



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
PHI-209	Business Ethics	3.0
Hours: Lecture/Lab/Other 3/0/0	Co- or Pre-requisite ---	Implementation Semester & Year FA 2022

Catalog description:

Ethical concepts applied to business and government. Case studies and analysis of selected moral issues include the ethics of the marketplace, consumerism, the environment, advertising, job discrimination, distributive justice and world poverty. [occasional offering]

**General Education
Category:**

Not GenEd

Course coordinator:

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Required texts & Other materials:

Ethical Theories and Business, 10th Edition Denis G. Arnold, Tom L. Beauchamp, Norman E. Bowie, Cambridge, 2020, ISBN: 9781108435260

The Ethics Toolkit, Julian Baggini & Peter S. Fosl, Wiley-Blackwell, 2007, ISBN:9781405132312

Handouts & Websites as directed; for updated editions/similar text-check bookstore

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Identify and define key ethical terms, problems and theories, especially how these relate to common business, government and other economic principles, policies and practices (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
2. Employ critical thinking and evincing methods with and to determine, critique and resolve the ethical problems and consequences encountered in business decision-making settings from the individual, role-player and organizational perspectives (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
3. Employ critical thinking and evincing methods with and to the goals and means of sound management practice to understand and evaluate the ethics of policies and codes in terms of the relevant ethical and factual considerations of the major business ethics and other contemporary moral issues studied in local, national and global contexts (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)

3. Summarize and interpret critically the views of ethicists, managers and others as expressed in actual practice, case studies and in ethical and business writings (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
5. Frame and present their own moral views clearly, logically, concisely and coherently, particularly with respect to the ability to relate and accommodate them to workplace policies and situations (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

1. Concept Knowledge Understand the vocabulary, methods, and major concepts present in the humanities, the social sciences, and the natural sciences
2. Communication Articulate complex ideas clearly and effectively, both verbally and in writing
3. Critical Thinking Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning)
4. Research Methods Utilize research materials and methodologies

Units of study in detail – Unit Student Learning Outcomes:

Unit I Moral Philosophy and Business (SLO #1, 2, 3, 4, 5)

Learning Objectives *The student will able to:*

1. Identify reasons for studying ethics and the ethics of business & government
2. Distinguish between ethics and morality, moral and non-moral claims and values, & ethics and law
3. Distinguish between the personal and social aspects of morality, the role of personal and organizational autonomy and how internal and external perspectives relate to individual and group ethics
4. Identify and use the principles and practices of moral reasoning, arguments and judgment

Unit II Ethical Theory and Justine (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Understand the basic concepts and roles of ethical theory
2. Identify and critically explain the strengths and weaknesses of major theories of ethics,

- including virtue-based, utilitarian, rights-based, duty-based, relativist, emotivist, egoist, religious, evolutionary, care-based and common-morality approaches (
3. Critically relate ethical theoretical approaches in both individual and organizational contexts, including at the level of businesses and different kinds of communities
 4. Theoretically frame ethical and justice issues within business and government contexts

Unit III Business Basics - Capitalism (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Understand the key features of capitalism and its major variations in historical and contemporary context, including concepts of political-economy
2. Identify and critically explain the strengths of capitalism in economic, ethical and societal terms
3. Identify and critically explain the major critiques of capitalism in economic, ethical and societal terms
4. Frame and evaluate, in general economic, political & ethical terms, how capitalist policies and practices influence individuals and organizations, including businesses, communities, nations and the global community

Unit IV Business Purposes & Social Responsibility (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Understand the general features of small businesses, corporations, and governments, especially with respect to concepts of goals and success
2. Explain the key distinctions between for-profit, not-for-profit and non-profit organizations
3. Describe the businesses' general responsibilities to their owners, stockholders, employees, suppliers, customers, community, nation and other stakeholders
4. Critically explain the key features of the major views of corporate social responsibility, including classical and stakeholder models, and corporate moral agency
5. Differentiate the ethical foundations of different kinds of businesses and the key models of social responsibility
6. Identify and assess goals, purposes and imperatives fundamentally basic to doing business

Unit V Organizational Ethics (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Define corporate culture and how it relates to organizational and individual ethical decision-making
2. Detail how mission statements, codes of conduct and other policies can shape corporate ethical culture
3. Examine voluntary and internally generated values as sources of influence on workplace cultures
4. Understand how the relationship between legal and otherwise mandated external constraints affects businesses' ethical culture and decision-making
5. Apply ethical frameworks with basic business imperatives to evaluate an organization's ethics

Unit VI Management, Leadership and Ethics (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Explain the relationship between organizational structure and other factors, and ethical decision-
2. Detail the relationships between effective leadership and effective ethical leadership and corporate ethical culture, particularly with regard to role-based ethics
3. Understand the key features of leadership that contribute to or retard the building and sustaining of an organization's ethical culture
4. Outline the ways managers can implement practical strategies to model and motivate, or discourage ethical behavior in others
5. Apply ethical frameworks with basic business imperatives to evaluate managerial leadership and workplace culture

