

Course Last Updated 7/29/2024.



# Business Ethics & Management in a Global Context

## Section I: Course Overview

**Course Code:** BUS351BCN

**Subject Area(s):** Business

**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.

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** none

## Course Description

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. 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, students are 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.
- Identify cultural models and philosophical variables explaining the business decision.

## Section II: Instructor & Course Details

### Instructor Details

**Name:** [See term syllabus]

**Contact Information:** [See term syllabus]

**Term:** [See term syllabus]

**Course Day and Time:** [For term syllabus, enter the day and meeting times of the course]

**Office Hours:** [By appointment, or specified in term syllabus]

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement - 10%**

**Class Discussions & Reflections - 30%**

**Group Presentation - 30%**

**Final Exam - 30%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (10%):** Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

**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. Students will bring in written discussion questions to each class. 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 Presentation (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.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

## Required

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

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>

Harari, Yuval Noah, *Homo Deus: A brief History of Tomorrow* (New York: Harper, 2017), 464 pp.

Harrison, M. (2005). *An Introduction to Business and Management Ethics*. Palgrave Macmillan Ltd.

Herzog, L. (2013). Markets. *Plato.stanford.edu*.  
<http://plato.stanford.edu/archives/fall2013/entries/markets/>

Marcoux, A. (2008). *Business Ethics*. *Plato.stanford.edu*. Retrieved July 29, 2024, from  
<http://plato.stanford.edu/archives/fall2008/entries/ethics-business/>

Sandel, M. J. (2013). *What Money Can't Buy: the Moral Limits of Markets*. Farrar, Straus And Giroux.

*The lunatic you work for.* (2004). *The Economist*. Retrieved July 29, 2024, from  
<http://www.economist.com/node/2647328>

## Recommended

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/B000VXKBPO/ref=mt\\_kindle?encoding=UTF8&me=](https://www.amazon.com/Companion-Business-Blackwell-Companions-Philosophy-ebook/dp/B000VXKBPO/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)

### **Online Reference**

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

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

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

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

### **Additional Sites**

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

## Course Calendar

Session 1	
Topics	<b>Course Introduction:</b> Review Syllabus, Classroom Policies
Activity	<b>Introduction to the Course</b> Relevance of Business Ethics Statement of expected results Overview of study material <b>Case studies</b> from M. Sandel's <i>What Money Can't Buy</i>
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• “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></li> <li>• “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></li> </ul>

Session 2	
Topics	<b>Ethical Theories:</b> Consequentialism
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Mike Harrison, <i>An Introduction to Business and Management Ethics</i> (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2005), chaps. 5–6.</li> <li>• Michael J. Sandel, <i>What Money Can't Buy: The Moral Limits of Markets</i> TEDTalk</li> </ul>

Session 3	
Topics	<b>Ethical Theories:</b> Deontology
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Mike Harrison, <i>An Introduction to Business and Management Ethics</i> (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2005), chaps. 7–8.</li> </ul>

Session 4	
Topics	<b>Ethical Theories:</b> Virtue Ethics
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Mike Harrison, <i>An Introduction to Business and Management Ethics</i> (Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan, 2005), chap. 9</li> <li>• Aristotle, <i>Nicomachean Ethics</i>, Bk, I, 1-8, II, 1, IX, 4, 7-8, X, 1,-4, 7-9</li> </ul>

Session 5	
Topics	<b>The Anthropocene &amp; the Cult of Innovation</b>
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Yuval Noah Harari, <i>Homo Deus</i> (excerpts)</li> </ul>

Session 6	
Topics	<b>The Technosphere</b>
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Peter Haff, “The Technosphere”</li> <li>• <a href="https://technosphere-magazine.hkw.de/p/Peter-K-Haff-9xPhMR94HxWA8LJ6GHmTPm">https://technosphere-magazine.hkw.de/p/Peter-K-Haff-9xPhMR94HxWA8LJ6GHmTPm</a></li> </ul>

Session 7	
Topics	<b>Data</b>
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Adam Greenfield, <i>Radical Technologies</i>, pp. 9-62</li> </ul>

Session 8	
Topics	<b>Digitized Trust: the Blockchain</b>
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Adam Greenfield, <i>Radical Technologies</i>, pp. 145-181</li> </ul>

Session 9	
Topics	<b>More-than-human Intelligence: AI Ethics</b>
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Adam Greenfield, <i>Radical Technologies</i>, pp. 209-272</li> </ul>

Session 10	
Topics	<b>Finance &amp; Fintech</b>
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Brett Scott, “Hard Coding Ethics into Fintech”</li> <li>• <a href="https://www.youtube.com/watch?v=NqMoIXFUDEo">https://www.youtube.com/watch?v=NqMoIXFUDEo</a></li> </ul>

Session 11	
Topics	<b>The Future of Work: Automation &amp; Bullshit Jobs</b>
Activity	Lecture & Discussion
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Adam Greenfield, <i>Radical Technologies</i> pp. 183-207</li> </ul>

Session 12	
Topics	<b>The Ethics of Innovative Business</b>
Activity	Group Presentations
Readings & Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presentations</b></li> <li>• Independent Research guided by the Instructor</li> </ul>

Session 13	
Topics	<b>The Ethics of Innovative Business</b>
Activity	Group Presentations
Readings & Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presentations</b></li> <li>• Independent Research guided by the Instructor</li> </ul>

Session 14	
Topics	<b>Final Review Session</b>
Activity	In Class Review
Readings & Assignments	<b>Readings:</b> Review all relevant readings and class materials

Session 15	
<b>FINAL EXAM</b>	



## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.