Course Outline: PHIL 2830 A01 20R - Business Ethics
Instructor: Patrick Walsh
Office: Room 440A University College.
Office Hours: Monday & Wednesday 15:00 – 16:00, and by appointment.
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Brief Introduction:
This is a course in business ethics that, for the philosopher, is a course in applied ethics. In this regard the topic is similar, for the philosopher, to other applied ethics topics like medical ethics and environmental ethics. Given this, we will start by spending some time understanding how topics of ethical concern are analyzed and examined in philosophy. This will require some discussion of argumentation and normative ethics. After this, the subject to which we will apply our ethical analysis is economic interaction in society.

There will be four main themes in this course. First, we will focus our analysis on ethical issues between employers and employees. Secondly, we’ll focus on ethical issues in the conduct of business. Thirdly, we’ll focus on ethical issues that concern our global economy. Finally, we will attempt to develop an understanding of how the economic activity of our global society, should fit into our global society. Our focus for this discussion will be on the idea of a market.

Required Texts:


2) What Money Can't Buy The Moral Limits of Markets. Michael J. Sandel. Farrar, Straus and Giroux:2012. ISBN 978-0-374-20303-0. (This text will also be available in soft cover format in the UM bookstore. You can use that format as well.)


Course Reading:
In general, we will be following the presentation of our course texts. Although there will also be some extra readings placed on our UMLearn site. We’ll start with an introduction to ethics and ethical reasoning with some examples as presented in Honest Work. This will be followed by our readings from Honest Work. These readings will cover various topics, and will constitute the majority of our readings in this course. We’ll conclude our course with The Moral Ecology of Markets, and What Money Can't Buy The Moral Limits of Markets.
Tentative Reading Timetable and Important Course Dates:
(Please note that although every effort will be made to cover the material as it is listed below during class/lecture, this may not always be possible due to time constraints or unforeseen schedule changes.)

Sept. 4: Course Introduction

Sept. 6 - 25:
1. Course site readings.

Sept. 27: In-class Test #1.

Sept. 30 – Oct. 11:
1. Course site readings.

Oct. 16: In-class Test #2

Oct. 18 - Nov. 6:
1. Course site readings.

Nov. 8: In-class Test #3

Nov. 11-15: Reading week – no classes.

Nov. 18 – Dec. 6
1. Course site readings.

December Exam Period: Final exam.

Throughout the course, the depth of our discussion on any given problem will be influenced by our collective interest in the problem. I’ll be announcing the exact readings in advance as we progress through the term. The PowerPoint notes for each topic will give an indication of the particular readings we’ll focus on from class to class. I’ll ensure that we speak about the “basics” of each problem, but your class participation will determine how thoroughly we engage a particular problem.
**Evaluation:** The evaluation for this course will involve 4 pieces of work. There will be three in-class tests and a final exam. Each piece is described briefly below.

1. **In-class Tests.** The in-class tests will consist of a selection of multiple choice, fill-in-the-blank, and short answer questions. The selection of question types will vary from test to test. The short answer questions are questions each requiring answers of 2-3 paragraphs. These short answer questions will be asking you to explain, and develop, some of the key ideas we have discussed in class. You will receive a selection of question topics prior to the date of test. Nonetheless, you should definitely be prepared to explain, in some detail, the key ideas we discuss in class. You will be expected to write three in-class tests. Two of them will be each worth 25% of your final mark for the course. The other in-class test will be worth 10% of your final mark for the course. You can choose which one is worth less than the other two. I’ll assume your lowest mark to be worth 10% unless you tell me otherwise.

2. **Final Exam.** The final exam for this course will be similar in style to the in-class tests, except that it will be longer. As with the tests, you will receive a selection of question topics before the end of term, prior to the date of exam. The final exam will be two hours long and it will be worth 40% of your final mark for this course.

**Summary Schedule of Course Work:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class tests</td>
<td>Sept. 27, Oct. 16, Nov. 8</td>
<td>25/25/10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December exam period</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
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</tbody>
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**Grades**

In this course (though not necessarily in any other course in the Department of Philosophy) the following equivalence between letter grades and percentages is used:

- A+ - 93-100
- A - 85-93
- B+ - 80-85
- B – 70-80
- C+ - 65-70
- C - 55-65
- D - 45-55
- F - 0-45

The last date for VW from this course is **November 18, 2019.**

**Additional Points**

Students will be responsible for all reading, lecture, and discussion material, so attendance is crucial. I routinely use PowerPoint. These presentations will be available on our UMLearn course website. They are intended as guides to our class discussion and to facilitate your note-taking. As well, the readings must be completed for the assigned date to maximize the effect of our discussion.

Discussion is an important part of any philosophy class. Presenting your ideas, either as a response to a question or as a question, gives you an opportunity to organize and develop your thoughts on an issue. Requests for make-up tests will not normally be granted except on compassionate grounds (medical excuse, death in the family, etc.) Requests for a make-up test must be made directly to me, prior to the date in question, together with appropriate documentation (e.g., doctor’s note).
University of Manitoba Policies and Resources

The University of Manitoba (UM) provides resources and has established policies to assist students during their term of study. The university’s policy is set out in a document called Responsibilities of Academic Staff with Regard to Students. (Called ROASS for short.) You should take some time to review this document.

On our UMLearn course site there is a document called “ROASS Schedule A” that provides a thorough synopsis of important information about various UM policies and resources. It also contains URLs to the various resource agencies. If you determine that you require the assistance of one of these agencies, then you should refer to this document to find their contact information.

As you review this document, note of the information is organized into four sections:

Section (a). The UM provides a number of academic supports to students, such as the Academic Learning Centre and UM Libraries. If you require assistance with essay writing, your test taking strategies, or if you require assistance with navigating the UM library system these are the agencies to contact.

Section (b). If you are experiencing difficulties with your studies or assignments due to a physical or mental condition or illness, you should discuss these issues with your instructor and/or one of the Student Affairs offices listed in this section. This section provides contact information for services such as Student Counselling Centre, Accessibility Services, and University Health Services.

Section (c). All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community.

Section (d). As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school. These policies are important to you. They cover areas such as academic dishonesty, student access to final exam scripts, student discipline, grade appeals, student advocacy, maintaining a respectful work and learning environment, sexual assault reporting, and intellectual property.

I would like to elaborate a bit on the topic of academic dishonesty, as it is one of the policies that has the most direct affect on our work in this course. Academic dishonesty ordinarily involves plagiarism, cheating and exam impersonation. Plagiarism is when you present somebody else's work as your own.

The common penalty in Arts for academic dishonesty on a written assignment, test, or examination is F on the paper and F for the course. For the most serious acts, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. Please also see section 7 of the General Academic Regulations and Requirements in your Undergraduate Calendar for information concerning academic dishonesty.

However, if you are ever uncertain about the academic honesty of anything you are doing for the course, please talk to me. A little conversation can save a lot of pain and complication for both of us.
Plagiarism is when you present somebody else’s work as your own.

Now, consider an act of plagiarism. For example, you buy an essay on the internet that you intend to submit for credit in a course. You then submit it for credit in a course.

Our ethical analysis of this action can be initiated by three questions.

1) What are the consequences of that action?

2) What is your intention in committing that act?

3) What sort of character trait(s) are you developing when you commit that action?