

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Bonnekessen
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **PHIL**
- F. Course number: **113**
- G. Credit hours: **3**
- H. Title of course: **Business Ethics**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **Yes**
If “Yes”, please provide a detailed explanation: **Once per year**
- L. Semester(s) course will be offered (choose all that apply): **Spring only**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Social Responsibility within a Global Context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. **Mastery**
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Approved Not Approved


Department Chairperson Signature

20. Dec., 2018
Date

Faculty Senate General Education Committee Approved Not Approved

Faculty Senate General Education Chairperson Signature

Date

Faculty Senate Approved Not Approved

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

Pittsburg State University
Department of History, Philosophy, and Social Sciences

Course: Business Ethics (PHIL 113.01)

Professor:

Office Hours:

Office:

Email:

Course Description and Purpose:

- Business Ethics examines the morality of human choices and actions that typically occur in business settings and the market place, though it extends to other areas where people's lives, occupations, and economic well-being are involved, such as consumer issues, global obligations, and some environmental policies. Besides clarifying general moral principles, this course will focus on and explain the values present in business practice and consider the moral principles that follow from these values. It will also consider the problem of balancing these values with each other and with other values held generally by people everywhere.
- The course will examine the nature of ethical decision-making in general, and apply the principles learned there to decisions that arise for people working, and otherwise involved, in business and business-related fields. Our study this semester will include analysis of profit-seeking, marketing, human resources, consumer issues, corporate responsibility, outsourcing, insider trading, patenting life, genetically modified organisms and labeling, etc. We will look at many case studies (including classic ones) to make our thinking clear, concrete, and meaningful.
- In order to discuss issues in Business Ethics, we must first have some idea of what it means to act ethically. But how do we know when our actions are ethical? In order to begin to answer that question, we will examine some of the traditional philosophical attempts at an answer. This examination will serve two purposes: 1) it will provide us with a framework to understand at least some of our own ethical arguments, and 2) it will help us to understand many of the ethical arguments that we will encounter in our readings. Once we have a fairly decent grasp of ethical theory, we will try to apply these theories to various applied issues in Business Ethics.
 - The goals of this course are: 1) to introduce you to some of the major issues within Business Ethics; 2) to encourage you to critically examine your own beliefs as well as the beliefs of others; 3) to provide the opportunity to discuss, both in class and in a more sustained written form, your ideas and arguments concerning important issues in Business Ethics.
- There is no course prerequisite for Business Ethics. The course begins with a general, though short, introduction to ethics. Prior Ethics courses could certainly be beneficial as a preparation for this course. Some interest in business and business issues is presumed by the course, and prior pre-business courses and/or experience with business practice would aid a student in this course.

Business Ethics and General Education:

PHIL 113: Business Ethics is part of the PSU Pitt State Pathway. It fulfills the requirement for the element Human Systems within a Global Context.

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnected at all levels.

Upon completion of this course, students will accomplish the following:

- *Analyzes* human organizational systems using a variety of disciplinary and interdisciplinary perspectives (Mastery II).

Companion Element: Social Responsibility

Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:

- *Applying* the concepts associated with active, responsible citizenship;
- *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
- *Analyzing* the historical consequences of local or national decisions on global systems.

Upon completion of this course, students will accomplish the following:

- *Evaluates* the roles and responsibilities of citizens at all levels (Mastery).

