**Proposal 15-17**

**PHIL 2114 Business Ethics in a Global Context**

Proposal submitted by Prof.D. Robert MacDougall

Social Sciences, Liberal Arts and Sciences, NYCCT/CUNY

**Spring 2016**

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New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | Business Ethics in a Global Context |
| **Date** | 2/25/2016 |
| **Major or Minor** | Major |
| **Proposer’s Name** | D. Robert MacDougall |
| **Department** | Social Sciences |
| **Date of Departmental Meeting in which proposal was approved** | 2/11/2016 |
| **Department Chair Name** | Jean Hillstrom |
| **Department Chair Signature and Date** | C:\Users\JHillstrom\Desktop\Kubeck Hillstrom signature.jpgFeb. 23, 2016 |
| **Academic Dean Name** | Justin Vazquez-Poritz |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | This is a new course proposal for a course entitled “Business Ethics in a Global Context,” which will be an elective course offered by Philosophy. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | City Tech currently has 3 associate degrees in business-related fields, and a bachelor’s degree in Business of Fashionis currently undergoing the approval process. Additionally, multiple other degree programs prepare students for professions that are likely to involve running a business or working for a business (for example, Dental Hygiene, Hospitality Management, Ophthalmic Dispensing, Radiological Science, Architectural Technology, Construction Management, Entertainment Technology, etc). Business Ethics gives students the tools to think critically about the purpose of business and the ethical issues associated with business in a globalized environment. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | This is the first time this course has been proposed at City Tech.  March 10, 2016: Curriculum Subcommittee Review. Revisions made in light of comments.  March 31, 2016: Proposal discussed with Provost’s Office. Revisions made in light of comments. |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

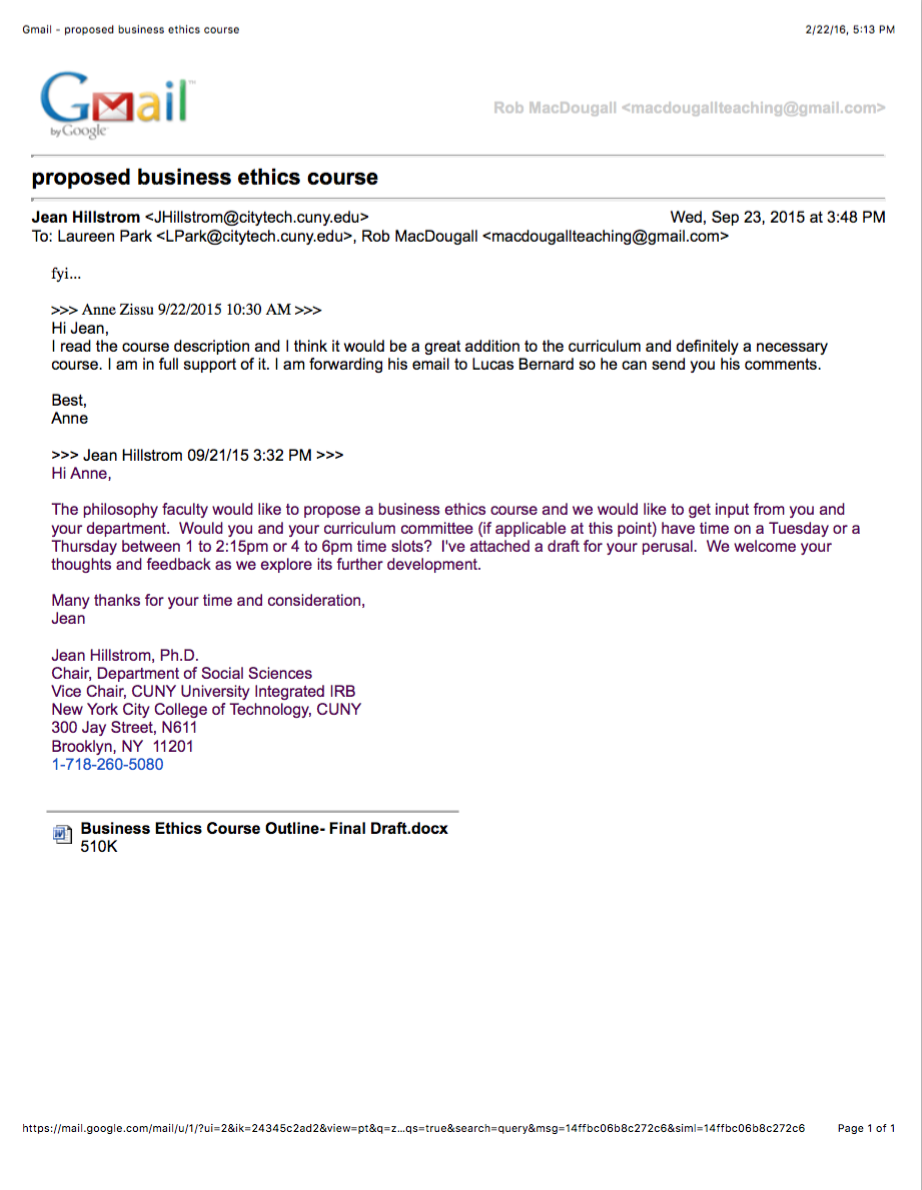
Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | X |
| * Chair’s Signature | X |
| * Dean’s Signature | X |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | X |
| Documentation of Advisory Commission views (if applicable). | NA |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | X |
| Detailed rationale for each modification (this includes minor modifications) | X |



# I. Section AIV: New Courses

## Please fill in all applicable fields.

**New courses to be offered in the Social Science department**

|  |  |
| --- | --- |
| **Department(s)** | Social Science |
| **Academic Level** | **[ X  ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | Philosophy |
| **Course Prefix** | PHIL |
| **Course Number** | 2114 |
| **Course Title** | Business Ethics in a Global Context |
| **Catalog Description** | Considers the purpose of business; evaluates ethical theories; assesses the implications of globalization for ethical business; analyzes landmark international cases of business wrongdoing; and reasons through difficult ethical scenarios that frequently arise in business contexts. |
| **Prerequisite** | ENG1101 |
| **Corequisite** |  |
| **Pre- or corequisite** |  |
| **Credits** |  |
| **Contact Hours** | 3 |
| **Liberal Arts** | **[ X ] Yes  [   ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** |  |
| **Course Applicability** | |  |  |  | | --- | --- | --- | | **[ ] Major** |  | | | **[ ] Gen Ed Required** | **[ X ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | **[ X ] World Cultures** | **[ ] Speech** | | **[ ] Mathematics** | **[ ] US Experience in its Diversity** | **[ ] Interdisciplinary** | | **[ ] Science** | **[ ] Creative Expression** | **[ ] Advanced Liberal Arts** | |  | **[ ] Individual and Society** |  | |  | **[ ] Scientific World** |  | |
| **Effective Term** | Spring 2017 |

