

Syllabus for Philosophy 234 – Business Ethics
University College, Washington University in St. Louis

Summer III 2017	Instructor: Katie Rapier Office: Wilson 110 Office Hours: By appointment Email: krapier@wustl.edu (24 hours to reply)
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Course Website:

bb.wustl.edu

Course Description:

This course will cover a wide range of business topics with ethical implications, engaging philosophical literature and real world case studies. We will begin with basic ethical and philosophical concepts. Students will then apply these skills to assess various issues including corporate social responsibility to employees, consumers, and the environment. We will also discuss the moral nature of capitalism, theories of economic justice, and human trafficking.

Learning Objectives:

(1) To learn the basics of philosophical argument in order to (2) engage writings on ethical problems in the business world (including but not limited to corporate social responsibility, employee and consumer rights, environmental issues, and capitalism), (3) and to propose and evaluate practical solutions to these problems.

Required Materials:

Moral Issues in Business, Eleventh Edition (or later), Shaw and Barry 2010

On Amazon: (<http://smile.amazon.com/dp/B005G7ZLXS>)

*You can also request this via Interlibrary Loan from Olin Library

(<http://library.wustl.edu/units/ill/illinfo.html>). Copies are available to borrow for students in need. Please contact the instructor for details.

Other weekly readings will be posted in the “Course Documents” section of Blackboard.

University College Course Information:

This course is a requirement for the Bachelor of Science in Global Leadership and Management and counts as an Ethics course for the Certificate in Business.

Assessment

Participation: Students are expected to participate on the Blackboard Discussion Board (bb.wustl.edu) to discuss assigned readings and case studies. Participation will be assessed by contributions to the class Discussion Board – students are expected to post at least **5 times a week**. These posts should be scattered throughout the week and include replies to other students' reflection essays (see below). Students should expect faculty participation within 24 hours of posting. Students should expect to spend around *10 hours per week on this course* (including other forms of assessment listed below). Please be mindful of other students to allow everyone an opportunity to express their opinions.

Quizzes: There will be brief, timed, open-note quizzes throughout the semester. These quizzes will assess basic comprehension of the day's assigned reading. Students should prepare for the quiz in advance by doing the reading and taking notes. The lowest quiz score will be dropped from the student's average. Students should expect quiz grades within one week of completing the quiz.

Reflection Essays: Students will be responsible for completing 3 reflection essays. The instructor will distribute a schedule during the first week of the course indicating when each student is responsible for submitting a reflection essay. Reflection essays should be approximately 750-1000 words. **Reflection essays should be submitted as an assignment and posted on the Discussion Board by Monday at 11:59PM CT** (e.g. reflection essays for Module 3 should be submitted by Monday, June 26th at 11:59PM Central Time). Students may focus primarily on one reading or discuss all of the readings for that module equally. If you choose to focus on one reading be sure to include a brief discussion of how the other readings relate. You should cite the course readings and external sources using APA or Chicago style.

Essays will be graded based on (1) demonstrated knowledge of the readings and (2) thoughtful engagement. Students may choose to critically analyze an argument in one of the reading and discuss how it relates to past class readings and/or other assigned readings for the day, discuss an argument that you do not fully understand and why it seems perplexing, or use some other organization structure that accomplishes the two goals discussed above. We will discuss a detailed guide during the first module and the instructor will provide a rubric.

Replies: Students will be responsible for completing 3 replies to peer reflection essays. The instructor will distribute a schedule during the first week of the course indicating when each student is responsible for submitting a reply. Replies should be approximately 500-750 words. **Replies should be submitted as an assignment and posted as a reply to your peer's reflection essay on the Discussion Board by Tuesday at 11:59PM CT** (e.g. replies for Module 3 should be submitted by Tuesday, June 27th at 11:59PM Central Time). You should cite the daily readings using APA or Chicago style. Essays will be graded based on your (1) discussion of your peer's reflection essay and (2) engagement with the weekly reading. We will

discuss a detailed guide during the first module and the instructor will provide a rubric.