General Overall Course Objectives:

1. Students should come away from Ethics with an appreciation for the methods, subject matter, and arguments of moral philosophy. Empirical studies indicate that one retains very little information from a class but that attitudes about a class are more enduring. If the class is successful, then students should appreciate moral philosophy not only as it pertains to other topics in higher education, but also to the living of life in all of its fullness.
2. Students should be able to distinguish between normative and factual claims and to appreciate the complexity of making inferences involving such claims. This skill necessarily involves knowledge of the difference between factual statements about what a person or culture believes or values and the truth or falsity of the beliefs or values contained in those statements. A further distinction is that between the truth or falsity of a statement about moral value and the rational justification that can offered for the statement.
3. Students should appreciate the underlying assumptions or theories in ethical claims and disagreements. This skill involves knowledge of the differences among appeals to consequences, appeals to rights (or justice, or law); appeals to virtues, appeals to divine commands, appeals to idealized contractual arrangements, etc. It is common for businesses, health professionals, and others to have ethical codes. These are informed by, though by no means examples of, moral philosophy. Ethics can provide an understanding of the philosophical basis of these codes.
4. Students should understand the extent to which reason and argument are applicable to ethical issues and theory. In a sense, the course is itself an apology for using reason in ethics that involves an invitation to *the practice* of ethical discourse. Because reason is central to the practice of ethics, part of the course is devoted to the study of the fundamental elements of logic and critical thinking.
5. Students should come to appreciate that ethics and the process of making ethical distinctions are relevant to other academic disciplines. This objective overlaps a good deal with the third objective. In essence, students will learn the difference between empirical approaches to systems of moral value such as one finds in psychology, sociology, or history and philosophical approaches to systems of moral value.

Text:

Andrew Kernohan, *Business Ethics: An Interactive Introduction*, Broadview Press, 2015.

Course Requirements and Grading:

The student's grade for this course will be based on six short exams and twelve discussion forums.

- Short Exams (4 at 100 points each)

- There will be 4 exams.
- No make-up exams will be allowed without a medically-documented or University-related reason.
- Discussion Forums (12 at 10 points each)
 - At the end of each chapter in the textbook there is a case study. Each of these discussion forums is based on that chapter's case study.
 - On Canvas, you will need to write five, 100 word responses to each case study.
 - Please note that you will need to write 100 word responses *five* times in *each* forum/case study.
 - The case discussions can be informal in tone and writing style.
 - The due dates will be on the forum and there are no exceptions to these dates/times.
 - Each FORUM is worth 10 points.

Schedule:

The following schedule is subject to change given University-related cancellations and unforeseen circumstances. Any changes will be announced in class and on the Canvas page. It is also strongly recommended that you read the text's Introduction.

- Week 1: 1/16-1/19 Chapter 1
- Week 2: 1/22-1/26 Chapter 2
- Week 3: 1/29-2/2 Chapter 3
- Week 4: 2/5-2/9 Chapter 3 cont., Chapter 4
- Week 5: 2/12-2/16 Chapter 4 cont.
- Week 6: 2/19-2/23 Chapter 5
- Week 7: 2/26-3/2 Chapter 6
- Week 8: 3/5-3/9 Chapter 7
- Week 9: 3/12-3/16 Will only meet on 3/14 for Exam 2.
- Week 10: 3/19-3/23 Spring Break
- Week 11: 3/26-3/30 Will not meet in class, but there are assignments online.
- Week 12: 4/2-4/6 Chapter 8
- Week 13: 4/9-4/13 Chapter 9
- Week 14: 4/16-4/20 Chapter 10
- Week 15: 4/23-4/27 Chapter 11
- Week 16: 4/30-5/4 Chapter 12
- Week 17: 5/7-5/11 Finals Week
 - PHIL 113 Final is Monday 5/7 at 1:00
 - No one may take the exam earlier than this without a University-related or medically-documented reason.

Americans with Disabilities Act:

Pittsburg State University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the Center for Student Accommodations in the Bryant Student Health Center or call at 235-4309.

Academic Dishonesty:

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.

Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

It includes, but is not limited to:

1. Giving or receiving unauthorized aid on examinations,
2. Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
3. Submitting the same work for more than one course without the instructor's permission

Plagiarism

Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered

Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students' quizzes or exams, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor. Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an "F" or "XF" (an "XF" indicates the "F" was the result of academic dishonesty) for the entire class and dismissal from the university.

