups*. Submissions of Learner Group Questions are due electronically by midnight on Friday night, 21 Oct 11.
- Your participation **either in-class or online** during the *Synthesis Exercise*.

*Term Case Study:*

Your written work should showcase your understanding of class concepts. I will model the kind of analysis that you are expected to perform in class discussions and case studies. You will receive a detailed description of the assignment and a grading matrix when I assign the case study. Participation online and in class will help you develop the critical thinking skills that you need to do well on the case study.

For those who are new to *philosophical* or *argumentative writing*, I highly recommend the following text:

Lewis Vaughn and Jillian Scott MacIntosh. *Writing Philosophy: A Guide for Canadian Students*. Oxford: Oxford University Press, 2010.

You can find it in the UWO Bookstore and on 3 Day Reserve at the D.B. Weldon Library. You need to read this book.

When it comes to essay writing, my general advice is this:

**Write early, write often.**

Careful, reflective written expression is a skill that we develop in time. Just as you should expect to run a marathon successfully only if you have done the training, so too should you expect to do well on your written assignment only if you practice writing and revising your thoughts long before the assignment is due.

Plagiarism detection software will be used in this course to ensure the mark you receive is based on your performance. I will require students to submit their work in an MS Word Document using MLA Citations (7<sup>th</sup> Edition). *The case study must be submitted through the Turnitin link on WebCT*. Papers not submitted through this venue will be treated as late papers. Late submissions are subject to a 5% late penalty each calendar day.

*Final Exam:*

The final exam will be a three hours written test with multiple choice questions, short answer questions, essay questions and a case study. The multiple choice and short answer questions will test your knowledge of the basic concepts of business ethics, while the essay questions and case study will test your capacity to use the concepts to organize the relevant information in a given scenario and evaluate it from different perspectives.

PERFORMANCE: HOW WILL I KNOW I HAVE MASTERED THE OBJECTIVES?

You will have mastered the learning objectives when you can:

- describe the key concepts taught in the course and apply them to business cases correctly
- formulate general principles clearly and concisely from the application of key concepts
- make reflective judgments based on the principles you formulate and demonstrate your awareness of their strengths and limitations

TEACHING METHODS: WHAT WILL WE DO IN CLASS?

Mastering the learning objectives will require that you not only reproduce information that you learn during readings and lectures but also develop specific critical thinking and imaginative skills. You will need training in recognizing and formulating arguments, listening to the views of others, and responding to them critically and respectfully. You will also need to become comfortable speaking your views and being challenged.

You will not acquire these sophisticated skills by sitting passively through a lecture. *Learning a skill requires doing.* You will acquire these skills only if you move from being a spectator in the classroom to an actor who is willing to take responsibility for learning.

To help you reach this goal, I have developed sessions that incorporate lectures, business case analyses, brainstorming sessions, small group work and round table discussions. You will also have the opportunity to get involved in weekly web-based discussions through WebCT.

I dedicate an hour each week to the analysis of case studies. In order to learn key concepts and learn how they apply to specific cases, you should plan on attending all classes and staying until the end of the session. There is no substitute for class attendance.

**Weekly access to WebCT is required for successful completion of this course.**

#### LEARNING METHODS: WHAT CAN I DO TO MASTER THE OBJECTIVES?

*Before class, you can:*

- Check WebCT for announcements.
- Read the assigned material well ahead of each class. Doing the readings twice is best: I suggest doing the readings once quickly and once carefully.
- Immerse yourself in the related cases and news pieces that I will post online via WebCT.
- Prepare a short summary of the facts of the case studied that week, articulate the issue under review, and draft a first answer to case questions. *We will examine a new case each week. It is essential that you come to our sessions well-prepared for our discussions.*

*During class, you can:*

- Take careful notes. I will post outlines of our sessions on WebCT before class.

*These presentations will structure our sessions **but they are not substitutes for your own notes or class attendance.** Relying exclusively on the outlines without doing other work will jeopardize your course performance.*

- Listen carefully to the views of other students.
- Formulate your own questions and comments.
- Participate in class.