Final Project – Design a Case Study: For your final project you will design a case study. The case study can be based on a real incident or fictional. You will provide a 1-2 page description of the incident then briefly (approximately 1 page) explain the ethical dilemma this incident presents. You will conclude by analyzing how the business or individual reacted (2 pages). Your analysis may argue that the reaction was in line with some of the ethical principles we discussed in this course, in line with some but not others, or completely unethical. You may also argue that in this situation it was impossible for the business or individual to react ethically. We will discuss this assignment in depth at the beginning of Module 5 and you will receive a detailed rubric at this time. **Your final project will be due on Friday, August 4th at 11:59PM Central Time submitted on Blackboard. Late assignments will not be accepted.**

Grade Calculation:

Participation: 225 points (30%)

Quizzes: 105 points (14%)

Reflection Essays & Replies, Other Assignments: 270 points (36%)

Final Project: 150 points (20%)

Total: 750 points (100%)

Attendance and Lateness Policy

Missed Discussion Board participation, quizzes, reflection essays, replies, and exams cannot be made up unless the student discusses options with the instructor before the end of the module. *Absolutely no late work will be accepted.*

Academic Integrity

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes or in-text citations, whether the source is a book, website, video, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: http://ucollege.wustl.edu/faculty/academic_integrity

All students are expected to abide by the citation and attribution techniques explained here: <https://owl.english.purdue.edu/owl/section/2/> . Please contact the instructor with any questions about citations.

Technology

This is a **fully online course** and we will use Blackboard for all aspects of this course. It is highly likely that you will run into technical issues during the course. I strongly recommend a back up plan in case your internet stops working (e.g., local coffee shop, library, etc.) Internet problems will not be accepted as excuses for late assignments.

If you experience any technical difficulties, please email student.technology@wustl.edu or call 314-935-8200 with any questions/problems concerning Blackboard. For additional Blackboard resources and assistance, visit the [Blackboard Help Page \(https://en-us.help.blackboard.com/Learn/Student\)](https://en-us.help.blackboard.com/Learn/Student). Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit <https://help.blackboard.com/> and click on "Browser Support" for more detailed information on which browser works best for Blackboard, based upon your computer's operating system. Be sure you have downloaded the most recent version Java. This free software program helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.

Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit Blackboard's accessibility statement at: <http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities. Visit <http://cornerstone.wustl.edu/> for more information.
- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others

clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment. Visit <http://writingcenter.wustl.edu/> for more information.

- **Arts & Sciences Computing:** Arts & Sciences Computing operates two labs that are open to students, faculty, and staff. Visit <http://computing.artsci.wustl.edu/labs> for more information.
- **Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more. Visit <http://library.wustl.edu/> for more information.

Mental Health

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See <http://www.shs.wustl.edu/MentalHealth>

Accommodations Based Upon Sexual Assault and Domestic Violence

The University is committed to offering reasonable academic accommodations to students who are survivors of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu, 314-935-8761), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

For additional resources, students can contact SurvJustice (<http://www.survjustice.org>), ALIVE (<https://alivestl.org>, 314-993-7080), and Safe Connections (<https://safeconnections.org>, 314-531-2003).

Bias Reporting

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. See: <http://brss.wustl.edu>

Respectful Discussion

Please be aware of your tone when posting in our classroom. Students and faculty have a right to engage in respectful discussion. We will disagree at times but all disagreement should come in the form of academic discussion rather than personal attacks or insults. Please read these quick tips for online discussion **before** participating in the class discussion board:

<http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

Schedule

*All assignments are subject to change. Please check the course website regularly.

S&B = Shaw & Berry Textbook

CD = Blackboard Course Documents

Module 1: Why Study Business Ethics?

