



PHIL201

Business and Professional Ethics

S3 Day 2018

Dept of Philosophy

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Matthew Millar

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Contact via matthew.millar@mq.edu.au

By appointment

Matthew Millar

matthew.millar@mq.edu.au

Credit points

3

Prerequisites

(12cp at 100 level or above) or admission to GDipArts

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 in contemporary society and introduces some central topics in professional ethics. The first part of the unit examines the roles and responsibilities of businesses and corporations in relation to individuals and society. 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 the ethics of discrimination and affirmative action and the influence of business on government. The second part of the unit begins with an examination of the responsibilities of business in relation to the environment. Other topics in this section include justice and globalization, conflicts of interest in medicine, the ethics of advertising, and whistleblowing. This unit is relevant to students in accounting and business studies 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

General Assessment Information

Unit Requirements and Expectations

Attendance and Participation

The Session 3, 2018 offering of PHIL201 is only for internal students. Students who cannot attend the majority of seminars in person should enrol in a version of the unit that caters for external students (e.g. Session 1, 2019 or OUA). Students are expected to attend three two hour seminars each week over four and a half weeks (14 seminars) and should stay for the full two hours at each seminar. Students must comply with instructions in class, including instructions related to group work and group discussion.

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.

Assignment submission

Written work must be submitted via the PHIL 201 iLearn homepage. A Turnitin link will be made available for relevant assignments.

Details will be provided with the assignment instructions. Marked work will be returned to students online.

Extensions, Late Penalties and Special Consideration

All work must be submitted on time unless an extension has been

granted. Requests for extensions must be made in writing BEFORE the due date and will only be considered on serious grounds. Extensions will not be given unless good reasons and appropriate evidence (e.g., medical certificates, counsellor's letter) are presented at the earliest opportunity. Please note that work due concurrently in other subjects and employment commitments are NOT exceptional circumstances and do not constitute legitimate reasons for an extension.

If the assessment is submitted after the due date and an extension has not been granted then the assessment will have 2% deducted from the student's grade for that task for each day the assessment is late. No assignments will be accepted more than seven 7 days (incl. weekends) after the original submission deadline.

All quizzes and tests must be completed in class on the relevant dates unless exceptional circumstances prevent attendance. Alternative arrangements will be made in such cases.

To obtain an extension you must submit a Special Consideration application. See below for details.

Special Consideration Policy

The University recognises that students may experience events or conditions that adversely affect their academic performance.

If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

<https://students.mq.edu.au/study/my-study-program/special-consideration>

Applications must be made within five working days of the assessment task due date. Lodge Special Consideration applications through AskMQ.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through Campus Wellbeing and Support Services.

Special Consideration: five essential factors

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Attendance & Participation</u>	10%	No	Ongoing
<u>Discussion Post</u>	10%	No	06/12/18
<u>Reading Assignment</u>	25%	No	20/12/18
<u>Two Quizzes</u>	20%	No	14/12/18; 11/01/19
<u>Final Test</u>	35%	No	16/01/19

Attendance & Participation

Due: **Ongoing**

Weighting: **10%**

Contributions to seminar discussions are an important part of this unit. This means doing assigned readings, coming with questions and engaging constructively with peers. This task will be assessed by the following criteria: familiarity with and understanding of the relevant readings and topics; quality of contributions to class discussion; willingness to follow instructions; ability to work in groups and to engage constructively with fellow students; attendance at seminars. A marking rubric and detailed task outline will be supplied for this task on iLearn

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

Discussion Post

Due: **06/12/18**

Weighting: **10%**

All students must complete a discussion post in the first week of semester. You will need to

review the readings prescribed for relevant seminars and post a discussion topic and respond to a question. Further instructions will be provided in a detailed task outline and marking rubric for this task. This task will be assessed by the following criteria: demonstration of familiarity with and understanding of the relevant unit readings and topics; ability to explain and defend responses in class; adequacy of discussion topics and answers to questions; grasp of relevant concepts and arguments; written expression.

