

**Ethical Reasoning in Business UCOR-2910-03**  
**Jessica Ludescher Imanaka, PhD**  
**Fall 2018**

Class Hours: T TH 8:00 am – 10:05 am Room: PIGT 106  
Office Hours: W 4:00 pm – 5:00 pm Room: PIGT 418 and by appointment  
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**Course Objective:**

The purpose of this course is to open awareness to the complexity of ethical decision-making and prepare students to make choices from a standpoint of ethical consciousness. Students will learn to identify ethical problems in business, assess the obligations of businesses and their stakeholders, formulate arguments for those obligations, and propose feasible solutions to ethical problems. Diversity competence will also be stressed. Assignments, activities, and exams will cultivate reflection, analysis, creativity, and empowerment. Success in this course will mean that students can apply these ethics skills to business, whether as managers, employees, consumers, investors, suppliers, or citizens.

**Course Description:**

This course will provide an introduction to ethical decision making in business. We begin by articulating a theoretical framework for business ethics in utilitarianism, libertarianism, Kantian deontology, and select economic theories. We proceed by considering the conditions that support or degrade ethics in the context of business organizations, focusing on business purpose, social responsibility, virtue ethics and capabilities, affirmative action, and social psychology. Finally, we explore issues in environmental justice and integral ecology, particularly as they pertain to the discipline of economics. All theories will be applied to real world problems.

**Required Reading:**

*Justice: What's the Right Thing to Do?* Michael Sandel, Farrar, Straus, and Giroux, 2009.  
*The Ethical Executive: Becoming Aware of the Root Causes of Unethical Behavior: 45 Psychological Traps That Every One of Us Falls Prey To*, Robert Hoyk and Paul Hersey, Stanford University Press, 2008.

*Additional Readings will be available for free download online or on Canvas*

**Student Assessment:** Grades will be assigned using the following scale: 80-82% = B-, 83-86% = B, 87-89% = B+. All grades will be rounded to the nearest whole number. Apply this scale to grades in the A, C, and D ranges. Scores of less than 60% and / or failure in the final paper will result in an F for the course.

*Participation (15%)* – large class and small group participation

*Reflections on News Articles (10%)* – Weekly applications to relevant news articles

*Papers (35%)* – one 3 page paper (15%) and one 5 page paper (20%)

*Midterm Exam (15%)* – one essay exam

*Final Paper (25%)* – one 7 page essay

**Teaching Methodology:** In this course I will utilize a variety of teaching methods ranging from discussion to lecture formats. I will generally start by lecturing and leading class discussion for 45 min – 1 hour. We will then devote about 20-30 minutes to group work in order to reinforce and apply concepts introduced in the lectures. Finally, all groups will be expected to do a brief presentation, and I will then integrate the ideas presented. Where appropriate, I will assign additional readings. Occasionally, we will spice up class discussion with films, guest speakers, activities, simulations, and games.

**Expectations of Students:** The following criteria describe the performance of A, B, C, and D work in this class:

***A Superior Performance:*** The student demonstrates exceptional understanding of all required readings, evaluates readings by introducing unique perspectives and rigorous critiques, synthesizes knowledge from diverse sources, and approaches all problems at a high level of abstraction. Their case analyses identify the most significant details, apply relevant theories in a nuanced fashion, and use critical inductive methods to derive engaging insights. The student attends every class, and leads class discussions and group work with creative, analytic thinking and social awareness.

***B Good Performance:*** The student demonstrates a solid grasp of the majority of required readings. They explain core concepts in a clear, well organized fashion and apply ideas compellingly to cases. They begin to synthesize some of the ideas learned in the course into an integrated understanding. The student attends class regularly, and actively participates in both large class discussions and group work.

***C Adequate Performance:*** The student demonstrates working knowledge of core concepts, applies important concepts to cases, attends class regularly, participates in all group activities, and conducts detailed reviews of relevant factual information.

***D Poor Performance:*** The student demonstrates partial knowledge of some core concepts, provides rudimentary case applications, attends class most of the time, participates minimally in group activities, and conducts reviews of somewhat relevant factual information.

Improvement can shift a student's performance to a higher grade level.

**Attendance, Deadlines and Participation:** Attendance in this course will strongly enhance your capacity to perform at the highest possible level. Therefore, attendance is required. You will be permitted 2 unexcused absences. After the second absence, your grade will drop 1/3 of a letter grade for every missed class. Late papers will receive a 10% penalty for every day they are late. Exceptions will be made in the event of a documented emergency, such as in illness. Attendance in office hours and posting to online discussions contributes toward the class participation grade, but does not substitute for in-class participation.

***All work is due at the beginning of class***

**Course Schedule and Readings:** Readings must be completed by the dates assigned. If this schedule is revised, readings must be completed by the new dates posted. Students are responsible for reading the entirety of the articles, unless directed otherwise.