When an instructor has a reasonable good faith belief that a student(s) has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student's final grade in the course, that student(s) may appeal the final grade pursuant to the current Pittsburg State University Catalog's Grade Appeal process.

When the instructor wishes to impose an "XF", and/or more severe sanctions, he or she must first notify their department chair, dean, and the University's Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions seem warranted for a student(s) or former student(s) who have assisted in a serious act of academic dishonesty.

University Academic Honesty Committee

The Academic Honesty Committee is convened under the auspices of the Provost. It is composed of nine members. The Faculty Senate Executive Committee is responsible for appointing six of these members. All must be full-time members of the teaching faculty. Members chosen by the Executive Committee serve staggered two-year terms. The Faculty Senate Executive Committee shall make its appointments at the beginning of the academic year. In addition to its six faculty members, the Academic Honesty Committee shall include three student members. Two (2) students of senior status shall be appointed by the Student Government Association. An additional (1) student shall be appointed by the Graduate Student Association. The students from both organizations will be appointed annually and at the beginning of the Fall semester.

The Vice President of the Faculty Senate will serve as the Academic Honesty Committee Chairperson. If the Vice President of the Faculty Senate is excluded because of possible bias, the President of the Faculty Senate will appoint a temporary chair. The Academic Honesty Committee Chairperson is responsible for advising the Provost on cases involving alleged student academic dishonesty.

The committee may impose one or more of the following sanction(s):

- The imposition of a grade of "XF"
- The addition of a permanent note on the student's transcript indicating his/her participation in a serious act of academic dishonesty (such as taking an exam for another student)
- Disciplinary probation
- Suspension
- Expulsion from the university

The decision made by the Academic Honesty Committee may be appealed to the Provost. The following procedures shall be adhered to:

- Step 1: The instructor charging a student with academic dishonesty shall submit a written request for hearing to the Chairperson of the Academic Honesty Committee, giving full detail of the alleged act(s) of academic dishonesty and send copies of the request to their department chair and dean. The Chairperson of the Academic Honesty Committee will then convene the committee and inform its members of the details of the incident. The aforementioned request shall be forwarded by the Chairperson of the Academic Honesty Committee to the student(s) charged with academic dishonesty. The committee shall then schedule a hearing to be held within fifteen (15) class days from the time of the instructor's request.
- Step 2: The instructor, and student(s) charged with academic dishonesty, will be notified of the time and date of the said hearing at least five (5) class days before the hearing is to be held. The instructor, and student(s) charged with academic dishonesty may seek advice concerning the hearing from any person such as a faculty member or department chairperson. The instructor and each student(s) may also be accompanied to the hearings by an advisor. The student(s), at their own cost, has the right to provide a transcriptionist at their hearing. Note: The university attorney has the right to be present at any Academic Honesty Committee hearing.
The two parties, the instructor and student(s) charged with academic dishonesty, may each request removal of any one member of the committee. This request shall be presented to the chairperson of the committee in writing at least two (2) class days prior to the time of the hearing. After the request for removal has been made the chairperson will notify the individual and the respective individual will be removed from the hearing.
- Step 3: The Academic Honesty Committee will conduct an appropriate hearing and may gather additional evidence pertaining to the issue.
During the hearing, the instructor, student(s) charged with academic dishonesty, and witnesses with direct first hand knowledge of the incident shall have the opportunity to testify (within the guidelines and time frames established by the committee). Hearings are evaluations by members of the university community and are not legal proceedings. Cross-examination is the prerogative of the instructor, the student(s) charged with academic dishonesty, and the committee. For future reference, the hearing shall be audio tape recorded (Committee deliberations on sanctions shall not be recorded). During the entire process the proceedings of the committee shall be closed and confidential, unless the matter becomes the subject of litigation.
- Step 4: Within five (5) class days of the conclusion of the hearing, the committee will render a written opinion concerning its findings, as well as a written verdict which the Provost will impose.
- Step 5: Upon notification of the imposed sanction, the student(s) will have five (5) class days to appeal to the Provost. This appeal must be in a written format and must provide detail for the reason of the appeal.
- Step 6: Once the Provost receives the appeal, he/she will have 8 class days to review the hearing and, in consultation with the President, render a decision. The Provost may uphold, or overturn the Academic Honesty Committee's sanction(s) or propose an alternate penalty which the student may accept.