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | Business Ethics in a Global Context |
| **Proposal Date** | 2/25/2016 |
| **Proposer’s Name** | Dr. D. Robert MacDougall |
| **Course Number** | PHIL 2114 |
| **Course Credits, Hours** | 3 credits, 3 hours |
| **Course Pre / Co-Requisites** | ENG 1101 |
| **Catalog Course Description** | Considers the purpose of business; evaluates ethical theories; assesses the implications of globalization for ethical business; analyzes landmark international cases of business wrongdoing; and reasons through difficult ethical scenarios that frequently arise in business contexts. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | City Tech currently has 3 associate degrees in business-related fields, and a bachelor’s degree in Business of Fashionis currently undergoing the approval process. Additionally, multiple other degree programs prepare students for professions that are likely to involve running a business or working for a business (for example, Dental Hygiene, Hospitality Management, Ophthalmic Dispensing, Radiological Science, Architectural Technology, Construction Management, Entertainment Technology, etc). Business Ethics gives students the tools to think critically about the purpose of business and the ethical issues associated with business in a globalized environment. |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | World Cultures and Global Issues |
| **Intent to Submit as An Interdisciplinary Course** | No |
| **Intent to Submit as a Writing Intensive Course** | No |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** | **X** |
| * Title, Number, Credits, Hours, Catalog course description | X |
| * Brief Rationale | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| **Course Outline**  Include within the outline the following. | **X** |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. | X |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | X |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | NA |
| **Course Design**  Describe how this course is designed. | X |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** | X |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | NA |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | X |
| Writing Intensive Form if course is intended to be a WIC (under development) | NA |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | NA |
| **(Additional materials for** [Curricular Experiments](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)) | NA |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | NA |
| Established Timeline for Curricular Experiment | NA |

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively.

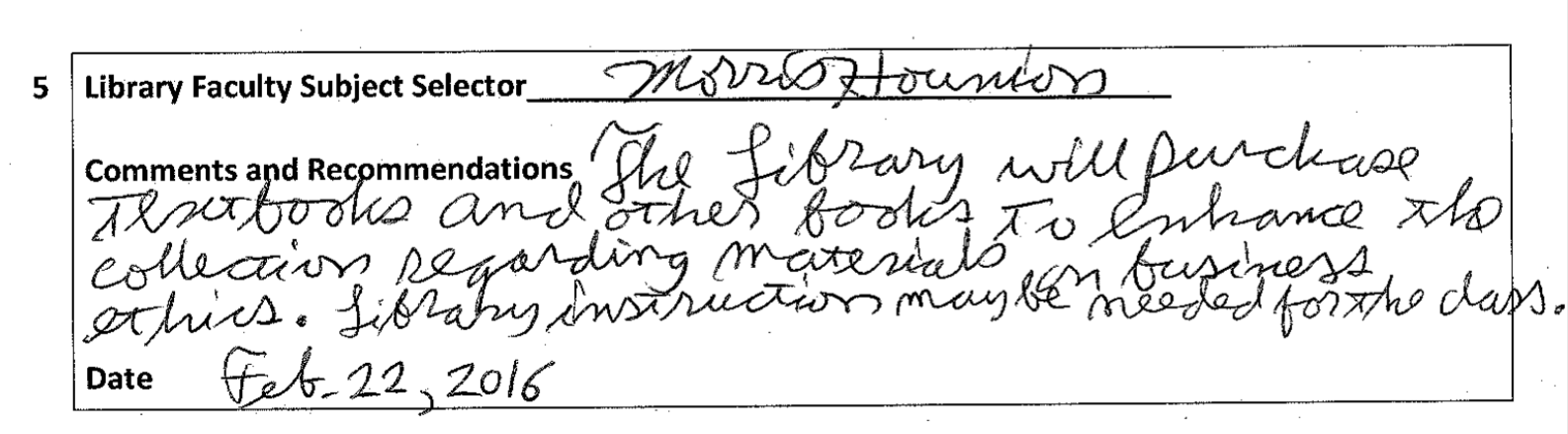
Consult with library faculty subject selectors (<http://cityte.ch/dir>) **3 weeks in advance** when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

**Course proposer:** please complete boxes 1-4. **Library faculty subject selector:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**  Business Ethics in a Globalized Context | **Department/Program**  Social Sciences/Philosophy |
|  | **Proposed by** (include email & phone)  D. Robert MacDougall. [dmacdougall@citytech.cuny.edu](mailto:dmacdougall@citytech.cuny.edu)  929-888-1665 | **Expected date course(s) will be offered**  Spring 2017  **# of students**  **100.** |

|  |  |
| --- | --- |
| **2** | **Are City Tech library resources sufficient for course assignments? Please elaborate.**  The suggested method of offering the course does not require students to do any external or library research, so the course may be offered without acquiring any more course materials. However, improving library holdings could provide helpful resources to students interested in furthering their understanding of course material. |

|  |  |
| --- | --- |
| **3** | **Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks , journals, DVDs, etc.), author, title, publisher, edition, date, and price.**  Yes. The library should continue to build its collection of materials related to business ethics as resources and opportunity allow. In particular, the library should acquire reserve copies of the suggested text and the suggested alternative text.  Allhoff, Fritz Vaidya Anand. *Business in Ethical Focus: An Anthology*. Peterborough, Ont.: Broadview Press, 2008.  Ciulla, Joanne B., Clancy W. Martin, and Robert C. Solomon, eds. *Honest Work: A Business Ethics Reader.* New York: Oxford University Press, 2014. |

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| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.**  **Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**  Yes. I met with Morris Hounion, and we discussed the databases of the library related to the course. We discussed plans for developing the library’s holdings related to the class. |

COURSE OUTLINE: BUSINESS ETHICS IN A GLOBAL CONTEXT

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Title: Business Ethics in a Global Context** | | | |
| **Course Prefix & No.: PHIL2114** | **LEC:** | **LAB:** | **Credit Hours: 3.0** |

## 

COURSE DESCRIPTION:

Considers the purpose of business, both in a businessperson’s career, and as it relates to the global economy and international human development. Evaluates classic theories of ethics and how these relate to contemporary theories of the ethical responsibilities of businesses, such as stockholder, stakeholder, and social contract theories. Assesses the implications of globalization for ethical practice in contemporary business. Analyzes several landmark cases of business wrongdoing; investigates what caused these incidents to occur, and what might have prevented them. Reasons through difficult ethical scenarios that are frequently encountered in business settings.