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

Reading Assignment

Due: **20/12/18**

Weighting: **25%**

All students must complete a reading assignment of 800-900 words. The aim of this exercise is to help you become familiar with the techniques of moral reasoning and to encourage you to think critically about moral issues in relation to current events. This task will be assessed by the following criteria: understanding of questions; clarity and precision of answers; ability to use relevant ethical principles, values and reasons clearly and consistently to support particular moral judgements; written expression; referencing. A marking rubric and detailed task outline for this task will be supplied on iLearn.

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

Two Quizzes

Due: **14/12/18; 11/01/19**

Weighting: **20%**

All students are expected to complete two short quizzes in class during the semester. You will be asked to answer questions related to the prescribed readings for the relevant week. Each quiz is worth 10 marks. This task will be assessed by the following criteria: understanding of the questions; accuracy of answers; understanding of relevant concepts and arguments; written expression. A marking rubric and detailed task outline for this task will be supplied on the iLearn homepage.

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

Final Test

Due: **16/01/19**

Weighting: **35%**

All students are expected to complete an in-class test at the end of the semester. The final test assesses students' understanding of key readings, concepts, topics and arguments from each section of the unit as well as their ability to explain relevant ideas and arguments clearly and succinctly. This task will be assessed by the following criteria: demonstration of familiarity with and understanding of the relevant readings, arguments, concepts and topics; ability to express key ideas and arguments clearly and succinctly; accuracy of answers to set questions; written expression. A marking rubric and detailed task outline will be supplied for this task on iLearn

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

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.

Seminars: Monday, Wednesday and Friday 2pm-4pm.

Room: 23 Wallys Walk - 205 tutorial rm

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

All essential readings and most supplementary readings are available electronically via Leganto. A link will be provided on the iLearn homepage.

Consult the unit schedule on the iLearn homepage for a week by-week outline of essential 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>

Unit Schedule

Weekly schedule: PHIL 201 Business and Professional Ethics

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

<p>Wednesday 12 December</p>	<p>The Narrow View of Business Ethics</p> <p>Essential Readings:</p> <p>**Albert Z. Carr, 'Is Business Bluffing Ethical?' <i>Harvard Business Review</i>, January- February, 1968. Reprinted in Tom Beauchamp & Norman Bowie (eds.). <i>Ethical Theory and Business</i>, 6th edition, (Prentice Hall, 2001), pp. 501-506.</p> <p>**Milton Friedman, 'The social responsibility of business is to increase its profits', <i>New York Times Magazine</i>, September, 1970. Reprinted in George D. Chryssides & John H. Kaler, <i>An Introduction to Business Ethics</i>, (Chapman & Hall, London, 1993), pp. 249-254.</p> <p>Further Reading:</p> <p>**Norman Bowie, 'Changing the Egoistic Paradigm', <i>Business Ethics Quarterly</i>, Vol. 1. (Jan., 1991), pp. 1-21.</p> <p>Norman Chase Gillespie, 'The Business of Ethics', in</p> <p><i>Profits and Professions: Essays in Business and Professional Ethics</i>. edited by Wade L. Robison, Michael S. Pritchard, and Joseph S. Ellin (Clifton, NJ. Humana Press, 1983), pp. 133- 40.][This is an interesting critique of Carr's essay. Search author and title of the article to find online versions.]</p> <p>T. Mulligan, "A critique of Milton Friedman's essay 'The social responsibility of business is to increase its profits'." <i>J Bus Ethics</i>, 5(4), (1986) pp.265-269.</p>
<p>Friday 14 December</p>	<p>Narrow vs. Broader Views of Business Ethics</p> <p>Essential Reading:</p> <p>H. Jeff Smith, 'The Shareholders vs. Stakeholders Debate,' MIT Sloan Management Review, Vol. 44, No. 4, (2003).</p> <p>Further Reading:</p> <p>As above (Wednesday 12)</p>
<p>Monday 17 December</p>	<p>Stakeholder Theory and Moral Minimum Approaches to Business Ethics</p> <p>Essential Readings:</p> <p>**William M. Evan & R. Edward Freeman, 'A stakeholder theory of the modern corporation: Kantian capitalism'. Reprinted in George D. Chryssides & John H. Kaler, <i>An Introduction to Business Ethics</i>, (Chapman & Hall, London, 1993), pp. 254-266.</p> <p>Further Reading:</p> <p>**K. E. Goodpaster, 'Business Ethics and Stakeholder Analysis', <i>Business Ethics Quarterly</i>, Vol. 1, No. 1. (Jan., 1991), pp. 53-73.</p> <p>**Neil A. Shankman, 'Reframing the Debate between Agency and Stakeholder Theories of the Firm', <i>Journal of Business Ethics</i>, Vol. 19, No. 4 (May, 1999), pp. 319-334.</p> <p>**Lynn Stout, <i>The Shareholder Value Myth: How putting shareholders first harms investors, corporations, and the public</i>, (Berrett-Koehler Publishers, San Francisco 2012). Chap. 3, pp. 33-46.</p> <p>Lynn Stout, 'Response: The Toxic Side Effects of Shareholder Primacy', <i>University of Pennsylvania Law Review</i>, Vol. 161: 2003, pp. 2003-2023.</p>

