PHIL201
Business and Professional Ethics
S1 Day 2014

Philosophy

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General Information

Unit convenor and teaching staff
Unit Convenor
Matthew Millar
matthew.millar@mq.edu.au
Contact via matthew.millar@mq.edu.au
Building W6A, Room 740
By appointment

Credit points
3

Prerequisites
12cp or admission to G Dip Arts

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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/
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

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>27/03/14</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>22/05/14</td>
</tr>
<tr>
<td>Short Exam</td>
<td>20%</td>
<td>Exam Period</td>
</tr>
</tbody>
</table>

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.

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

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.

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: 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.

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

**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.

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
- 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

http://unitguides.mq.edu.au/unit_offerings/40732/unit_guide/print
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

<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction: Ultimate Values, Business and the Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essential Reading:</td>
</tr>
<tr>
<td></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td></td>
<td>Further Reading:</td>
</tr>
</tbody>
</table>
Week 2  Ethics and the Nature of Moral Reasoning

Essential Reading:


Further Reading:


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

**Essential Readings:**


**Further Reading:**


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

**Essential Readings:**


**Further Reading:**


Week 5  Justice, Markets and Equality

Essential Reading:


Further Reading:


**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.**

**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


**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:**


**Further Reading:**


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**Week 8**

**Business and the Environment**

**Essential Reading:**


**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:**


**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:**


**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:**


**Further reading:**


**Peter Singer, ‘One Economy’, ch. 3 in One World – the Ethics of Globalisation, (Melbourne, Text, 2002), pp.58-119.**

Week 11

Corporate Influence on Government

Essential Readings:


Further Readings:


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

Week 12

Whistleblowing

Essential Readings:


Further Reading:


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


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/](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/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://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](http://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.

**IT 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

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

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
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