



University of  
New Haven

## *Business Ethics & Management in a Global Context*

### SECTION I: Course Overview

**Course Code:** BUS351FCO

**Subject Area(s):** Business

**Prerequisites:** See Below

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

For decades now, news stories have brought to public attention the countless social and ethical issues raised by the operations of all kinds of businesses. The latest wave of criticism began with the rash of scandals first brought to light in late 2001, when the Enron fraud was exposed: the Enron debacle was an ethical tsunami that redefined business's relationships with society and the global community. Since then, other corporate names have been publicly shamed: Martha Stewart, Rite Aid, ImClone, HealthSouth, WorldCom, Global Crossing, Microsoft, Monsanto, Wal-Mart, Facebook, Tyco, Adelphia, Boeing, and many others. The global economic crisis that began in 2008 has added also banks, financial operators, and insurances to the list of ethically controversial business actors. In general, companies must today grapple with highly complex and vast societal concerns that far exceed the pursuit of a satisfactory bottom-line - and do so in a globalized, highly interconnected, instantly informed, and socially conscious environment.

We shall be discussing the role of business in society, and whether business without ethics can be sustained in a world characterized by great economic uncertainty, financial insecurity, dramatic levels of inequality both within and among countries, fast-paced technological progress, stratified and sometimes contradictory legal requirements, weak global institutions, and a rampant environmental crisis.

Business Ethics raises questions about a host of widely diverse issues: executive powers, corporate governance, covert monopolies, delocalized production and outsourced labor, unmet or distorted health standards, the commercial implications of genetic research, the patents and copyrights regime, the accountability of financial institutions, businesses' employment of political action committees to influence the outcome of legislation - along with the macro-themes of galloping technological development and the overall sustainability - ecological, economic, and social - of current production and consumption patterns.

The course will apply fundamental concepts in ethical theory to business practice, investigate methods of stakeholder analysis, introduce some rudiments of behavioral economics, explore specific ethically and socially

sensitive topics in business and management, and lay out the ethically problematic structure of representative real-life cases. To assess such claims, the course selects real-life problematic cases and applies to them moral theories such as Consequentialism and Deontology, and most importantly Aristotle's Virtue Ethics as configured in his *Nicomachean Ethics*. Also of interest will be justifications and critiques of market capitalism, economic rationality as opposed to moral reasonableness, justice, property rights, the notion of externalities, and conceptions of responsibility. You will refer to a selected number of texts, research real-world business cases, analyze and give presentations on selected subsidiary readings, and engage in class discussions over specific topics.

## LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Categorize variables leading to a defined business ethics situation.
- Compare the more typical managerial decisions faced in similar contexts, focusing on those pertaining to arenas where ethical decisions are key determinants of the outcome.
- Properly identify cultural models and philosophical variables explaining the business decision.
- Quantify the impact of "ethical approaches."
- Set realistic strategies under a well-defined context.
- Evaluate objectively and subjectively the impact of the selected alternative strategy.

## PREREQUISITES

Prior to enrollment, this course requires you to have completed either one introductory course in the following subject areas: Ethics and/or Business & Management.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 1 day(s) per week	1 Absence	4 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Class Discussions &amp; Reflections</b>	<b>30%</b>
<b>Group Presentations</b>	<b>30%</b>
<b>Final Exam</b>	<b>30%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00

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A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Class Discussions & Reflections (30%):** Philosophy's method is dialogical, much like statistics' method is quantitative. It is impossible to do statistics without equations and it is impossible to do philosophy without talking things through. Each student is therefore very strongly required to read weekly materials, reflect on them, and come up with at least one topic for class discussion. The instructor will then randomly sample out students and ask them to share their contributions with the class, along with a general presentation of the weekly topic, and lead a common discussion trying to drive things home.