COURSE PREREQUISITE (S):

ENG1101

RATIONALE:

Students preparing to work in business need to acquire the skills and concepts necessary for competing in a global market, but also need to reflect on basic questions about the purpose of business and the contribution it can make to individual lives and global development. Business students also need to understand the ethical rules, legal regulations, and international conventions that govern contemporary business, both to appreciate the reasons for these rules and regulations but also to evaluate them when appropriate. Such reflection can help students make sense of their own lives and careers but can also help them become responsible social contributors.

Moreover, several trends make understanding of the international and global aspects of business ethics increasingly crucial for business people. First, as business becomes increasingly globalized, businesses increasingly must deal with foreign cultures with their own sets of ethical rules and standards, and students need preparation for interacting with unfamiliar cultures, both for appreciating and thinking critically about them. Second, as consumers and others become increasingly aware of the global nature of business, international business dealings are increasingly subject to public scrutiny. Consequently, businesspersons do well to understand competing claims about businesses’ social and environmental responsibilities, both at home and abroad.

REQUIRED TEXTBOOK (S) and/or MATERIALS:

Title: Business in Ethical Focus: An Anthology.

Edition: 1st ed., 2008.

## Editors: Allhoff, Fritz and Vaidya, Anand

Publisher: Peterborough, Ont.: Broadview Press.

Recommended or alternative text:

Title: Honest work: A business ethics reader

Edition: 3rd edition, 2014.

## Editors: Ciulla, Joanne B.; Martin, Clancy W.; Solomon, Robert C.

Publisher: New York: Oxford University Press.

## Attached course outline written by: D. Robert MacDougall      Date: 4/1/15

## Reviewed/Revised by:       Date:

Effective quarter of course outline:       Date:

Academic Dean:       Date:

Course Objectives, Topical Unit Outlines, and Unit Objectives must be attached to this form.

TITLE:  Business Ethics     PREFIX/NO: PHIL2114

COURSE OBJECTIVES:

By the end of this course, students will:

1. be able to thoughtfully discuss why they have chosen to study business, the role that work plays in the good life, and why business is globally valuable
2. understand the unique ethical challenges posed to business in an increasingly globalized context
3. critically evaluate several theories of philosophical ethics, and understand their broader significance for decision making in general, and how they might apply to business
4. critically evaluate several theories of business ethics, and be able to apply them to a variety of business practices
5. know several landmark cases of business wrongdoing, and be capable of discussing why these incidents occurred, and what might have prevented them
6. be able to recognize moral claims and arguments applied to business, and be able to analyze and evaluate these claims and arguments
7. be able to recognize ethically significant decisions and reason carefully through them to reach a well-considered decision

TOPICAL UNIT OUTLINE/UNIT OBJECTIVES:

\*All readings taken from the required text Allhoff and Vaidya, unless otherwise noted.

**WEEK 1: Business and the good life**

What is philosophy?

What is the good life?

What is the role of ethics in the good life? What is the role of contemplation in the good life?

What is the purpose of work? Why participate in business?

What is the difference between a personal ethic and a professional or corporate ethic?

What do students hope to accomplish in their careers?

What costs are students willing to pay to achieve success in business, and how does one determine one’s own ethical boundaries?

What are the unspoken norms in the business world?

What is a good society? How does business add to the good society? How can it threaten the good society?

Assigned readings:

Aristotle, *Nichomachean Ethics,* Selections. Book I, Sections 1, 2, 4, 5, 7; Book X, Sections 1-2.

WEEKS 2-6: THEORIES OF NORMATIVE AND BUSINESS ETHICS

**WEEK 2: Theories of normative ethics: Kantianism, Utilitarianism**

*Kantian Ethics*

Deontological ethics: meaning and importance

Kant’s deontology: Formula of Universal Law, Formula of Humanity, definition of rationality, explanation of the “good will”

Rational nature as an “end in itself,” or “objective end”

Criticisms of Kantian ethics

Relevance to the business world

*Utilitarian Ethics*

Principle of utility

Pleasure as an intrinsic value

Act and rule utilitarianism

Persons and animals

Criticisms of utilitarianism

Relevance to business world

Assigned readings:

Heather Salazar, “Kantian Business Ethics” 29-34

David Meeler, “Utilitarianism” 53-60

**WEEK 3: Theories of normative ethics: Virtue Ethics, Buddhist Ethics**

*Virtue Ethics*

Virtues and rules: Which comes first?

*Areté*- Virtue or excellence

*Eudaimonia*- Human flourishing as intrinsically valuable

*Phronimos*- The moral expert

Role of the community in settling virtues

What are the moral virtues? What virtues are specific to the prudent businessperson?

*Buddhist Ethics*

Elimination of suffering as intrinsically valuable

Principle of dependent origination

Karma

External

Internal

Four Noble Truths

Four Cardinal Virtues

Buddhist Economics

Assigned readings:

Richard M. Glatz, “Aristotelian Virtue Ethics and the Recommendations of Morality” 46-52.

Brown, Karin. “Buddhist Ethics.” 42-45.

**WEEK 4: Theories of business ethics: Stockholder theory, Stakeholder Theory, and Social Contract Theory**

Difference between privately and publicly owned companies

Relationship between principals and agents

What are the responsibilities of agents/managers?

