PHIL201

Business and Professional Ethics

S1 External 2014

Philosophy

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
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Building W6A, Room 740
By appointment

Credit points
3

Prerequisites
12cp or admission to GDipArts

Corequisites

Co-badged status
This unit is co-badged with PHL264 X2 Business and Professional Ethics

Unit description
The recent global financial crisis has highlighted the importance of ethical governance in the corporate sphere. This unit provides students with an introduction to some of the main ethical issues raised by the activities of businesses and corporations as well as an introduction to some central topics in professional ethics. In the first part of the unit we examine the roles and responsibilities of corporations in relation to society and the environment. We ask whether corporations have moral responsibilities to stakeholders other than shareholders and examine competing accounts of economic justice related to this question. Other topics in this section include business and the environment and the ethics of advertising and marketing. The second part of the unit includes a discussion of ethical issues that arise in the context of relations between industry and the professions. We focus on justice in health research and conflicts of interest in medicine. Other topics in this section include ethics and globalisation, the influence of corporations on government, affirmative action, and whistleblowing. This unit is relevant to students in accounting and business as well as those in the humanities and social sciences.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate good general knowledge of the major issues in contemporary business and professional ethics

Understand the major ethical concepts and theories that inform the business and professional ethics literature

Analyse and critically evaluate theories and arguments in the relevant literature

Relate ethical concepts and theories to relevant case studies and current events

Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit

Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

Assessment Tasks

Name	Weighting	Due
Moral Reasoning Assignment	30%	27/03/14
Attendance & Participation	10%	Ongoing
Essay	40%	22/05/14
Short Exam	20%	Exam Period

Moral Reasoning Assignment

Due: **27/03/14**
Weighting: **30%**

All students will be expected to complete an initial assignment of 800 words. This assignment provides an opportunity for you to relate the theoretical and conceptual issues discussed in classes and readings to relevant current events or issues.

On successful completion you will be able to:

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
- Understand the major ethical concepts and theories that inform the business and professional ethics literature

- Analyse and critically evaluate theories and arguments in the relevant literature

- Relate ethical concepts and theories to relevant case studies and current events

- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit

- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Attendance & Participation

Due: **Ongoing**
Weighting: **10%**

Contributions to tutorial discussions (for internal students) and to online discussions (for external students) are an important part of this unit. This means doing assigned readings, coming with questions, and engaging constructively with peers.

On successful completion you will be able to:

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics

- Understand the major ethical concepts and theories that inform the business and professional ethics literature

- Relate ethical concepts and theories to relevant case studies and current events

- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit

- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Essay

Due: **22/05/14**
Weighting: **40%**

All students must complete an essay of 1700 words. Essays develop your ability to engage with a topic in detail and to express, analyse and organize key ideas clearly and systematically.

On successful completion you will be able to:

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics

- Understand the major ethical concepts and theories that inform the business and professional ethics literature
- Analyse and critically evaluate theories and arguments in the relevant literature
- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Short Exam

Due: **Exam Period**
Weighting: **20%**

 The exam tests your general comprehension of key readings and arguments in each section of the unit and your ability to present your understanding of the texts clearly and succinctly

On successful completion you will be able to:

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
- Understand the major ethical concepts and theories that inform the business and professional ethics literature
- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Delivery and Resources

CLASSES

For lecture times and classrooms please consult the MQ Timetable website: http://www.timetables.mq.edu.au. This website will display up-to-date information on your classes and classroom locations.

- Lecture 1: Mondays 1 -2pm W6B 320
- Lecture 2: Fridays 2 -3pm W6B 345

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

All required readings and most supplementary readings are available from eReserve. Consult the Unit Schedule for a week by-week outline of required readings and supplementary readings.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

The unit uses the following technology: iLearn, ilecture, web discussion board

Online units can be accessed at: http://ilearn.mq.edu.au

CHANGES MADE TO PREVIOUS OFFERINGS OF THE UNIT

We have adapted the assessment pattern to reflect new weightings for assessment items and have changed the readings requirements for some topics.