*After class, you can:*

- Check WebCT for announcements.
- Review your notes at the end of each week.
- Write your thoughts, questions and comments about the course content in a journal at least once each week.
- Participate in online discussions.
- Review the related cases and news pieces online.

***You can expect to work an average of four hours for each hour of class.***

#### READING SCHEDULE: WHAT ARE OUR WEEKLY COMMITMENTS?

We commit to coming to class prepared and to treating each other with respect. I commit to maintaining a safe and effective learning environment where students feel comfortable contributing to class discussions. I commit to providing you weekly feedback on your progress throughout the term.

Expect to do up to 30 pages of reading each week.

HERE IS A BREAKDOWN OF WEEKLY READING AND ASSIGNMENT COMMITMENTS:

#### *The Week of 5 Sep 11*

##### INTRODUCTION

- Reading: none.
- Icebreaker
- Social Contract Exercise

#### *The Week of 12 Sep 11*

##### **THE NATURE OF BUSINESS ETHICS**

- Reading: [CM] pp. 4 – 17.
- Case Study:** TBA and posted on WebCT

#### *The Week of 19 Sep 11*

##### **GLOBALIZATION AND SUSTAINABILITY**

- Reading: [CM] pp. 17 – 37.
- Case Study:** McEthics in Europe and Asia [CM] pp. 39 – 43.

*The Week of 26 Sep 11*

### **CORPORATE SOCIAL RESPONSIBILITY**

- Reading: [CM] pp. 46 – 60.
- Case Study:** TBA and posted on WebCT

*The Week of 3 Oct 11*

### **STAKEHOLDER THEORY**

- Reading: [CM] pp. 61 – 82.
- Case Study:** The Business of Water [CM] pp. 85 – 90.
- Expert Group Readings and Written Assignment for Jigsaw Discussion Assigned.

*The Week of 10 Oct 11*

### **EVALUATING BUSINESS ETHICS: ETHICAL THEORY [1]**

- Reading: [CM] pp. 92 – 117.
- Case Study:** British Petroleum and the BTC pipeline [CM] pp. 133-137.

*The Week of 17 Oct 11*

### **EVALUATING BUSINESS ETHICS: ETHICAL THEORY [2]**

- Reading: Expert Group Readings TBA and posted on WebCT.
- Jigsaw Discussion
  - ✓ Expert Group written submissions due electronically before class.
  - ✓ Learner Group written submissions due electronically by midnight, Friday night 21 Oct 11.

*The Week of 24 Oct 11*

### **MAKING DECISIONS IN BUSINESS ETHICS**

- ❑ Reading: [CM] 139 - 176
- ❑ **Case Study:** Siemens: Just Breaking the Eleventh Commandment? [CM] 177-181.

*The Week of 31 Oct 11*

#### **MANAGING BUSINESS ETHICS [1]**

- ❑ Reading: [CM] 183 – 200
- ❑ **Case Study:** TBA and posted to WebCT.

*The Week of 7 Nov 11*

#### **MANAGING BUSINESS ETHICS [2]**

- ❑ Reading: [CM] 201 – 225
- ❑ **Case Study:** Managing the Ethics of internet censorship: where next for the global network initiative? [CM] 226 – 231.

*The Week of 14 Nov 11*

#### **CIVIL SOCIETY AND BUSINESS ETHICS**

- ❑ Reading: [CM] 439 – 485.
- ❑ **Case Study:** From Conflict to Collaboration? Greenpeace's Greenfreeze Campaign [CM] 486 – 490.

*The Week of 21 Nov 11*

#### **GOVERNMENT, REGULATION, AND BUSINESS ETHICS**

- ❑ Reading: [CM] 491 – 537.
- ❑ **Case Study:** Dispensing the less orthodox inducements – BAE systems and the global defense industry [CM] 539 – 545.

*The Week of 28 Nov 11*

REVIEW SESSION

- Reading: none.
- You will submit the term case-study online via Turnitin.