*Stockholder Theory*

Stockholders as owners

Fiduciary duties of managers

Corporate ethics as the ethics of stockholders

Classic exposition of the theory: Friedman on the social responsibilities of business

Ethical foundations in Kantianism, utilitarianism

*Stakeholder Theory*

Normative and empirical versions

Principle of corporate legitimacy

Stakeholder fiduciary principle

Corporate ethics as the ethics of stakeholders

Defining “stakeholders”

Ethical foundations in Kantianism, Rawlsianism

Assigned readings:

Milton Friedman, “The Social Responsibility of Business Is to Increase Its Profits” 65-69

R. Edward Freeman, “A Stakeholder Theory of the Modern Corporation” 69-78

**WEEK 5: Theories of business ethics, continued**

*Social Contract Theory*

Meaning of “social contract”

Social privileges granted to business: legal protection of investors from bankruptcy, organization into publicly sanctioned securities exchanges, treatment of companies as legal individuals, etc.

Social benefits expected in return: social welfare and social justice

Corporate ethics as the ethics of the social contract

Ethical foundations in modern political philosophy

Assigned readings:

John Hasnas, “The Normative Theories of Business Ethics: A Guide for the Perplexed” 79-99

**WEEK 6: Review and exam**

WEEKS 7-14: Issues and problems in Business Ethics

**WEEK 7: Globalization and Business Ethics**

Businesses and their “interests” (or lack thereof) in debating the ethics of sweatshop labor

What standards have been proposed for defining “fair” labor?

What are the main reasons for critiquing sweatshops?

What arguments have been given in defense of sweatshops?

Globalization and the problems created by cultural variances in standards of living and in business practices

Variation in cultural ideals relating to leadership

Assigned readings:

Ian Maitland, “The Great Non-Debate Over International Sweatshops” 154-169.

Thomas Donaldson, “Values in Tension: Ethics Away from Home” 170-180.

Case study suggestions\*:

Foxconn Factories in China

Fair Trade Coffee in Uganda and Ethiopia

Hofstede’s framework for analyzing variations among cultures

[Leader Effectiveness and Culture: The GLOBE Study](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiYzs-8gNXLAhXDYiYKHU7EDuwQFggiMAA&url=http%3A%2F%2Fwww.ccl.org%2Fleadership%2Fpdf%2Fassessments%2Fglobestudy.pdf&usg=AFQjCNGOhfOhXtgkBFMLwH6iEt516K9C1A&sig2=EAMsej29nSaQ8_bmjBNZ8w)

**WEEK 8: Environmental responsibility**

*Duties to animals*

Is there a duty to prevent animal suffering, or contribute to animal health or pleasure?

Theories on the importance of animal suffering

Kant: Duties are derivative from duties to other persons

Singer: Principle of Equal Consideration of Interests

*Duties to the environment*

Do we have duties to:

Protect endangered species?

Prevent pollution?

Maintain sites of historical and cultural significance?

If so, are these duties derivative from our duties to other people, or do they have some independent basis? What do the major ethical theories imply about the existence of such duties?

*Corporate duties to the environment*

Do managers of corporations have the duties outlined above in their role as managers? Or are these duties primarily incumbent on the company’s owners, the stockholders?

Should international corporations consider themselves beholden to the environmental standards operative in their home nations or their host nations? Does it matter which standards are more stringent?

Assigned readings:

Deborah C. Poff, “Reconciling the Irreconcilable: The Global Economy and the Environment,” 225-231.

Tibor R. Machan, “Environmentalism Humanized,” 232-245.

Case study suggestions\*:

BP’s Deepwater Horizon oil spill

Haiti and the use of DDT on crops

Texaco and environmental destruction in Ecuador

**WEEK 9: Bribery and International Business**

What kinds of payments constitute “bribery”?

What (if any) moral principles suggest that bribery is morally wrong?

To what extent does culture determine what is morally right and wrong?

What ethical issues are raised by the Foreign Corrupt Practices Act? Does the Act make business people more ethical, or help in some other way?

Which ethical standards should prevail when doing business abroad: the standards of the traveler’s home culture, or those of the host culture?

Assigned readings:

Bill Shaw, “Foreign Corrupt Practices Act: A Legal and Moral Analysis,” 439-446.

Jeffrey A. Fadiman, “A Traveler’s Guide to Gifts and Bribes,” 447-457.

Case study suggestions\*:

[Walmart and bribery in India.](http://www.forbes.com/sites/ronakdesai/2015/10/30/ensuring-foreign-corrupt-practices-act-compliance-while-conducting-business-in-india/)

Guanxi and business management in China

**WEEK 10: Gender, race, and the diverse workplace**

Gender and discrimination

Justice and discrimination

Sex discrimination in the US and abroad

The ethical implications of Title VII of the Civil Rights Acts of 1964 and 1991 for the foreign hiring practices of US companies

Proposed ethical principles for conduct abroad: Ethnocentrism, relativism, and social contract

Diversity and the relationship between diverse workplaces and the good society

Identity politics and business ethics

Competing conceptions of “equality of opportunity”

Arguments given in favor of affirmative action

Major criticisms of affirmative action

Assigned readings:

Don Mayer and Anita Cave, “Ethics and the Gender Equality Dilemma for US Multinationals,” 181-188.

Louis P. Pojman, “The Moral Status of Affirmative Action” 337-355

Case study suggestions:

McDonald’s, Starbucks, and Hilton: Discriminatory hiring practices in Saudi Arabia

The Grameen Bank of Bangladesh and microcredit for women

**WEEK 11: Intellectual property in a global digital age**

Theories of property

Locke

Marx

Discussion of different types of intellectual property, and their unique features

Copyright

Patents

Trade secrets

In what ways are intellectual property rights similar to, and different from, the kinds of property rights treated by traditional authors?

Natural rights and socially constructed rights

Utilitarian justifications for intellectual property rights

Assigned readings:

Edwin C. Hettinger, “Justifying Intellectual Property” 550-564

Lynn Sharp Paine, “Trade Secrets and the Justification of Intellectual Property: A Comment on Hettinger” 564-576

Case study suggestions\*:

Apple, Google, and government requests for customer data

*Monsanto Canada Inc v Schmeiser* (2004)

Reimportation and parallel trade in pharmaceuticals— See Graham (2008).

Pfizer and the Hoodia Cactus

**WEEK 12: Advertising**

Do advertisers have any social obligations, other than to maximize profits? Do they have obligations, for example:

-to include a mix of genders, races, or ages in advertising materials?