Unit Schedule

Week 1	**Introduction: Ultimate Values, Business and the Professions**
	Essential Reading:
	**Peter Singer, 'The Ultimate Choice', Ch. 1 of *How are We to Live? Ethics in an age of self-interest,* (Mandarin: Melbourne, 1995), pp. 1-25.
	Further Reading:
	**Robert Solomon, 'Business Ethics', in Peter Singer (ed.) *A Companion to Ethics,* (Blackwell:Oxford, 1991), pp. 354-365.
	**Michael D. Bayles, 'The Professions', in *Professional Ethics*, 1981. Reprinted in Joan C. Callahan (ed.), *Ethical Issues in Professional Life*, (Oxford University Press: Oxford, 1988), pp. 27-30.
Week 2	**Ethics and the Nature of Moral Reasoning**
	Essential Reading:
	**Stephen Cohen, 'Top-down and Bottom-up Reasoning' and 'Reflective Equilibrium', Chapters 4 and 5 of *The Nature of Moral Reasoning*, (Oxford: Oxford University Press 2004), pp. 59-74.
	**Joan C. Callahan (ed.), 'Some Major Distinctions and What Morality is Not' and 'Kinds of Moral Principles' in Ch. 1 of *Ethical Issues in Professional Life*, Oxford University Press: Oxford), 1988, pp. 10-14 and 19-21.
	**Damian Grace and Stephen Cohen, 'Consequentialism', 'Nonconsequentialism', 'Virtue Ethics', and 'Relativism', in Ch. 1. , *Business Ethics,* (Oxford University Press: Oxford, 2010), pp. 15-27.
	Further Reading:
	**Peter Singer, 'What ethics is: one view', in *Practical Ethics*, (Cambridge University Press, Cambridge, 1979), pp. 8-13.
	James Rachels, *The Elements of Moral Philosophy*, 3rd ed., Boston: McGraw-Hill College, 1999. See especially ch. 5, 7, 9 & 10. (Reserve collection) (This is a very accessible introduction to moral philosophy)
	**Mark Dowie, 'Pinto Madness', reprinted in Lisa H. Newton & Maureen M. Ford (eds.). *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society*, 8th edition, (McGraw Hill, 2004) pp. 248-262.

Week 3	**The Social Responsibility of Business: The Narrow View**

Essential Readings:

**Albert Z. Carr, 'Is Business Bluffing Ethical?' *Harvard Business Review*, January-February, 1968. Reprinted in Tom Beauchamp & Norman Bowie (eds.). *Ethical Theory and Business*, 6th edition, (Prentice Hall, 2001), pp. 501-506.

**Milton Friedman, 'The social responsibility of business is to increase its profits', *New York Times Magazine*, September, 1970. Reprinted in George D. Chryssides & John H. Kaler, *An Introduction to Business Ethics'*, (Chapman & Hall, London, 1993), pp. 249-254.

**Mark Dowie, 'Pinto Madness', reprinted in Lisa H. Newton & Maureen M. Ford (eds.). *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society*, 8th edition, (McGraw Hill, 2004) pp. 248-262.

**William H. Shaw & Vincent Barry, 'The Libertarian Approach', in Ch. 3 of Shaw & Barry (eds.) *Moral Issues in Business*, 6th edition, (Wadsworth, Belmont, CA, 1995), pp. 110-117.

Further Reading:

**Norman Bowie, 'Changing the Egoistic Paradigm', *Business Ethics Quarterly,* Vol. 1. (Jan., 1991), pp. 1-21.

**John Wright, 'What is Economic Rationalism', Chap. 1 of *The Ethics of Economic Rationalism*, (UNSW Press, Sydney, 2003), pp. 3-18.

Lynn Stout, *The Shareholder Value Myth: How putting shareholders first harms investors, corporations, and the public*, (Berrett-Koehler Publishers, San Francisco 2012).

Week 4	**The Social Responsibility of Business: Stakeholder Theory**

Essential Readings:

**William M. Evan & R. Edward Freeman, 'A stakeholder theory of the modern corporation: Kantian capitalism'. Reprinted in George D. Chryssides & John H. Kaler, *An Introduction to Business Ethics'*, (Chapman & Hall, London, 1993), pp. 254-266.

Further Reading:

**K. E. Goodpaster, 'Business Ethics and Stakeholder Analysis', *Business Ethics Quarterly*, Vol. 1, No. 1. (Jan., 1991), pp. 53-73.

**Neil A. Shankman, 'Reframing the Debate between Agency and Stakeholder Theories of the Firm', *Journal of Business Ethics*, Vol. 19, No. 4 (May, 1999), pp. 319-334.

Lynn Stout, *The Shareholder Value Myth: How putting shareholders first harms investors, corporations, and the public*, (Berrett-Koehler Publishers, San Francisco 2012). Chap. 3, pp. 33-46.

Week 5	**Justice, Markets and Equality**

Essential Reading:

**William H. Shaw & Vincent Barry, 'Justice and Economic Distribution', Chap. 3 in Shaw & Barry (eds.) *Moral Issues in Business*, 6th edition, (Wadsworth, Belmont, CA, 1995), pp. 101-126.