<p>Wednesday</p> <p>19 December</p>	<p>Business and the Environment 1</p> <p>Essential Reading:</p> <p>**Partick G. Derr and Edward M. McNamara, 'A Word about Ethical Theories' in <i>Case Studies in Environmental Ethics</i> xv-xxi, Oxford: Rowman and Littlefield Publishers Incorporated, 2003.</p> <p>**Joe DesJardins, 'Corporate Environmental Responsibility' in <i>Journal of Business Ethics</i> 17, 1998, pp. 825-838.</p> <p>Further Reading:</p> <p>**S. Salman Hussain, 'The Ethics of 'Going Green': The Corporate Social Responsibility Debate' in <i>Business Strategy and the Environment</i> 8, 1999, pp. 203-210.</p> <p>Damian Grace and Stephen Cohen, Chapter 8, 'The Environment,' in <i>Business Ethics</i>. 4th edition, (Oxford University Press: Oxford, 2010), pp. 191-214.</p> <p>W. Michael Hoffman, 'Business and Environmental Ethics,' <i>Business Ethics Quarterly</i> 1, (April 1991), pp. 169-184.</p>
<p>Friday 21 December</p>	<p>Business and the Environment 2</p> <p>(Readings as above)</p> <p>Essential Reading:</p> <p>**Partick G. Derr and Edward M. McNamara, 'A Word about Ethical Theories' in <i>Case Studies in Environmental Ethics</i> xv-xxi, Oxford: Rowman and Littlefield Publishers Incorporated, 2003.</p> <p>**Joe DesJardins, 'Corporate Environmental Responsibility' in <i>Journal of Business Ethics</i> 17, 1998, pp. 825-838.</p> <p>Session 3 recess: Monday 24 December - Friday 4 January</p>
<p>Monday 7 January</p>	<p>Justice, Markets and Equality 1</p> <p>Essential Reading:</p> <p>**William H. Shaw & Vincent Barry, 'Justice and Economic Distribution', Chap. 3 in Shaw & Barry (eds.) <i>Moral Issues in Business</i>, 6th edition, (Wadsworth, Belmont, CA, 1995), pp. 101-126.</p> <p>Further Reading:</p> <p>**Richard Norman, 'Arguments for Equality', in <i>Free and Equal</i>, (Oxford University Press, Oxford, 1987), pp. 65-88.</p> <p>**Peter Singer, 'From equality of opportunity to equality of consideration', in Chap. 2 of <i>Practical Ethics</i>, (Cambridge University Press, Cambridge, 1979), pp. 34-39.</p> <p>**Peter Singer, 'Rights and the Market', in <i>Justice and Economic Distribution</i>, John Arthur and William Shaw (eds.), Prentice Hall, Inc, (Englewood Cliffs, New Jersey, 1978), pp. 207-221.</p> <p>**Wilkinson and Pickett, 'Poverty or Inequality?' Chap. 2 of <i>The Spirit Level: Why Equality is Better for Everyone</i>, (Penguin Books, London, 2010), pp. 15-30.</p>
<p>Wednesday 9 January</p>	<p>Justice, Markets and Equality 1</p> <p>(Readings as above)</p> <p>Essential Reading:</p> <p>**William H. Shaw & Vincent Barry, 'Justice and Economic Distribution', Chap. 3 in Shaw & Barry (eds.) <i>Moral Issues in Business</i>, 6th edition, (Wadsworth, Belmont, CA, 1995), pp. 101-126.</p>