-to advertise in ways that are culturally sensitive, or to avoid advertising in ways that may undermine or heavily influence local customs or norms?

-to reflect normal or healthy body types in advertising, rather than only what society considers “ideal?”

-to avoid undermining the autonomy of consumers by suggesting their products can increase sexual attractiveness, contribute to personal and professional success, satisfy hopes, make life more adventurous?

-to avoid representing activities or food items as more healthful than they really are?

Should businesses embrace social causes to build brand awareness and trust?

Assigned readings:

Roger Crisp, “Persuasive Advertising, Autonomy, and the Creation of Desire” 599-605

Robert L. Arrington, “Advertising and Behavior Control” 605-614

American Marketing Association *Code of Ethics*

Case study suggestions\*:

Cosmetic firms marketing Western ideals of beauty in Japan

Dove's 'Real Beauty Sketches' Video

**WEEKS 13 AND 14: Case presentations**

\*See appendix for suggested case presentation assignment

**WEEK 15: Review and exam**

\*Suggested case studies: Students often learn abstract concepts best when they are presented in the form of concrete cases. For each class, several well-known cases are suggested for class discussion. Because these cases are well-known, in most cases resources for class discussion can be easily found in news articles abundantly available on the internet. Instructors may also wish to use cases studies presented in their chosen textbook.

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**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS: To develop understanding of the ethical issues in business, and several theories and methods for analyzing and evaluating these.**

|  |  |
| --- | --- |
| ***LEARNING OUTCOMES1*** | **ASSESSMENT METHODS** |
| 1. Students should have understanding of the major theories of philosophical ethics, several theories about the obligations of businesses and corporations, and be able to apply these theories to moral issues and dilemmas. | 1. The midterm and final exams, as well as quizzes and homework, will assess students’ understanding of the key theories and their application to business issues. Class discussions help students learn how to apply the theories, and their ability to apply the theories is assessed during the case presentation as well as on tests and quizzes. |
| 1. Students should be able to analyze business ethics cases, and to give ethical evaluation of the options for resolving these issues. | 2. Class discussions of business ethics cases will prepare students for doing their own case analysis in a group. The group case analysis is presented in class before peers and the teacher, allowing the class to interact critically with the decisions of the group, and allowing the instructor to evaluate understanding of the case and analytical skills. |
| 1. Students should gain understanding of several ethical issues that are commonly encountered in business, to understand the controversial and value-laden aspects of these issues, and to reflect on how these issues may be resolved | 3. Units on specific issues in business ethics help students apply their knowledge of theories and concepts to real issues. They learn about issues surrounding whistleblowing or intellectual property, for example, and are encouraged to think about why these are ethical issues and how they can be resolved. Understanding of these issues is evaluated during quizzes and the final exam. |
| 1. Students should gain awareness of their own values as they pertain to business, and develop an ability to critically reflect on these | 4. Classroom discussion can facilitate such self-awareness, especially during the unit on “Business and the good life,” which is designed helping students think through their own values and outlook, and exposes them to new ways of thinking about the social value of business and the role of work in the good life. Moreover, short reflection papers throughout the course of the semester can help students incorporate skills, concepts, and other content learned into their own understanding of their future role. |

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

|  |  |
| --- | --- |
| ***LEARNING OUTCOMES*** | **ASSESSMENT METHODS** |
| 1. KNOWLEDGE: Students will learn key theories from philosophical ethics and professional business ethics, and gain an appreciation for how philosophy can shed light on issues in business. | 1. Class discussions, case presentations, quizzes, written assignments, and exams that test understanding of key concepts and theories and that require students to express themselves in writing and discussion. |
| 1. SKILLS: Students will acquire skills in philosophical reasoning, including constructing and analyzing arguments, recognizing ethical issues, and gaining an ability think critically about their own values and assumptions. | 2. Class discussion introduces students to methods of philosophical argumentation and emphasizes analysis of arguments in readings. Students are assessed in written assignments, homework, quizzes, tests, the reflection paper, and the case presentation. |
| 1. INTEGRATION: Students should be able to integrate skills and knowledge gained in this class to problems they may encounter outside the classroom | 3. Case discussions in class and the case presentation project require students to apply acquired skills and knowledge to hypothetical scenarios. |
| 1. VALUES, ETHICS, AND RELATIONSHIPS: Students should be able to reflect critically on their own values and assumptions, work together with other students to find mutually agreeable resolutions to ethical issues, and understand the basic foundations of business ethics. | 4. The case presentation requires students to work in groups to reach a resolution to hypothetical cases. Successful presentations require students to discuss issues and reach a consensus about the resolution to be presented in class. Students are required to explain disagreements within the group, as well as to anticipate potential objections from the class or instructor. |

**Suggested Course Grade Scale:**

Participation 15%

Quizzes and homework 15%

Reflection papers 15%

Midterm 20%

Case presentation 15%

Final 20%

ASSIGNMENTS:

**Quizzes and Homework**

Quizzes and homework usually consist of one ‘big picture’ question about the reading. Students are required to demonstrate comprehension of the main point(s) of articles read in preparation for class. There will typically be about 6 quizzes distributed throughout the course of the semester.

**Reflection Papers**

Reflection papers will typically ask students to write a short (1 page) paper reflecting on the relevance of some item discussed in class or readings to their own lives, either as consumers or (in anticipation of) their work as business persons. There will be 3 reflection papers.

**Case Presentation Component**

Because the major objective of the course is to train students to think clearly through ethics cases, some work with case studies is essential. Although applied ethics courses should frequently address cases during regular class discussion, students often benefit immensely from an in-depth case study and presentation made before their classmates. Attached, in Appendix A, is a sample group presentation assignment. Appendices B and C contain a suggested method for analyzing ethics cases and justifying decisions.