Removal of Sanctions

After two (2) years have elapsed, the student may present a written request for removal of the imposed sanctions to the Provost. If the request is not granted, the student may present up to 4 more requests for removal but in no

case can the student present more than 1 request per year academic year. If the request is granted, the student will be returned to good standing with the university and /or have the notification of the disciplinary action removed from their transcript, provided that no other sanction for academic dishonesty has been imposed in the interim. It shall be at the Provost's discretion to determine what fairness requires.

[Taken from Pittsburg State University's statement of Academic Misconduct (<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>).]

Registrar's Office:

If you have further questions concerning PSU, please visit the Registrar's office's website at <http://www.pittstate.edu/office/registrar/>.

Syllabus Supplement:

Sample Assessment Exam Questions:

Which of the following best exemplifies the application of the informed preference theory of value?

- A. This decision will cause the most joy and the least hurt.
- B. This decision will cause people to get what they most want.
- C. This decision will maximize GDP.
- D. If I had known it was defective, then I would not have chosen to buy it.

Which of the following best exemplifies the application of normative cost-benefit reasoning?

- A. We should teach children to be honest because doing so will make everyone better off.
- B. As it happens, the present value of the net benefits of project A exceed those of project B.
- C. We should all keep off the grass to preserve the beauty of the garden.
- D. The present value of both policies is the same, so we should decide on the cheaper one.

Match the following statement with the concept that it best defines. This measure of utility is the maximum amount of money that someone would be willing to exchange for an additional economic good when no market price is established.

- A. preference-satisfaction utilitarianism
- B. willingness to pay
- C. positive cost-benefit analysis
- D. normative cost-benefit analysis
- E. experience-based utilitarianism

This view claims that what is right or wrong for a person depends which culture that person belongs to.

- A. cultural diversity
- B. ethical pluralism
- C. ethical relativism
- D. ethical universalism
- E. toleration

The question below is about this game, where "x \ y" means x is Fred's payoff in the lower left of the cell, and y is Gina's payoff in the upper right of the cell:

		Gina	
		cheat	cooperate
Fred	cheat	3 \ 8	8 \ 4
	cooperate	4 \ 4	5 \ 2

If Gina cheats, then Fred's best response is to _____. If Gina cooperates, then Fred's best response is to _____.

- A. cheat; cheat

- B. cheat; cooperate
- C. cooperate; cheat
- D. cooperate; cooperate

The question below is about this game, where “x \ y” means x is Nancy’s payoff in the lower left of the cell, and y is Mike’s payoff in the upper right of the cell: The police arrest Mike and Nancy as suspects to a crime. The police interrogate them separately, and offer each of them a reduced sentence if each will confess and implicate the other in the crime. The payoff matrix shows the sentences offered by the police as years lost (negative numbers).

		Mike	
		keep silent	confess
Nancy	keep silent	-2 \ -2	-10 \ -1
	confess	-1 \ -10	-5 \ -5

Mike _____ a dominant strategy and Nancy _____ a dominant strategy.

- A. has; has
- B. has; does not have
- C. does not have; has
- D. does not have; does not have
- E. none of the above

This type of ethical theory treats maximizing utility as a standard of rightness that advocates obedience to principles, respect for rights, inculcation of virtues, and whatever else is necessary to produce maximum aggregate utility.

- A. direct utilitarianism
- B. rule utilitarianism
- C. indirect utilitarianism
- D. informed preference consequentialism
- E. act utilitarianism

Which of the following best exemplifies the application of rule utilitarian reasoning?