The instructor's assessment of the quality of class discussion will to some inevitable extent be subjective. The instructor will judge as an impartial, informed spectator, in full recognition of his professional deontology. In order of complexity, the criteria used to measure the quality of class discussions include the following:

1. **Relevance:** Is the question/comment/objection relevant and useful to a productive and instructive discussion?
2. **Evidence:** Does the student support the question/comment/objection well, using material gathered in this class and making clear reference to passages in the readings?
3. **Clarity:** Is the question/comment/objection clear, complete and concise?
4. **Intellectual cleverness:** does the question/comment/objection shed additional light into the key variables determining the topic at hand?
5. **Adequacy:** Is the question/comment/objection pertinent and adequate to the subject matter?
6. **Implications:** does the analysis of the issue being raised broaden its scope to detect further implications conducive to a better definition of any of the existing models?

**Group Presentations (30%):** Predetermined groups of students will develop PowerPoint presentations ranging from 12 to 15 slides on a topic of their choice that has obtained instructor's approval. This will be written in formal English and engage with independent research and subsidiary readings. Satisfactory presentations require significant outside research effort and include appropriate citations. Critical perspectives on the normative issues raised by the materials discussed are very strongly required, so a mere factual reconstruction of the case, however complete, will be considered insufficient.

**Final Exam (30%):** The final exam is designed to establish and communicate the progress the student has made towards meeting the course learning objectives listed above. It is designed to test the student's ability in four important areas of competency; the amount of information mastered; the accuracy in interpreting and discriminating information; the ability to categorize business ethics and management problems into conceptual models studied; and the ability to present pertinent and relevant information in an attractive, sharp, concise and effective manner and format. This test will take the form of an essay question on a specific business ethics case, selected by the instructor.

## **REQUIRED READINGS**

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** The required texts, listed below, can be downloaded from the web or will be made available on Moodle:

Aristotle, *Nicomachean Ethics*, Bk, I, 1-8, II, 1, IX, 4, 7-8, X, 1-4, 7-9, any edition, also here:

<http://classics.mit.edu/Aristotle/nicomachaen.html>

Greenfield, Adam, *Radical Technologies* (London & New York: Verso, 2017), 368 pp.

Haff, Peter K., *Technosphere Magazine*, <https://technosphere-magazine.hkw.de/p/Peter-K-Haff-9xPhMR94HxWA8LJ6GHmTPm>

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- Harari, Yuval Noah, *Homo Deus: A brief History of Tomorrow* (New York: Harper, 2017), 464 pp.
- Harrison, Mike, *An Introduction to Business and Management Ethics* (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2005): [https://www.amazon.com/Introduction-Business-Management-Ethics/dp/1403900167/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1469389061&sr=1-1&keywords=harrison+business+ethics+introduction](https://www.amazon.com/Introduction-Business-Management-Ethics/dp/1403900167/ref=sr_1_1?s=books&ie=UTF8&qid=1469389061&sr=1-1&keywords=harrison+business+ethics+introduction)
- Herzog, Lisa, “Markets,” in *The Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta, Fall 2013, 2013, <http://plato.stanford.edu/archives/fall2013/entries/markets/>
- Marcoux, Alexei, “Business Ethics,” ed. Edward N. Zalta, *The Stanford Encyclopedia of Philosophy*, 2008, <http://plato.stanford.edu/archives/fall2008/entries/ethics-business/>
- Sandel, Michael J. *What Money Can't Buy: The Moral Limits of Markets*, 1 edition (New York: Farrar, Straus and Giroux, 2012): [https://www.amazon.com/What-Money-Cant-Buy-Markets-ebook/dp/B00633PFQC/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.com/What-Money-Cant-Buy-Markets-ebook/dp/B00633PFQC/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=)
- “The Lunatic You Work for,” *The Economist*, May 2004: <http://www.economist.com/node/2647328>