The case presentation assignment requires instructors to choose and assign a case to each group. Many textbooks contain ethics cases. Additionally, major repositories of business ethics cases exist on the internet. See, for example:

Markulla Center for Applied Ethics at Santa Clara University

<http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=BUSI>

Arthur Andersen Case Studies in Business Ethics

<http://web.tepper.cmu.edu/ethics/aa/arthurandersen.htm>

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**APPENDIX A: CASE PRESENTATION ASSIGNMENT**

The case presentation is a collaborative project requiring students to work in groups. Students will be divided up into small groups, and each group will be assigned a case. With some coaching, each group will be required to present a succinct analysis of the case using the SFNO approach (see Appendix B), summary recommendations for action in the particular case, a justification of their recommendation (see Appendix C), and to answer objections to the proposed course of action. Although the group may choose whether to use powerpoint slides or some other means of presentation, the materials that are used during the presentation (whether they are notes or a powerpoint presentation) must be handed in on the same date as the presentation (after the presentation is fine).

The presentation should last 15-20 minutes, and there will be a question and answer period of about 10 minutes following the case. Groups may apportion the time however you see fit, and may leave the most time for the most complex or difficult components of the case (i.e., you need not spend an equal amount of time on each of the components).

Individual components should include:

1. Overview of the case. This should be in narrative form but need not include all of the detail present in the original case. Do NOT simply read the case. You will want to explain enough of the case that the class gets the gist of it, but leave time for the subsequent sections.
2. Analysis of the case using the SFNO approach (see Appendix B)
3. Pick one of the options as your recommended course of action. It is likely that this option will infringe on some values or norms (since the cases have been selected because they involve apparent moral dilemmas). Justify your recommended course of action by using the method outlined in Appendix C
4. Mention of any disagreements the group encountered, and how they were resolved. Also, discuss possible reasonable objections to your conclusions, and respond to these.

Because your time is limited, you will want to highlight those components of the case that you think are most relevant to the final decision. It is particularly important that you consider not only the factors that support your conclusion, but also show a thorough understanding of how and why a reasonable person might disagree with your conclusion.

**APPENDIX B: METHOD FOR CASE ANALYSIS**

***So Far No Objections (SFNO)* Method**

Sometimes cases can be resolved purely by careful analysis of the case. The following is a simple method for analyzing a case, i.e. for breaking the case down into manageable parts that can be examined more carefully.[[1]](#footnote-2) ‘SFNO’ is an acrostic for the main elements of the method (Stakeholders, Facts, Norms, and Options), as well as “So Far No Objections,” a description of the relatively objective task of analyzing ethics cases. In a true ethical dilemma, analysis will merely reveal (but not resolve) a substantive conflict between norms. Resolving such a conflict requires further reflection and some method for justifying decisions when norms conflict (addressed below).

**Stakeholders**

Who are the stakeholders involved in the case? What interests of theirs are at stake? Are any of these interests necessarily in conflict? Be specific.

**Facts**

What are the facts of the case? Three kinds of facts deserve special attention. First, are there any **controversial facts**? In other words, has anything been presented in the case as a fact whose truth is debatable? Disagreement about the facts of the case sometimes drives disagreement about what to do. Second, are there any **missing facts**— facts that would be extremely helpful to resolving the case, or that would alter our perception of the case— but that we don’t have? Is it possible to obtain these facts before resolving the case? Third, what **key facts** in the case are likely to be helpful in resolving the case? What makes these facts important?

**Norms**

What prima facie norms are at stake in the decision? In particular, are there any laws relevant to the decision that may be violated? What general ethical principles are relevant? What are the standards of the business community for the particular decision at stake? Are there any other communities whose standards are relevant? What are those standards? Many different norms— understood broadly as standards, principles, and laws— are relevant to business practice. See, for example, the [**ten principles of the UN Global Compact**](https://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html).

**Options**

What reasonable options are available? Sometimes creativity in developing options can help to eliminate conflict between stakeholders or can make it possible to satisfy all the norms at stake, although not always.

**APPENDIX C: METHOD FOR JUSTIFYING DECISIONS IN MORAL DILEMMAS[[2]](#footnote-3)**

In cases where analysis fails to resolve the ethical issue, the issue may be a moral dilemma, meaning that all available options violate some prima facie binding norm. Under these circumstances, it will be necessary to pick the most justifiable option, and then explain why it is justified.

In order to complete the following exercise in justifying a particular decision, it is necessary to have chosen a particular option (see above) as a course of action and to have an understanding of the norms that support choosing that option, as well as the norms that are infringed by the proposed option (see above under “norms”). Then, use the following criteria to determine whether the proposed option/course of action can be justified, despite its infringement on some prima facie binding norm. The following criteria are all considered necessary, meaning that if the proposed option does not pass all of these, the present decision is not justified.

Two further points deserve mention. First, as explained in the original article by Childress et al,[[3]](#footnote-4) meeting these criteria is no guarantee that the decision is ultimately morally justifiable. These criteria are meant to separate better decisions from worse ones, not to conclusively justify any option. Second, if a proposed option fails to pass these criteria, then another course of action should be explored and justified instead.

**Necessity**

Is the infringement on the infringed norm necessary in order to achieve the major purpose of the proposed course of action?

**Effectiveness**

Will the proposed course of action be effective in achieving its intended purpose? What degree of certainty do we have that it will succeed?

**Least Infringement**

Is the proposed course of action designed so as to infringe on applicable norms as little as possible?

**Proportionality**

Is the importance of the goal to be achieved by the proposed course of action proportional to the importance of the norm that is being infringed? For example, an extremely important goal that necessarily infringes on some prima facie norm in a very minor way may be justifiable. However, a decision that infringes in a serious way on some prima facie norm will only in rare cases be proportionate to the seriousness of the infringement on the norm.

**Proper Process**

Does the proposed course of action include a plan to follow the proper process? For example, have key stakeholders been consulted or informed? Is there a plan to consult with relevant legal authorities or consultants? Have supervisors or other relevant workplace offices been consulted with? Is the plan in conformity with company principles and processes?

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**Course Need Assessment**

City Tech currently has 3 associate degrees in business-related fields, and a bachelor’s degree in Business of Fashionis currently undergoing the approval process. Additionally, multiple other degree programs prepare students for professions that are likely to involve running a business or working for a business (for example, Dental Hygiene, Hospitality Management, Ophthalmic Dispensing, Radiological Science, Architectural Technology, Construction Management, Entertainment Technology, etc). However, these students currently have no class dedicated to addressing fundamental questions about the purpose of business in the good life; the meaning of markets; the responsibilities of businesses and businesspersons to stockholders, stakeholders, and the rest of the globe; or to the unique ethical dilemmas that sometimes arise in the course of increasingly globalized business practices. This course fulfills this need.