- A. We should teach children to be honest because doing so will make everyone better off.
- B. I may walk across the lawn because my crossing will not hurt it.
- C. We should all keep off the grass to preserve the beauty of the garden.
- D. The upside potential of both projects is the same, so we should decide on the cheaper one.

This interpretation of the moral equality of persons holds that a distribution of property rights in resources is just if, and only if, it results in everyone having the same amount of resources.

- A. Strict equality of resources
- B. The difference principle
- C. Equal consideration of interests
- D. Equality of opportunity
- E. Equality of welfare

This interpretation of the moral equality of persons says that a distribution is just if, and only if, it assigns positions in society according to morally relevant criteria such as ability or merit and not according to morally arbitrary criteria such as race or gender.

- A. Strict equality of resources
- B. The difference principle
- C. Equal consideration of interests
- D. Equality of opportunity
- E. Equality of welfare

Which of the following is incorrect concerning business loyalty?

- A. Business has a specific, limited purpose; so, business loyalty is correspondingly limited.
- B. It is not the purpose of business to be a friend or a relative or a source of spiritual comfort.
- C. It is completely appropriate to demand friendly or familial loyalty from, or for, a business.
- D. The limits of business relationships are legal and contractual.

Which of the following is the WORST example of a virtue-ethics reason for paying attention to the nature of business organizations?

- A. Business organizations are sub-communities of the business community in market societies.
- B. Human beings flourish by cultivating the character traits that enable them to cooperate with others in their communities.
- C. Each business organization has a slightly different interpretation of which character traits are virtues.
- D. Business organizations are the main producers of value in market societies.

Which of the following is not part of the Complicity Theory of Whistleblowing in that one is morally obligated to reveal what she knows to the public or investigative agent for the public when:

- A. What she will reveal derives from her work for an organization which oversees the company in question.
- B. She is a voluntary member of the organization.
- C. She believes that the organization, though legitimate, is engaged in serious moral wrongdoing.
- D. She believes that her work for that organization will contribute, more or less directly, to the wrong if she does not publicly reveal what she knows.

Which of the following is the best example of the stakeholder view of moral standing?

- E. A. The managers of a socially responsible corporation must take into account the interests of their employees as well as those of the owners.
- F. B. The managers of an ethical corporation with good corporate character must take into account the effects of their decisions on future generations.
- G. C. The managers did a careful cost-benefit analysis before making their decision.
- H. D. The judge carefully considered the effects of the management committee decision before handing down her judgment.

Which of the following is the best example of economic utilitarian reasoning in environmental economics?

- A. The government should not interfere with XYX Co.'s right to build the factory even though pollution from the factory will cause downwind house prices to fall.
- B. The government should give XYX Co. transferable property rights to emit pollution and allow the downwind house owners to buy these rights from XYX Co., if they so wish.
- C. The government should prevent XYX Co. building the factory because pollution from the factory will cause downwind house prices to fall by more than the cost of locating the factory elsewhere.
- D. The government should enforce quotas on West Coast salmon fishers in order to maintain salmon stocks.

Which of the following is the best example of informational privacy?

- A. The company creates an effective firewall around its digital information systems.
- B. The firm builds its secure facility in the middle of its thousand-acre park on the edge of town.
- C. The security guard physically prevents the employee from leaving the premises.
- D. The customer buys the product because the salesperson did not tell her about the manufacturing defect.

Which of the following is the best example of the retrospective role of determining causal responsibility?

- A. The managers of a socially responsible corporation must take into account the interests of their employees as well as those of the owners.

- B. The managers of an ethical corporation with good corporate character must take into account the effects of their decisions on future generations.
- C. The managers did a careful cost-benefit analysis before making their decision.
- D. The judge carefully considered the effects of the management committee decision before handing down her judgment.