*J: Justice*

*EE: The Ethical Executive*

All other readings are available online or on Canvas

- TH Sep 27 **Course Introduction** and Amartya Sen, “Does Business Ethics Make Economic Sense?”, *Business Ethics Quarterly*
- T Oct 2 **Theoretical Framework and Special Topics J 2** Utilitarianism; *Case: International Sweatshops*
- TH Oct 4 *J 3* Libertarianism; Ian Urbina, “U.S. Flouts Its Own Advice in Procuring Overseas Clothing”, *The New York Times*, Dec 22, 2013
- T Oct 9 *J 4* Markets and Morals **Paper One due**
- TH Oct 11 *J 5* Immanuel Kant
- T Oct 16 Charles W. Mills, “Black Radical Kantianism”, *Res Philosophica*
- TH Oct 18 Michael J. Sandel, “Market Reasoning as Moral Reasoning: Why Economists Should Re-engage with Political Philosophy”, *The Journal of Economic Perspectives*
- T Oct 23 **Midterm Exam Review**
- TH Oct 25 **Midterm Exam**
- T Oct 30 **Ethical Organizations** Lynn Stout, “The Toxic Side Effects of Shareholder Primacy”, *University of Pennsylvania Law Review*
- TH Nov 1 “Rethinking the Social Responsibility of Business”, John Mackey, Milton Friedman, and T.J. Rodgers from *Reason*, reprinted:  
<http://www.wholefoodsmarket.com/blog/john-mackeys-blog/rethinking-social-responsibility-of-business>
- T Nov 6 Benedetta Giovanola, “Re-Thinking the Anthropological and Ethical Foundation of Economics and Business: Human Richness and Capabilities Enhancement”, *Journal of Business Ethics*
- TH Nov 8 *J 7* Arguing Affirmative Action
- T Nov 13 *EE* Primary Traps 1-20
- TH Nov 15 *EE* Defensive Traps 21-37; **Paper Two due**
- T Nov 20 **Integral Ecology and Environmental Justice** Mark Sagoff, “At the Shrine of Our Lady of Fatima: Or Why Political Questions Are Not All Economic”, *Arizona Law Review*
- TH Nov 22 **Thanksgiving No Class!!!**
- T Nov 27 Reversal of Fortune, Patrick Radden Keefe, *The New Yorker*, Jan 9, 2012
- TH Nov 29 *Laudato Si’* Introduction and Chapters Three and Four
- T Dec 4 *Laudato Si’* Chapter Five; William Nordhaus, The Pope & the Market, *The New York Review of Books*; Joseph Heath, “Pope Francis’ Climate Error”, *New York Times*, June 19, 2015
- TH Dec 6 James Martin, SJ, The Top Ten Takeaways from ‘Laudato Si’’, *America Magazine*, June 18, 2015, and Robert Whaples, “The Economics of Pope Francis,” *The Independent Review* (selected pages)

## Course Review and Final Paper Lab

T Dec 11

**Final Paper due, 12:00 pm in the Canvas drop box**

**Course Policies:** Students are encouraged to write drafts of all papers and to work with the Writing Center. In-class peer reviews will be utilized. The professor is available to conduct one draft review for each paper assigned. If a student wants the professor to review their draft, they must submit the draft at least 5 days prior to the due date. So, if the paper is due Thursday at 1:30 pm, the draft must be submitted by Saturday at 1:30 pm. After that deadline has elapsed, students can still make appointments to discuss the paper and/or email with questions.

**Citation of Sources:** Students are responsible for providing correct citation of sources for all exams and papers. Paraphrases and synopses of readings, lectures, and outside sources must be footnoted with complete bibliographic references (author, title, publishing company and city, date, and page numbers). Phrases and sentences excerpted from any source must be placed in quotation marks and the bibliographic reference must also be footnoted. Failure to cite sources *correctly* will result in a deduction of a whole letter grade (10%) for the assignment or essay in question. Failure to cite sources *whether or not actual wording is copied without the use of quotation marks* constitutes plagiarism and will be handled as a case of Academic Dishonesty. Citation guidelines can be found at: <http://library.duke.edu/research/citing/>

**Academic Honesty:** Academic Honesty is crucial to the success of the University system as a whole. Academic Dishonesty of any form harms honest students in this class, in this university, and in all other universities. There will therefore be a zero tolerance policy on Academic Dishonesty in this course. Students caught plagiarizing, cheating, or helping others to cheat will receive zero points for the assignment or exam in question. All cases of Academic Dishonesty will be forwarded to the Office of the Dean in the Albers School of Business and Economics for careful review and further disciplinary action. In the event that the Office finds the student in violation of the university's policy on Academic Honesty, the student will be assigned an F for the course. In some cases of Academic Dishonesty, students get placed on probation, lose privileges, are excluded from activities, suspended or even dismissed from the university. Please maintain integrity in this course, and in all other courses. For more information on Academic Honesty at Seattle University see: <http://www.seattleu.edu/registrar/page.aspx?ID=87>