Although studying business ethics cannot directly make students more ethical or better global citizens, it can fulfill a number of related goals. This course aims to help students reflect on the meaning and importance of business to their own lives and to society in general. Moreover, it aims to help students understand the variety of cultures that influence business practices, and exposes students to very different ideals about the meaning and importance of business from around the globe. This course also aims to help students think through common moral dilemmas before they encounter these, and so can reduce the likelihood of moral regret, or at least give students an idea about the resources that are available for addressing ethical issues they confront. The course may help students become more prudent by helping them to see the relationship between wrongdoing and the consequences that characterize many unethical business decisions. Finally, this course will also expose students to the fact that business practices are an item of concern to all societies, and that their practices in business are consequently subject to social scrutiny.

Although it is difficult to gauge how many students will typically enroll in this class, there are 1100 students in business degree programs, and all of them have to take a course in World Cultures and Global Issues. Although some degree programs require students to take specific courses in order to fulfill their flexible core requirements, few programs require students to take a particular course for the World Cultures and Global Issues category. Consequently, many students might find this course relevant to their major and also find it could fulfill a program requirement.

City Tech students are also interested in this class. In a [survey](https://www.surveymonkey.com/analyze/VL0IYlg0WOHNmWbBpfpko_2Fo5wWsliS9_2BpUh01_2F1_2FMDY_3D) (click for latest results) distributed to City Tech students in business and business-related classes, the following results were achieved (last updated 2/21/16):

Do you think we should offer Business Ethics in a Global Context to business majors and other interested students?

Yes: 87%

No: 4%

Unsure: 9%

How interested would you be taking this course if it were offered?

Very interested: 20%

Interested: 54%

Unsure: 18%

Not interested: 9%

Of students answering the survey, were 13% freshmen, 46% were sophomores, 18% were juniors, and 23% were seniors.

The vast majority of students answering the question were in one of the business programs, and a few were in Computer Systems Technology.

We expect initial enrollment to be approximately 100 students per semester. This seems possible because of the large number of students in business and related degree programs, who all need to take courses in the “World Cultures and Global Issues” area. Furthermore, there are currently a lot of students who are enrolled in Health Care Ethics who are not doing health care related degrees; many of these students will probably find Business Ethics more closely related to their chosen career. We would be interested in offering the class as both an evening and daytime class. No new resources are anticipated as necessary for offering this course.

This course does not overlap with other courses within the department. Ethics may form some of the subject matter in the regular business courses, such as Business Management and Strategic Management, but the bulk of what these courses address is material that is tangentially related to ethics. The proposed course does compete with other ethics courses outside of the department, such as Health Care Ethics or Ethics. Currently many of the students who enroll in Health Care Ethics take the course to fulfill a requirement, and are not planning on becoming health care professionals, but will work in business. This course could potentially help many of the students in this position.

Currently, Dr. MacDougall is the most qualified person in philosophy at City Tech to teach Business Ethics. He has taught Business Ethics at another institution, and the relationship between business and health is one of his research interests. We expect that teaching needs that go beyond his availability can be met by adjunct faculty. Adjunct faculty currently teach the majority of our offerings in Philosophy.

**Course Design**

This course will be an elective, intended for approval as a Pathways Flexible Core course in the World Cultures and Global Issues area. Increasingly, businesses rely on supply chains and consumers from around the world. As may be readily seen from the included course outline, almost every major issue in business ethics can be studied as a problem of global issues or world cultures. Although many other applied ethics courses might fit in the “Individual and Society” group, business ethics is most productively studied from a global perspective.

The course is designed to include a combination of lectures and group work. Lectures typically focus on some major topic, and then utilize a case study in order to help students think through the practical implications of the ideas and principles discussed in class. The case studies have been intentionally chosen to expose students to issues raised by business practices they may encounter from many different parts of the globe. Although the issues discussed are usually issues prompted by different cultures, or extreme differences in societal affluence, the focus of the course is overtly normative, not descriptive. Consequently, the course makes no attempt to describe *all* the cultural issues or global practices that business people might encounter, rather it uses various issues to help students develop the ability to think critically and address new cases as they arise.

The course also includes a group project. Here, students are assigned a business ethics case, and required to work together to come up with recommendations. This component is extremely useful in an applied ethics class for two reasons. First, it gives students a chance to work out their response to an ethical dilemma in some detail, in a far more personal and reflective way than they have opportunity for during case studies in class. Because the class is designed in part to help students navigate applied issues, the chance to do their own issue and present it in class is indispensable. Second, because the exercise is a group exercise, it forces students to work with each other towards achieving a resolution to a case. In this way, it mimics real-life ethics cases, which are usually encountered in a social context that requires collaboration with colleagues.

This course helps meet Programmatic Learning Outcomes for both social sciences and business. Social science courses work to stimulate intellectual curiosity and critical thinking skills, and the reflection papers, class discussion, and group project are all oriented towards these ends. Students are further required to discuss, debate, and evaluate theories from both philosophical ethics and business ethics in the first few weeks of the course, and then to apply these later on to issues in business ethics. And students are required to form conclusions about what constitutes ethical behavior in business through their interaction with various cases in class and in the group project. The course also meets various outcomes for the business outcomes. For example, the course helps Accounting students to acquire effective communication skills by requiring a group report. And it will help students in Marketing Management and Sales, Fashion Marketing, and the Business of Fashion to prepare themselves for various business opportunities by helping them consider the basic features of ethical business practice.

The course is not designed to be offered online, although perhaps that can be revisited in the future, if such development is desirable.