#### ACADEMIC ACCOMODATIONS: WHAT IF I CAN'T MAKE A DEADLINE OR I FAIL TO MEET A REQUIREMENT?

For UWO Policy on Accommodation for Medical Illness and a downloadable Student Medical Certificate see:

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf)

You can also download a Student Medical Certificate (SMC) at the following address: <https://studentservices.uwo.ca> under the Medical Documentation heading.

- For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course:*

You must submit a written request to me prior to the due date of the assignment, and immediately in the case of a test (or as soon as possible following a medical emergency). You are protected under the Official Student Record Information Privacy Policy. The written requests need only include a broad and general explanation of the situation, and the approximate length of time you need. At my discretion, I may require you to submit supporting documents to the Academic Counselor of your faculty, who will then make the determination as to whether accommodation is warranted.

- For all grounds when work represents 10% or more of the final grade in a course:*

You must submit appropriate documents to the Academic Counselor of your faculty, who will then make the determination as to whether accommodation is warranted.

#### GIVING ME FEEDBACK: WHAT IF I HAVE QUESTIONS, CONCERNS OR COMMENTS ABOUT THE COURSE?

How are you finding the readings? Did you find a particular discussion or activity engaging? What questions do you have about the course? I enjoy hearing from students and encourage you to get in touch with me.

The sooner I learn of a challenge you face, the sooner I can work with you to develop strategies to get you back on track. Conversely, if you find a teaching method effective or a given subject engaging, let me know. I also need feedback

to improve. I want to include more of what works for you and eliminate what does not. Please do not hesitate to get in touch with me.

You can reach me:

- During office hours Fridays 11:30 – 1:30 p.m. in Stevenson Hall 1139. You can find a map to my office on WebCT under the **Start Here** folder.
- Through email at [shebert3@uwo.ca](mailto:shebert3@uwo.ca). I check my email each night at 7 p.m. and usually respond to email messages within 24 hours.
- Through an anonymous contribution to the WebCT discussion board entitled “Feedback”. If you choose to post something on this board, you will remain anonymous and only I will read the post.
- Through one-minute in-class feedback exercises at the end of September, October and November.

If I receive feedback that I think would benefit the rest of the class, I may address your concerns during class time. I will do so in a way that respects your privacy.

## PREREQUISITE INFORMATION

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## STUDENT CONDUCT IN CLASSES, LECTURES, AND SEMINARS

Membership in the community of the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous:

sit in an aisle seat and enter and leave quietly. Please see the *Code of Student Rights and Responsibilities* at:

<http://www.westerncalendar.uwo.ca/2011/pg111.html>

## TECHNOLOGY

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class. This expectation extends to the use of online material on WebCT.

## STATEMENT ON ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

## PLAGIARISM

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the University of Western Ontario Statement on Plagiarism, available at the reference desk in the Weldon Library and at

<http://www.westerncalendar.uwo.ca/2011/pg113.html>

In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library. Information about these resources can be found in LibGuides on the main page:

<http://www.lib.uwo.ca/>

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at The University of Western Ontario.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

#### POLICY ON SPECIAL ACCOMMODATIONS

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: [http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### ATTENDANCE REGULATIONS FOR EXAMINATIONS

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## CLASS CANCELLATIONS

In the event of a cancellation of class, every effort will be made to post that information on the Western website, <http://www.uwo.ca>

## ACCESSIBILITY

The University of Western Ontario strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Western. Information about how to provide feedback is available at:

<http://accessibility.uwo.ca/>

## PROGRAM AND ACADEMIC COUNSELING

Philosophy students registered at Western who require advice about modules and courses in Philosophy should contact Dr. Chris Viger, [cviger@uwo.ca](mailto:cviger@uwo.ca). Students should contact their faculty's Academic Counseling on other academic matters.

## AUDIT

Students wishing to audit the course should consult with the instructor prior to or during the first week of classes.

The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses is available in the Undergraduate section of the Department of Philosophy website at <http://uwo.ca/philosophy/undergraduate/policies.html>. It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds of appeal.