Unit VII Workplace Ethics – Business & Government (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Describe the central issues involved in an individual's roles of being both a citizen-person and an employee, in terms of rights to work, safety and privacy and the meaning and value of work
2. Detail business practices that aim for which goals related to hiring, promotions, firing, working conditions, and compensation, specifically with regard to issues of due process, sexual harassment and different forms of discrimination
3. Understand the key aspects employee responsibilities, with respect to loyalty, trust, integrity and honesty as a human being/citizen and a role-playing agent of a business organization
4. Explain the ways third parties such as unions and governments affect workplace issues and inform policies about whistle-blowing, conflicts of interest, gifts, bribes and other major ethical issues
5. Apply ethical frameworks with basic business imperatives to evaluate policies and practices, and employee and employer behavior in the workplace in both business and government settings

Unit VIII Consumer and Marketing Ethics (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Explain the range of issues regarding marketing practices, particularly regarding the ethics of deceptive practices that manipulate consumer autonomy or target vulnerable people
2. Explore the major ethical aspects of products liability law, negligence and pricing practices
3. Explore the role of regulations, the media and consumer groups on the ethics of consumer safety matters
4. Examine the role of technology and technological changes on ethical considerations involving people within and without a business' workforce
5. Apply ethical frameworks with basic business imperatives to evaluate marketing practices and consumer issues

Unit IX Environmental Ethics and Business (SLO #1, 2, 3, 4)

Learning Objectives *The student will able to:*

1. Describe traditional and emerging understandings of businesses' responsibilities to the natural environment, especially with respect to sustainable business and economic concerns

2. Explain the key factors involving factoring the usually externalized costs of pollution
3. Analyze both regulatory and market-based approaches to environmental challenges in terms of different economic models
4. Understand how considering the major ethical issues regarding obligations to future generations, measuring the value of nature and the treatment of ecosystems and animals relate to business decision-making
5. Apply ethical frameworks with basic business imperatives to evaluate an organization's practical and ethical interaction with and effect on its natural environment

Unit VIII Business Ethics and Global Trade (SLO #1, 2, 3, 4)

Learning Objectives The student will able to:

1. Understand the range of ethical issues involved in globalization in terms of businesses, governments, local communities and other societies, across different cultural contexts, particularly with respect to personal and organizational integrity, and cultural relativism
2. Examine the major ethical aspects of corporations' relationships with domestic local Communities, and those overseas, within which they operate, and within the larger context of fluid labor and other factors and priorities in the global business arena
3. Explore issues of justice and ethics of corporations' roles in national, treaty-defined and global economies, including with respect to wealth distribution and other social policies
4. Apply ethical frameworks with basic business imperatives to evaluate international business practices from the perspectives of individuals, businesses, economies and nations

Evaluation of student learning:

In pursuit of the foregoing objectives, the course is based upon the reading and discussion of primary and secondary source materials by philosophers, business managers and other writers on professional ethics; liberal use of timely, germane handouts articles, news reports, literature and especially case studies will be used to supplement the course's main text. The basic principles and methods of logical, ethical and business reasoning are introduced with a focus on assessing and developing sustained arguments; the techniques of scholarly research and writing are reviewed; and students are required to do a substantial amount of expository and critical writing. In addition, students may be required to participate in in-class and/or out-of-class group work. Student learning of relevant ethical and business issues and methods will be assessed in two general areas: content knowledge and reasoning. A range of different assessments are employed to measure each of the five course objectives. The work may involve constructing both a personal and a professional ethical code and applying a professional ethical code to specific cases (case studies). The group work will contribute to the student's ability and competence to work with others on ethical matters (e.g., ethics panels, ethics boards, etc.).

<i>Citizenship:</i>	<i>Course-long assessment of how students demonstrate philosophical literacy and practice through their contributions to the class learning environment, that may include such factors as attendance, the amount and manner of class participation, helpfulness to other students' understanding, oral presentations (may be broken out as a separate grading category), etc.</i>
<i>Homework:</i>	<i>6 or more short assignments aimed at having the student demonstrate that they did the assigned reading assignment and can address the issues covered in their own words.</i>
<i>Quizzes:</i>	<i>2 or more brief assessments to allow students to demonstrate philosophical literacy in a specific unit of instruction</i>
<i>Tests:</i>	<i>1 or more class-length assessments to allow students to demonstrate content knowledge/philosophical literacy in covered units of instruction</i>
<i>Examinations:</i>	<i>2 or more class-length assessments to allow students to demonstrate philosophical practices (and literacy) as applied to units of instruction; at least includes one comprehensive in-class final exam</i>
<i>Essays:</i>	<i>1 or more assessments to allow students to demonstrate philosophical literacy and practices as</i>

applied to units of instruction. Well-argued papers are the first goal here, as a demonstration of philosophical reasoning, though assigning and assessing, in part, a research dimension to the assignment is fitting, though more for 200-level courses.

Course Grade Breakdown:

Citizenship	10-15% (not more than this) (includes 'participation')
Homework	10-15%
Quizzes	5-10%
Tests/Exams	30-50% (no one test/exam worth more than 20%)
<u>Essays</u>	<u>30-50%</u> (no one paper worth more than 25%)
Course =	100%

The particular grading breakdown is to be determined by each instructor in line with above and listed clearly in her/his syllabus.