**CUNY Common Core**   
**Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

|  |  |  |
| --- | --- | --- |
| **College** | New York City College of Technology | |
| **Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)** | PHIL2214 | |
| **Course Title** | Business Ethics in a Global Context | |
| **Department(s)** | Social Sciences | |
| **Discipline** | Philosophy | |
| **Credits** | 3 | |
| **Contact Hours** | 3 | |
| **Pre-requisites (if none, enter N/A)** | ENG1101 | |
| **Co-requisites (if none, enter N/A)** | NA | |
| **Catalogue Description** | Think through the purpose of business; learn and evaluate ethical theories and their relevance to business and global supply chains; assess the implications of globalization for ethical business; analyze landmark international cases of business wrongdoing; and practice reasoning through difficult ethical scenarios in business. | |
| **Special Features (e.g., linked courses)** |  | |
| **Sample Syllabus** | Syllabus must be included with submission, 5 pages max recommended | |
| **Indicate the status of this course being nominated:**  current course revision of current course **X** 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.)** | | |
| Required  English Composition  Mathematical and Quantitative Reasoning  Life and Physical Sciences | | Flexible  **X**  World Cultures and Global Issues Individual and Society  US Experience in its Diversity Scientific World  Creative Expression |
| **Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**  Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas. | | |
| **If you would like to request a waiver please check here:** | |  |
| **If waiver requested:**  Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours. | |  |
| **If waiver requested:**  Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill. | |  |

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| **Learning Outcomes**  **In the left column explain the course assignments and activities that will address the learning outcomes in the right column.** | |
| 1. **Required Core (12 credits)** | |
| **­­**  **A. English Composition:** Six credits  A course in this area must meet all the learning outcomes in the right column. A student will: | |
|  | * Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
|  | * Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
|  | * Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
|  | * Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
|  | * Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |
| **B. Mathematical and Quantitative Reasoning:** Three credits  A course in this area must meet all the learning outcomes in the right column. A student will: | |
|  | * Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
|  | * Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
|  | * Represent quantitative problems expressed in natural language in a suitable mathematical format. |
|  | * Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
|  | * Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
|  | * Apply mathematical methods to problems in other fields of study. |

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| **C. Life and Physical Sciences:** Three credits  A course in this area must meet all the learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a life or physical science. |
|  | * Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
|  | * Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
|  | * Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
|  | * Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |
| **II. Flexible Core** **(18 credits)**  Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. | |
| **A. World Cultures and Global Issues** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
| Because one purpose of the course is to prepare students to think critically, on most topics readings come from multiple perspectives. Students are required to think through diverse arguments presented in readings and in class carefully, and to assess which of those presented is most defensible. Students defend their positions by appealing to what they have learned from class readings—including both the theoretical readings from earlier in the semester, and more case-specific readings from later in the semester—and lectures in order to defend positions in essay questions on exams. Students are then encouraged to return to these resources as they put together the arguments for their final case presentation. | * Gather, interpret, and assess information from a variety of sources and points of view. |
| The emphasis in this course is on evaluating ethical claims by carefully examining and analyzing the evidence and arguments put forth for them. Students are evaluated in these tasks during class discussion; reflection papers; quizzes and homework assessing readings; class examinations; and the group case presentation. | * Evaluate evidence and arguments critically or analytically. |
| Students are required to analyze a variety of ethics cases in class, and later on in their group presentation. They provide oral arguments in class and in the group presentation for their conclusions about these cases. They are also required to produce arguments in the essays on their exams and in their reflective papers. | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will: | |
| One of the many tasks of philosophical ethics is to assess the difference between ethics and etiquette, morals and manners. Studying foreign business practices, such as commonplace bribery, sexist hiring practices, or exploitative labor challenges students to think about what, if anything, makes such practices wrong. Such practices can be assessed in light of major moral theories, taught at the beginning of the course; but also by reflecting on whether practices are consistent and coherent with other practices within and across cultures. Such activities are the building blocks of philosophical ethics, and are evaluated in class discussions; in reflection papers; in essays on exams; and in the group presentation. | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| Students are required to analyze the values and ethical requirements of doing business in a variety of cultures in light of a vast amount of cultural diversity. The cases suggested for discussion in the course outline have been purposefully picked to represent a large variety of cultures across most of the world’s inhabited continents. In particular, the course emphasizes the difficulties that globalization poses for the ethical practice of business. Students are also required to personally reflect on the implications of cultural diversity in their reflection papers, to learn about cultural diversity from the readings, and to reflect their knowledge in the group presentation at the end of the semester. | * Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
|  | * Analyze the historical development of one or more non-U.S. societies. |
|  | * Analyze the significance of one or more major movements that have shaped the world's societies. |
| The course intentionally focuses on the diverse roles that race, ethnicity, class, and gender play in world cultures, and the implications of this diversity for business. Suggested topics include sexist hiring practices; affirmative action policies based on race and sex; whether companies have responsibilities to avoid advertising practices that affirm harmful gender or race stereotypes; sexist lending policies; and exploitation of poor workers in industrializing societies. Students are required to discuss these cases in class; to complete readings related to these topics, and to take comprehension quizzes on readings; and to draw and defend conclusions about cases related to these on their tests and in the group presentation. | * Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
|  | * Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

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| **B. U.S. Experience in its Diversity**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
|  | * Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
|  | * Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
|  | * Explain and evaluate the role of the United States in international relations. |
|  | * Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
|  | * Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |
| **C. Creative Expression** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
|  | * Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
|  | * Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
|  | * Demonstrate knowledge of the skills involved in the creative process. |
|  | * Use appropriate technologies to conduct research and to communicate. |

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| **D. Individual and Society**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * 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: | |
|  | * 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. |
|  | * Examine how an individual's place in society affects experiences, values, or choices. |
|  | * Articulate and assess ethical views and their underlying premises. |
|  | * Articulate ethical uses of data and other information resources to respond to problems and questions. |
|  | * Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |
| **E. Scientific World**  A Flexible Core course must meet the three learning outcomes in the right column. | |
|  | * Gather, interpret, and assess information from a variety of sources and points of view. |
|  | * Evaluate evidence and arguments critically or analytically. |
|  | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * 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. |
|  | * Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
|  | * Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
|  | * Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
|  | * Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |

1. This method is based on a method for analyzing cases in chapter 3 of James M. DuBois, Ethics in Mental Health Research: Principles, Guidance, and Cases (New York: Oxford University Press, 2008). [↑](#footnote-ref-2)
2. This method is based on the method presented in J. F. Childress et al., "Public Health Ethics: Mapping the Terrain," The Journal of Law, Medicine & Ethics: A Journal of the American Society of Law, Medicine & Ethics 30, no. 2 (2002). This method is also summarized in   
     
     
     
     
     
   DuBois, Ethics in Mental Health Research: Principles, Guidance, and Cases. [↑](#footnote-ref-3)
3. Childress et al., "Public Health Ethics: Mapping the Terrain." [↑](#footnote-ref-4)