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

- Aquinas, Thomas, *Summa Theologica*, II-II, 58, 12, 66,1,2, any edition, also here: <http://dhspriority.org/thomas/summa/>
- Aristotle, *Politics*, Bk I, 2 and 9, II, 4-6, IV, 11, any edition, also here: <http://classics.mit.edu/Aristotle/politics.html>
- Benedict XVI, *Caritas in Veritate*, any edition, also here: [http://w2.vatican.va/content/benedict-xvi/en/encyclicals/documents/hf\\_ben-xvi\\_enc\\_20090629\\_caritas-in-veritate.html](http://w2.vatican.va/content/benedict-xvi/en/encyclicals/documents/hf_ben-xvi_enc_20090629_caritas-in-veritate.html)
- Bragues, Georges, “Aristotelian Business Ethics: Core Concepts and Theoretical Foundations,” in *Handbook of the Philosophical Foundations of Business Ethics*, ed. Christoph Luetge (Springer Netherlands, 2013), 3–21, [http://link.springer.com/referenceworkentry/10.1007/978-94-007-1494-6\\_44](http://link.springer.com/referenceworkentry/10.1007/978-94-007-1494-6_44)
- Frederick, Robert E. ed., *A Companion to Business Ethics*, 1 edition (Malden, Mass: Wiley-Blackwell, 1999): [https://www.amazon.com/Companion-Business-Blackwell-Companions-Philosophy-ebook/dp/B000VXKBP0/ref=mt\\_kindle?encoding=UTF8&me=](https://www.amazon.com/Companion-Business-Blackwell-Companions-Philosophy-ebook/dp/B000VXKBP0/ref=mt_kindle?encoding=UTF8&me=)
- Henn, Stephen K. *Business Ethics: A Case Study Approach*, 1 edition (Hoboken, N.J: Wiley, 2009): [https://www.amazon.com/Business-Ethics-Case-Study-Approach/dp/B0029XKNIU/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1469389351&sr=1-1&keywords=henn+business+ethics](https://www.amazon.com/Business-Ethics-Case-Study-Approach/dp/B0029XKNIU/ref=sr_1_1?s=books&ie=UTF8&qid=1469389351&sr=1-1&keywords=henn+business+ethics)
- Kamm, F. M. *The Trolley Problem Mysteries*, Oxford: OUP, 2016
- Melé, Domènec “Scholastic Thought and Business Ethics: An Overview,” in *Handbook of the Philosophical Foundations of Business Ethics*, ed. Christoph Luetge (Springer Netherlands, 2013), 133–58, [http://link.springer.com/referenceworkentry/10.1007/978-94-007-1494-6\\_82](http://link.springer.com/referenceworkentry/10.1007/978-94-007-1494-6_82)
- Ross, Alec, *The Industries of the Future* (New York: Simon and Schuster, 2016), 320 pp.
- Satz, Debra, *Why Some Things Should Not Be for Sale: The Moral Limits of Markets*, 1 edition (New York: Oxford University Press, 2010): [https://www.amazon.com/Why-Some-Things-Should-Sale/dp/B004F9PZS4/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1469389114&sr=1-1&keywords=satz+debra+markets](https://www.amazon.com/Why-Some-Things-Should-Sale/dp/B004F9PZS4/ref=sr_1_1?s=books&ie=UTF8&qid=1469389114&sr=1-1&keywords=satz+debra+markets)

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

<http://www.depaul.edu/ethics> Institute for Business & Professional Ethics at DePaul University, Chicago

<http://www.pitt.edu/~ethics/> International Business Forum

<http://www.us.kpmg.com/ethics/> KPMG Business Ethics

<http://www.emory.edu/ETHICS/> Center for Ethics in Public Policy and the Professions, Emory University.

<http://www.indiana.edu/~poynter/index.html> The Poynter Center for the Study of Ethics and American Institutions, Indiana University.

<http://www.dartmouth.edu/%7Eethics/about.html> The Institute for the Study of Applied and Professional Ethics.

