## PHIX201

### Business and Professional Ethics

S1 OUA 2017

*Dept of Philosophy*

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## Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Jane Johnson
jane.johnson@mq.edu.au
Contact via jane.johnson@mq.edu.au
Building W6A, Room 733
By appointment

Prerequisites
Corequisites
Co-badged status

Unit description
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, focusing 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. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-dates/

Learning Outcomes
1. Demonstrate good general knowledge of the major issues in contemporary business and professional ethics
2. Understand the major ethical concepts and theories that inform the business and professional ethics literature
3. Analyse and critically evaluate theories and arguments in the relevant literature
4. Relate ethical concepts and theories to relevant case studies and current events
5. Develop your own view or perspective, through consideration and analysis of views and arguments presented in the unit
6. Develop your skills in clarity of thought, clarity of verbal and written expression, and written argumentation

General Assessment Information

Written assignments are to be submitted through Turnitin, and will be marked and returned via Grademark. For information about these tools, see:

http://www.mq.edu.au/iLearn/student_info/assignments.htm

There is no need for a coversheet - the iLearn assignment submission (Turnitin) involves declaring your details and honesty in submitting your work. Please note, we do not accept submission by email attachment.

See the "Policies and Procedures" section below for more detail about relevant policies.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Reasoning Assignment</td>
<td>30%</td>
<td>Sunday of Week 5</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>Sunday of Week 11</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>20%</td>
<td>Friday of Week 13</td>
</tr>
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</table>

Moral Reasoning Assignment

Due: Sunday of Week 5
Weighting: 30%

This 800 word assignment provides an opportunity for you to relate the theoretical and conceptual issues discussed in classes and readings to relevant current events or issues.

This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A detailed rubric for this task will be supplied on iLearn.

This Assessment Task relates to the following 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
• 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

**Participation**

**Due:** **Ongoing**

**Weighting:** 10%

Discussion is a vital part of learning in philosophy. Your participation mark will be assessed using the following criteria: quality of your posts and their timeliness (you should post within a week of the topic). Quality is not just measured by the philosophical content of your posts, but by your willingness to engage in discussion with your peers.

This Assessment Task relates to the following 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
• 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:** **Sunday of Week 11**

**Weighting:** 40%

Essays develop your ability to engage with a topic in detail and to express, analyse and organize key ideas clearly and systematically. Students will complete a 1500 word essay.
This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A detailed rubric for this task will be supplied on iLearn.

This Assessment Task relates to the following 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
- 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

Take Home Exam

Due: **Friday of Week 13**
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. You will have 1 week to complete the take-home exam.

This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A detailed rubric for this task will be supplied on iLearn.
Delivery and Resources
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 Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction: Ultimate Values, Business and the Professions</th>
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<tbody>
<tr>
<td>1</td>
<td>All selections marked ** are on e-reserve</td>
</tr>
</tbody>
</table>

**Essential Readings:**


**Further Reading:**

Week 2  Ethics and the Nature of Moral Reasoning

Essential Readings:


Further Reading:


The Social Responsibility of Business: The Narrow View

**Essential Readings:**


**Further Reading:**

Week 4  The Social Responsibility of Business: Stakeholder Theory and Economic Justice

Essential Readings:


Further Reading:

a) Justice and Egalitarianism


b) Stakeholder Theory


<table>
<thead>
<tr>
<th>Week</th>
<th>Ethical Issues in Advertising</th>
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<tbody>
<tr>
<td>5</td>
<td><strong>Essential Readings:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Further Reading:</strong></td>
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</table>
**Week 6**  
Business and the Environment

**Essential Readings:**


**Further Reading:**


**Week 7**  
Discrimination and Affirmative Action

**Essential Readings:**


**Further Reading:**


**MID-SEMESTER BREAK - 2 WEEKS**
Week 8  Corporate Influence on Government

Essential Readings:


Further Reading:


(Scroll down list of discussion papers until you find the relevant pdf.)

Week 9  Justice and Globalisation

Essential Readings:


Further Reading:


Week 10  
Industry Relations with the Professions

Essential Readings:


• **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


• **Wazana A. Physicians and the pharmaceutical industry: is a gift ever just a gift? JAMA. 2000;283 (3):373-380.

b) Conflicts of Interest


• **Warner TD and Roberts LW. Scientific integrity, fidelity and conflicts of interest in research. *Current Opinion in Psychiatry* 2004; 17: 381-385.
Week 11: Professional Morality and Codes of Conduct

**Essential Reading:**


**Further Reading:**


Week 12: Whistleblowing

**Essential Readings:**


**Further Reading:**


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**Policies and Procedures**

**Late Submission**

Unless otherwise stated, late submission of written work will result in a deduction of 10% of the mark awarded for each week or part of a week beyond the due date, or date to which an extension has been granted.

**Extension Request**

**Disruption to Studies Procedure (http://www.mq.edu.au/policy/docs/disruption_studies/procedure.html)**

The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

The disruption to studies policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

**Serious and unavoidable disruption**

The University classifies a disruption as serious and unavoidable if it:
• could not have reasonably been anticipated, avoided or guarded against by the student; and
• was beyond the student's control; and
• caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
• occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
• prevented completion of a final examination.

If you feel that you've been impacted by a serious and unavoidable disruption to study situation, submit an application as follows:

1. Visit Ask MQ (https://ask.mq.edu.au) and use your OneID to log in via 'Current student domestic and international'
2. Under 'Forms' select 'disruptions' and fill in your relevant details.
3. Attach supporting documents by clicking 'Add a reply', click 'browse' and navigating to the files you want to attach, then click 'submit form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Review

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.

OUA Specific Policies and Procedures

OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

Applications for Special Circumstances are to be submitted to Open Universities Australia directly:


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


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/

**Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

**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 Enquiry Service**

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

**Equity 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.
Graduate Capabilities

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
• Participation
• Essay
• Take Home 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
• 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
• Participation
• Essay
• Take Home 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
• 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
• Participation
• Take Home Exam

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
Participation

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
- 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
- Participation
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
- Participation
- Essay
- Take Home Exam