DUE: 11:59PM CT, Sunday June 18th

Readings: Pryor, "What is an argument?" (CD), Robert Solomon, "It's Good Business;" Luban, Strudler, and Wasserman, "Moral Responsibility in the Age of Bureaucracy." (both in S&B); Rapier, "How to Write a Reflection Essay," "Reflection Essay Rubric," & "Reply Rubric)

Case Studies: Shaw and Barry, "Made in the USA – Dumped in Brazil, Africa, Iraq..." (S&B); Connor, "Toyota Recall: Five Critical Lessons" (CD)

Assignments: Quiz 1– What is an argument? How to Write a Reflection Essay & Rubrics

Module 2: Corporate Social Responsibility

DUE: 11:59PM CT, Sunday June 25th

Corporate Social Responsibility: Employee Rights

Readings: Shaw and Barry, "The Workplace (1): Basic Issues," Werhane and Radin, "Employment at Will and Due Process;" DesJardins, "The Meaning and Value of Work;" Levine, "The Libertarian Critique of Labor Unions" (S&B), "Moral Choices Facing Employees," Shaw and Barry (no need to read cases)

Case Study: Shaw and Barry, "AIDS in the Workplace" and "Union Discrimination" (S&B); YouTube videos "Protect Missouri from so-called 'Right-To-Work'" and "Right to Work is RIGHT for Missouri!" (CD)

Assignments: Quiz 2

Module 3: Environmental Issues & Capitalism

DUE: 11:59PM CT, Sunday July 2nd

Readings: Shaw and Barry, "The Environment."; Shaw and Barry, "The Nature of Capitalism," (all in S&B); Friedman, "The Social Responsibility of Business is to Increase Profits,."; Fulcher, "What is capitalism?" and "Crisis? What crisis?" from Capitalism: A Very Short Introduction (CD)

Case Study: Freudenburg, "The Deep-water Horror Zone" (CD); Shaw and Barry, "Poverty and Pollution" (S&B); England, "The Mortgage Meltdown" and "Fast Money and High Stakes" from Black Box Casino (CD)

Assignments: Quiz 3; Reflection Essays – TBA; Replies – TBA

Module 4: Human Trafficking

DUE: 11:59PM CT, Sunday July 9th

Readings: Elliott, The Role of Consent in Human Trafficking, *Chapter 1: Introduction - 1.4; Chapter 2: The Contextual and Legal Background* (CD); Hepburn, Human Trafficking Around the World (pg. 11-43, CD)

Case Study: *New York Times*, "Modern Slavery Grows" and "Slavery and the Shrimp on Your Plate" (CD)

Assignments: Fair Trade Assignment; Reflection Essays – TBA; Replies – TBA

Module 5: Theories of Economic Justice

DUE: 11:59PM CT, Sunday July 16th

Readings: Lindblom, "The Structure of a Rawlsian Theory of Just Work"; selections from Brock, "Taxation and Global Justice: Closing the Gap between Theory and Practice,;" Hardin, "Lifeboat Ethics: the Case Against Helping the Poor" (all in CD)

Case Study: *Film, Diaz: The End of Poverty?* (2010) [link on Blackboard]

Assignments: Reflection Essays – TBA; Replies – TBA

***Final Project Details & Rubric**

Module 6: Job Discrimination

DUE: 11:59PM CT, Sunday July 23rd

Readings: Shaw and Barry, "Job Discrimination" (Chapter 11 in S&B)

Case Study: Case 11.4 "Consenting to Sexual Harassment"; Corvino, "Job Discrimination and Gay Rights" (both in S&B); Yakowicz, "How to Remove Gender Bias From the Hiring Process" (CD)

Assignments: Quiz 4; Reflection Essays – TBA; Replies – TBA

Module 7: Challenges in the Modern Workplace

DUE: 11:59PM CT, Sunday July 30th

Readings: Shaw and Barry, "The Workplace (2): Today's Challenges;" Cases 9.1-9.4 (S&B)

Case Study: Parson, "Egg-Freezing 'Benefit' Sends The Wrong Message to Women;" Kornbluh, "The Parent Trap" (Both in CD)

Assignments: Reflection Essays – TBA; Replies – TBA

Module 8: Final Project

***Professor Walk-in Office Hours – TBD via poll**

Readings: None

Case Study: None

Assignments: Email Draft of Case Study to Partner and Professor Monday July 31st by 11:59PM Central Time; Peer Review of Case Study Drafts (Due by Wednesday August 2nd by 11:59 Central)

FINAL PROJECT DUE: 11:59PM CT, Friday August 4th