Further Reading:

**Will Kymlicka, 'Internal problems', in *Contemporary Political Philosophy*, 2nd edition, (Oxford University Press, Oxford, 2002), pp. 70-75. (Raises some problems for Rawls' theory)

**Richard Norman, 'Arguments for Equality', in *Free and Equal*, (Oxford University Press, Oxford, 1987), pp. 65-88.

**Peter Singer, 'From equality of opportunity to equality of consideration', in Chap. 2 of *Practical Ethics*, (Cambridge University Press, Cambridge, 1979), pp. 34-39.

**Peter Singer, 'Rights and the Market', in *Justice and Economic Distribution*, John Arthur and William Shaw (eds.), Prentice Hall, Inc, (Englewood Cliffs, New Jersey, 1978), pp. 207-221.

**Wilkinson and Pickett, 'Poverty or Inequality?' Chap. 2 of *The Spirit Level: Why Equality is Better for Everyone*, (Penguin Books, London, 2010), pp. 15-30.

Week 6	**Industry Relations with the Professions** **Essential Reading:** **Wendy Rogers and Angela Ballantyne, 'Justice in Health Research: What is the Role of Evidence-Based Medicine?' *Perspectives in Biology and Medicine* 52, 2, 2009, pp. 188-202. **Dana J, Loewenstein G. A social science perspective on gifts to physicians from industry. JAMA. 2003; 290(2):252-255. 15. **Further Reading:** **a) Relations with the Pharmaceutical Industry** **Elliott, C. 2004. Pharma goes to the laundry. *Hastings Cent Rep* 34 (5):18-23. **Elliott, C. 2008. Guinea-pigging: healthy human subjects for drug safety trials are in demand. But is it a living? *New Yorker* 7:36-41. **Healy, D., and D. Cattell. 2003. Interface between authorship, industry and science in the domain of therapeutics. *Br J Psychiatry* 183:22-7. **Wazana A. Physicians and the pharmaceutical industry: is a gift ever just a gift? JAMA. 2000;283 (3):373-380. **b) Conflicts of Interest** **Carson TL. Conflicts of *interest and self-dealing in the professions: a review essay. Business* Ethics Quarterly 2004; 14 (1): 161-182. **David M. Conflict of Interest. *Encyclopedia of Applied Ethics*, Vol 1 pp 589-595. **Pritchard M. Conflicts of Interest: conceptual and normative issues. *Academic Medicine* 1996; 71 (12): 1305-1313. **Stark A. Comparing conflict of interest across the professions. In Davis and Stark (eds) *Conflict of Interest in the Professions*. NY: OUP; 2001, pp 335-351. **Warner TD and Roberts LW. Scientific integrity, fidelity and conflicts of interest in research. *Current Opinion in Psychiatry* 2004; 17: 381-385.
Week 7	**Discrimination and Affirmative Action** **Essential Readings:** **Richard De George, 'Discrimination, Affirmative Action, and Reverse Discrimination',Ch. 16 of Richard de George, *Business Ethics*, 4th edition, (New Jersey, Prentice Hall,1995), pp. 421- 450. **Further Reading:** **Louis P. Pojman, 'The Moral Status of Affirmative Action', in W. Michael Hoffman,Robert E. Frederick & Mark Schwartz (eds.) *Business Ethics: Readings and Cases in Corporate Morality*, 4th edition (New York, McGraw-Hill, 2001), pp. 303-315 **Edwin C. Hettinger, 'What is Wrong with Reverse Discrimination?' in W. Michael Hoffman, Robert E. Frederick & Mark Schwartz (eds.) *Business Ethics: Readings and Cases in Corporate Morality*, 4th edition (New York, McGraw-Hill, 2001), pp. 315-322