<http://www.globalethics.org/> Institute for Global Ethics

<http://www.josephsoninstitute.org/> Josephson Institute for Ethics

<http://www.iit.edu/~csep/> Center for the Study of Ethics in the Professions

<http://rider.wharton.upenn.edu/~ethics/> Wharton Ethics Program

[www.gheber.org](http://www.gheber.org) The Greater Houston Business Ethics Roundtable (GHER)

<http://www.ethicsweb.ca/resources/> W. Maurice Young Centre for Applied Ethic

### **Computer & Information Ethics**

<http://www.eff.org> Electronic Frontier Foundation

<http://www.cpsr.org/> Computer Professions for Social Responsibility

<http://www.wolfson.ox.ac.uk/~floridi/ie.htm> Information Ethics Reading List and Webliography

<http://epic.org> Electronic Privacy Information Center

<http://www.ethics.ubc.ca/resources/computer/inst.html> Computer and Information Ethics Resources

### **Additional Sites**

<http://www.scu.edu/Ethics> Ethics in Organizations



**COURSE CALENDAR**  
*Business Ethics & Management in a Global Context*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<b>Course Introduction:</b> Review Syllabus, Classroom Policies	<b>Introduction to the Course</b> <ul style="list-style-type: none"> <li>- Relevance of Business Ethics</li> <li>- Statement of expected results</li> <li>- Overview of study material</li> </ul> Case studies from M. Sandel's <i>What Money Can't Buy</i>	“Business Ethics” in <i>The Stanford Encyclopedia of Philosophy</i> <a href="http://plato.stanford.edu/ethics-business/">http://plato.stanford.edu/ethics-business/</a>  “Markets,” in <i>The Stanford Encyclopedia of Philosophy</i> , ed. Edward N. Zalta, Fall 2013, 2013, <a href="http://plato.stanford.edu/archives/fall2013/entries/markets/">http://plato.stanford.edu/archives/fall2013/entries/markets/</a>
2	<b>Ethical Theories:</b> Consequentialism	Lecture & Discussion	Mike Harrison, <i>An Introduction to Business and Management Ethics</i> (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2005), chaps. 5–6.  Michael J. Sandel, <i>What Money Can't Buy: The Moral Limits of Markets</i> TEDTalk
3	<b>Ethical Theories:</b> Deontology	Lecture & Discussion	Mike Harrison, <i>An Introduction to Business and Management Ethics</i> (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2005), chaps. 7–8.
4	<b>Ethical Theories:</b> Virtue Ethics	Lecture & Discussion	Mike Harrison, <i>An Introduction to Business and Management Ethics</i> (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2005), chap. 9  Aristotle, <i>Nicomachean Ethics</i> , Bk, I, 1-8, II, 1, IX, 4, 7-8, X, 1, 4, 7-9
5	<b>The Anthropocene &amp; the Cult of Innovation</b>	Lecture & Discussion	Yuval Noah Harari, <i>Homo Deus</i> (excerpts)
6	<b>The Technosphere</b>	Lecture & Discussion	Peter Haff, “The Technosphere” <a href="https://technosphere-magazine.hkw.de/p/Peter-K-Haff-9xPhMR94HxWA8LJ6GHmTPm">https://technosphere-magazine.hkw.de/p/Peter-K-Haff-9xPhMR94HxWA8LJ6GHmTPm</a>

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7	<b>Data</b>	Lecture & Discussion	Adam Greenfield, <i>Radical Technologies</i> , pp. 9-62
8	<b>Digitized Trust:</b> the Blockchain	Lecture & Discussion	Adam Greenfield, <i>Radical Technologies</i> , pp. 145-181
9	<b>More-than-human Intelligence:</b> AI Ethics	Lecture & Discussion	Adam Greenfield, <i>Radical Technologies</i> , pp. 209-272
10	<b>Finance &amp; Fintech</b>	Lecture & Discussion	Brett Scott, “Hard Coding Ethics into Fintech” <a href="https://www.youtube.com/watch?v=NqMolXFUDEo">https://www.youtube.com/watch?v=NqMolXFUDEo</a>
11	<b>The Future of Work:</b> Automation & Bullshit Jobs	Lecture & Discussion	Adam Greenfield, <i>Radical Technologies</i> pp. 183-207
12 & 13	<b>The Ethics of Innovative Business</b>	Group Presentations	<b>* Student Presentations</b> Independent Research guided by the Instructor
14	<b>Final Review Session</b>	In Class Review	Review all relevant readings and class materials
15	<b>FINAL EXAM</b>		

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)