Friday 11 January	<p>Corporate Influence on Government</p> <p>Essential Readings:</p> <p>**B. Hourigan, 'Who Pays? Political Donations and Democratic Accountability', <i>IPA Review</i>, 2006, 58(3), pp. 12-15.</p> <p>**Leonard J. Weber, 'Citizenship and Democracy: The Ethics of Corporate Lobbying,' <i>Business Ethics Quarterly</i>, 1996, Vol. 6, 2, pp. 253-259.</p> <p>Further Reading:</p> <p>Miguel Alzola, 'Corporate Dystopia: The Ethics of Corporate Political Spending,' <i>'Business and Society,'</i> 2013 52(3), 388-426.</p> <p>**Sally Young and Joo-Cheong Tham, 'Private Funding of Political Parties', Ch. 2 in <i>Political Finance in Australia: a skewed and secret system?</i> (Canberra: Australian National University, 2006), pp. 8-35.</p> <p>Seth Shulman et al., <i>Smoke, Mirrors and Hot Air: How ExxonMobil uses Big Tobacco's Tactics to Manufacture Uncertainty about Climate Science</i> (Cambridge, MA, Union of Concerned Scientists, 2007).</p>
Monday 14 January	<p>Justice, Globalization and Sweatshops</p> <p>Essential Reading:</p> <p>**Denis G. Arnold and Norman E. Bowie, 'Sweatshops and Respect for Persons', <i>Business Ethics Quarterly</i>, 2003, Vol. 13, Issue 2, pp. 221-242.</p> <p>**Susan Black and Allen Myerson 'Are Sweatshops Necessarily Evil?' Ch. 16 of Lisa Newton and Maureen Ford (Eds) <i>Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society</i>, (New York, McGraw-Hill, 2004) pp. 306-315.</p> <p>Further Reading:</p> <p>**Thomas Pogge, 'Moral Universalism and Global Economic Justice', Chapter 4 of <i>World Poverty and Human Rights</i> (Oxford, Blackwell, 2002), pp. 91-117.</p> <p>**Peter Singer, 'One Economy', ch. 3 in <i>One World – the Ethics of Globalisation</i>, (Melbourne, Text, 2002), pp.58-119.</p> <p>**Joseph Stiglitz, 'The Promise of Global Institutions', ch. 1 in <i>Globalization and its Discontents</i>, (London, Allen Lane, 2002), pp. 3-22.</p>

Wednesday 16 January	Class test
Friday 19 January	NO SEMINAR

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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 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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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

- Attendance & Participation
- Discussion Post
- Reading Assignment
- Two Quizzes

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

- Attendance & Participation

- Discussion Post
- Reading Assignment
- Two Quizzes

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

- Attendance & Participation
- Discussion Post
- Two Quizzes

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

- Attendance & Participation
- Discussion Post

- Reading Assignment
- Two Quizzes
- Final Test

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

- Attendance & Participation
- Discussion Post
- Reading Assignment
- Two Quizzes
- Final Test

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

- Attendance & Participation
- Discussion Post
- Reading Assignment
- Two Quizzes

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

- Attendance & Participation
- Discussion Post
- Reading Assignment
- Two Quizzes
- Final Test

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

- Attendance & Participation
- Discussion Post
- Two Quizzes
- Final Test

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

- Attendance & Participation
- Discussion Post
- Two Quizzes
- Final Test

Changes from Previous Offering

Some assessment tasks have been changed and the assessment pattern has been adapted to reflect new weightings for assessment items. There is no longer a final essay or second reading assignment. These have been replaced with in-class quizzes, online posts and a final test. Readings for several topics have been updated.