Week 8	**Business and the Environment**
	Essential Reading:
	**Partick G. Derr and Edward M. McNamara, 'A Word about Ethical Theories' in *Case Studies in Environmental Ethics* xv-xxi, Oxford: Rowman and Littlefield Publishers Incorporated, 2003.
	**Joe DesJardins, 'Corporate Environmental Responsibility' in *Journal of Business Ethics* 17, 1998, pp. 825-838.
	**R.D. Bullard, 'Overcoming Racism in Environmental Decision Making.' *Environment* 36, 4, 1994, pp. 10-17.
	Further Reading:
	**S. Salman Hussain, 'The Ethics of 'Going Green': The Corporate Social Responsibility Debate' in *Business Strategy and the Environment* 8, 1999, pp. 203-210.
	**T. W. Hartley, 'Environmental Justice: an environmental civil rights value acceptable to all world views.' *Environmental Ethics* 17, 3, 1995, pp. 277-289.
Week 9	**Ethical Issues in Advertising**
	Essential Reading:
	** Robert L. Arrington, 'Advertising and Behavior Control' in William H. Shaw and Vincent Barry, *Moral Issues in Business.* 8th edition (Belmont, CA: Wadsworth, 2001.)
	**Richard L. Lippke, 'Advertising and the Social Conditions of Autonomy' in William H. Shaw and Vincent Barry, *Moral Issues in Business.* 8th edition (Belmont, CA: Wadsworth, 2001.)
	Further Reading:
	**Laura Hartmann, *Perspectives in Business Ethics*, 2nd edition (McGraw'Hill/Irwin, Boston, 2002.
	Ch. 9, 'Ethics and Marketing', pp. 490-575
Week 10	**Justice and Globalisation**
	Essential Reading:
	**Denis G. Arnold and Norman E. Bowie, 'Sweatshops and Respect for Persons', *Business Ethics Quarterly*, 2003, Vol. 13, Issue 2, pp. 221-242.
	**Susan Black and Allen Myerson 'Are Sweatshops Necessarily Evil?' Ch. 16 of Lisa Newton and Maureen Ford (Eds) *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society*, (New York, McGraw-Hill, 2004) pp. 306-315.
	Further reading:
	**Thomas Pogge, 'Moral Universalism and Global Economic Justice', Chapter 4 of *World Poverty and Human Rights (*Oxford, Blackwell, 2002), pp. 91-117.
	**Peter Singer, 'One Economy', ch. 3 in *One World – the Ethics of Globalisation*, (Melbourne, Text, 2002), pp.58-119.
	**Joseph Stiglitz, 'The Promise of Global Institutions', ch. 1 in *Globalization and its Discontents*, (London, Allen Lane, 2002), pp. 3-22.

Week 11	**Corporate Influence on Government**
	Essential Readings:
	**B. Hourigan, 'Who Pays? Political Donations and Democratic Accountability', IPA Review, 2006, 58(3), pp. 12-15.
	**Leonard J. Weber, 'Citizenship and Democracy: The Ethics of Corporate Lobbying,' *Business Ethics Quarterly*, 1996, Vol. 6, 2, pp. 253-259.
	Further Readings:
	Sally Young and Joo-Cheong Tham, 'Private Funding of Political Parties', Ch. 2 in *Political Finance in Australia: a skewed and secret system?*, 2006, available at:
	http://democraticaudit.org.au/?page_id=15
	(Scroll down list of discussion papers until you find the relevant pdf.)
Week 12	**Whistleblowing**
	Essential Readings:
	**Gene G. James, 'In Defense of Whistle Blowing', in Joan C. Callahan, *Ethical Issues in Professional Life*, OUP: Oxford, 1988, pp. 315-322.
	Further Reading:
	**Richard de George 'Whistle Blowing' in W. Michael Hoffman, Robert E. Frederick & Mark Schwartz (eds.) *Business Ethics: Readings and Cases in Corporate Morality*, 4th edition (New York, McGraw-Hill, 2001), pp.285-302
	**M. Davis, 'Whistleblowing', in Hugh LaFollette (ed.). *The Oxford Handbook of Practical Ethics* (Oxford, OUP, 2003), pp. 539-563

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit

- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Assessment tasks

- Moral Reasoning Assignment
- Attendance & Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit

Assessment tasks

- Moral Reasoning Assignment
- Attendance & Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
- Understand the major ethical concepts and theories that inform the business and professional ethics literature

Assessment tasks

- Moral Reasoning Assignment

- Attendance & Participation
- Essay
- Short Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand the major ethical concepts and theories that inform the business and professional ethics literature
- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Assessment tasks

- Moral Reasoning Assignment
- Attendance & Participation
- Essay
- Short Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events

- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Assessment tasks

- Moral Reasoning Assignment
- Attendance & Participation
- Essay
- Short Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit
- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Assessment tasks

- Moral Reasoning Assignment
- Attendance & Participation
- Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Analyse and critically evaluate theories and arguments in the relevant literature
- Relate ethical concepts and theories to relevant case studies and current events
- Develop your skills in clarity of thought,clarity of verbal and written expression,and written argumentation

Assessment tasks

- Moral Reasoning Assignment
- Attendance & Participation
- Essay
- Short Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Develop your own view or perspective,through consideration and analysis of views and arguments presented in the unit

Assessment tasks

- Moral Reasoning Assignment
- Attendance & Participation
- Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Develop your own view or perspective,through consideration and analysis of views and

arguments presented in the unit

Assessment tasks

- Moral Reasoning Assignment
- Attendance & Participation
- Short Exam