### Disability Notice

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

## **Academic Resources**

\* Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)

\* Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

\* Academic Integrity Policy

\* Academic Grading Grievance Policy

\* Professional Conduct Policy (only for those professional programs to which it applies)

## **Office of Institutional Equity**

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: [oiie@seattleu.edu](mailto:oiie@seattleu.edu); phone: 206.296.2824) University Resources and Policies.

**UCOR 2XXX: Ethical Reasoning**  
**Course Description and Guidelines**

**Description:** These courses introduce students to major traditions of moral theory and ethical reasoning, engage students in critically examining ethical problems, and challenge students to develop rigorous personal systems of ethical reasoning. The central goals of the course are to develop students' skills in reasoning about ethical problems and encourage deep, habitual reflection on the ethical dimensions of life. This course requires a major case study analysis of some sort. Individual sections may focus on different ethical arenas or problems. Prerequisite: Philosophy of the Human Person.

**Notes or Guidelines:**

1. All sections of Ethical Reasoning will introduce students to moral theories/philosophical approaches to ethics. At minimum, each section must cover character or virtue-based, duty-based, and consequential-based theories.
2. Each section will include the examination of case studies of ethical problems or dilemmas such as those that students may encounter in their roles as professionals, citizens, or human persons.
3. Faculty members may choose to develop sections of this course on the study of particular kinds of ethical problems or arenas. Examples could include professionally-focused courses, courses focused on specific subjects or issues involving ethics, or specific ethical debates. The focus of each course will be indicated in the title. However, in addition to exploring the specific focus, the courses should be broad enough to prepare students to apply moral theory and ethical reasoning across a wide range of their life experiences.

**Essential Pedagogy:**

1. Writing assignments should be included in all sections of this course, with instructor feedback on content, writing mechanics, and style.
2. All sections should include some kind of major paper or project that engages students in using and applying their knowledge of ethical theories. A central rationale for this assignment is to assist students in developing rigorous and well-informed reasoning skills regarding ethical issues.

**Learning Objectives:** Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

**Ethical Reasoning: Learning Objectives**

Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p><b>Jesuit, Catholic Intellectual Traditions:</b> Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>1. <b>This course helps students understand key philosophical foundations of the Jesuit intellectual tradition, particularly insofar as that tradition has addressed issues of ethics.</b> Sections need not focus on Jesuit and Catholic perspectives, but should seek to build on and reinforce the knowledge and skills students have previously developed in Philosophy of the Human Person, and help students understand where and how their studies of ethics relate to the Jesuit tradition(s).</p> <ul style="list-style-type: none"> <li>• Understand academic traditions (theological, philosophical, etc.) on which Jesuit education is based</li> </ul>
<p><b>Disciplinary Knowledge and Integrative Learning:</b> By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>2. <b>This course helps students understand, use, and assess the strengths and weaknesses of ethical theories.</b> After completing this course students should be able to understand at least three major approaches to ethical reasoning: 1) character or virtue-based, 2) duty-based, and 3) consequential-based approaches. Students should be able to examine issues, problems, or case studies to identify ethically relevant features and use their knowledge to analyze those situations.</p> <ul style="list-style-type: none"> <li>• The ability to apply disciplinary knowledge and methods to answer questions and solve problems</li> </ul>
<p><b>Communication:</b> Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>3. <b>This course assists students in becoming effective writers, including writers of high quality academic prose.</b> While this course is primarily focused on studying ethics, helping students improve their writing skills is a goal of all Core courses. Written assignments in this class will focus on genres of writing appropriate to the study of Philosophy. In particular, this course promotes the development of logical and clear writing on ethical issues, teaching students to justify or rationally defend ethical beliefs. See <i>Common Objectives in the Core</i> for more information on writing across the Core.</p>
<p><b>Global Engagement:</b> Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>4. <b>A central goal of this course is to help students learn to use ethical theories to analyze situations and inform judgments about actions.</b> Students should learn habits of mind that lead them to identify where ethical dilemmas lie, to question and reflect on their own behavior (both collectively and individually), and to reflect on issues of justice and values as members of society. This course is designed to integrate theory and practical application so as to prepare students for a life of ethical practice, service, and leadership.</p> <ul style="list-style-type: none"> <li>• Ethical behavior in everyday life</li> <li>• Appreciate importance of issues of justice, such as social justice, environmental justice, &amp; human rights</li> </ul>