

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT History, Philosophy, Bl.Sc. DATE _____

Title of Course or Degree: Phi 82: Business Ethics

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 type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input checked="" type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

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

Date approved 9/8/14 Signature, Committee Chairperson: _____

Signature, Department Chairperson: [Signature]

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

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PRESENTATION OF CURRICULUM PROPOSAL

- 1. Philosophy 8200: Business Ethics**
- 2. This course meets distribution Requirements for Group II.**
- 3. This course should transfer as:** an elective philosophy course. Moral Problems in Business (PHI 3314) is an elective philosophy course at Brooklyn College and at many other colleges and universities.
This course meets the Pathways requirements for the Flexible Common Core's area of Individual and Society; if it becomes a permanent course offering.
- 4. Bulletin Description of Course:** Survey of main theories of normative ethics and their application to moral issues that arise in business, such as employee rights and responsibilities, honesty in advertising, diversity and discrimination in the workplace, and corporate social responsibility.
- 5. Number of Weekly Class Hours: 3**
- 6. Number of Credits: 3**
- 7. Course Prerequisites or Co-requisites: None**
- 8. Brief Rationale to justify proposed course to include:**
 - A. Enrollment summaries, if previously offered as an 82: NA**
 - B. Projected enrollment:** unknown, but it should be similar to the enrollment for the comparable applied ethics course that we currently offer, i.e., PHI 7600 Ethics and Morality in the Health Professions.
 - C. 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 of course, if any, to be withdrawn when course(s) is (are) adopted:** None
- 10. Does this course meet CPI requirements?** NA
- 11. If course is an internship or independent study or the like, provide an explanation as to how the students will earn the credits awarded. The credits awarded should be consistent with students' effort required in a traditional classroom setting:** NA
- 12. 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:
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 (twelveth 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)
- 13. Required Course for Majors and/or Area of Concentration:** No.
- 14. If Open Only to Selected Students (specify):** NA
- 15. Upon completion of this course, students 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.

To meet these objectives, we will focus on the following specific goals and outcomes.

Learning Goals:

The purpose of this course is to:

1. Expose students to the basic concepts, questions, and problems of business ethics with an emphasis on the application of normative theories (including ethical relativism, utilitarianism, and rights and duty-based ethical theory, and virtue ethics) to the significant

- moral issues that arise in the contemporary conduct of business. These issues include corporate social responsibility, business leadership, rights and obligations of the employees and enterprises, diversity and discrimination in the workplace, and marketing practices.
2. Foster the skill needed to read and critically interpret texts.
 3. Foster the skills needed to analyze arguments.
 4. Foster the skill needed to write an essay explaining and defending a position.
 5. Enable students to locate and/or develop their own position in relation to important moral issues.
 6. Foster tolerance towards a variety of perspectives significantly different from that of the student's own.

Learning Outcomes:

As a result of taking this course, students will learn or be able to do the following:

1. Read and comprehend source texts
2. Identify and understand key vocabulary terms and concepts
3. Identify and analyze arguments
4. Explain and defend their positions on ethical issues
5. Write more clearly, critically, and effectively.

- 16. Methods of Teaching include:** 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.
- 17. 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.
- 18. Methods of evaluating learning specified in #16:** Strategies (activities, tools, instruments of measurement) to be used in demonstrating that students' learning has been achieved will be determined as follows:
- 30% - Class participation which will be measured by
 - Classroom discussion
 - Group discussions
 - Group presentations
 - 30% - Informal (“low-stakes”) exercises and assignments (completed in class and online web

- enhanced) which will be measured by
- In-class ("low-stakes") writing assignments
 - Take-home writing assignments
 - 40% - Quizzes and Examinations which will be measured by performance on
 - Quizzes
 - Examinations (essay and objective/factual) – Mid-Term & Final Exams
 - Extra-Credit/Honors Credit - Short papers (optional – required for Honors Enhancement Component)

19. Topical Course Outline:

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.*

20. Selected Bibliography and source materials:

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