### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VIII - Ethics and Human Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Course Title</td>
<td>Business and Ethics</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Course #</td>
<td>223</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

| Instructor          | Albert Borgmann                |
| Phone / Email       | 243-2792                       |
| Program Chair       | David Sherman                  |
| Dean                | Jon Tompkins                   |

Please type / print name | Signature | Date
---|---|---
| Albert Borgmann |                       | 9/16/08 |
| Jon Tompkins    |                       | 9/16/08 |

### III. Description and Purpose of the Course

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness, and relate course content to students' future lives. See Preamble: [http://www.umt.edu/faculty senate/gened/GE Preamble_final.html](http://www.umt.edu/faculty senate/gened/GE Preamble_final.html)

The course has four goals:

1. Students get a firm grasp of the basic western ethical theories.
2. Students develop a sense for the major moral problems in business.
4. Students understand that moral excellence in business must be rooted in the culture and the practices of business.

### IV. Criteria: Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Ad documents/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Ad documents/GE_Criteria5-1-08.htm)

<table>
<thead>
<tr>
<th>Group VIII Criteria</th>
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<tbody>
<tr>
<td>1. Courses focus on one or more of the specific traditions of ethical thought (either Western or non-Western), on basic ethical topics such as justice or the good life as seen through the lens of one or more traditions of ethical thought, or on a professional practice within a particular tradition of ethical thought.</td>
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<tr>
<td>2. Courses provide a rigorous analysis of the basic concepts and forms of reasoning which define the traditions, the ethical topics, or the professional practices that are being studied.</td>
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The course begins with an exposition of the three basic western ethical theories:

1. Rights and liberties ethics, sometimes called deontological ethics where the emphasis is on doing the right thing, come what may. The right thing to do is to promote unconditionally equality, dignity, and autonomy.
2. The ethics of prosperity and happiness, variously called consequentialism or utilitarianism. The goal is to maximize satisfaction for a given population. Well-being and happiness are alternative renditions of satisfaction.
3. The ethics of moral excellence, also called virtue ethics. The goal is to become a morally excellent person by acquiring the habits and meeting the standards we call virtues.

In the sequel, it is shown how different moral issues in business are best illuminated by one or the other moral theories.
Students have to learn that in business the most common conflict is between the requirement of justice or equality and the pursuit of prosperity. At times, given the setting a person or a business find themselves in, there are no good choices, and the best compromise is all that's achievable. But when that happens, what is needed is a reflection on and a reform of that setting.

What most often gets short shrift in business ethics is a consideration of what prosperity ultimately is. Virtue ethics allows student to raise that question and to begin answering it.

<table>
<thead>
<tr>
<th>Group VIII Learning goals</th>
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<tbody>
<tr>
<td>Upon completion of an Ethics and Human Values course, students will be able to:</td>
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</tbody>
</table>

1. correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices;

2. analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied.

<table>
<thead>
<tr>
<th>VII. Syllabus: Paste syllabus below or attach and send digital copy with form.</th>
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<tbody>
<tr>
<td>The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: <a href="http://teaching.berkeley.edu/bad/syllabus.html">http://teaching.berkeley.edu/bad/syllabus.html</a></td>
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Business and Ethics

I. Goals

The course has four goals:

1. Students get a firm grasp of the basic western ethical theories.
2. Students develop a sense for the major moral problems in business.
4. Students understand that moral excellence in business must be rooted in the culture and the practices of business.

II. Readings

Donaldson, Werhane, and Cordig, Ethical Issues in Business.

We will first read those sections that give an exposition of the basic western ethical theories:

General Introduction

Part One

Bowie, “A Kantian Approach”
Solomon, “Corporate Roles, Personal Virtues: An Aristotelian Approach”

Part Two

Locke, “The Justification of Private Property.”
Marx, “Alienated Labour.”
Rawls, “Distributive Justice.”
Nozick, “The Entitlement Theory.”
Walzer, “Complex Equality.”

Part Four

Rachels, “The Challenge of Cultural Relativism.”
The United Nations Declaration of Human Rights.

We will then read applied and particular discussions and case studies of moral issues in business:

Part One

Bowie and Lenway, “Fuller in Honduras.”
Friedman, “The Social Responsibility of Business.”
Kelly, “Italian Tax Mores.”

Part Two

Zimmerer and Preston, “Plasma International.”
Wolf, “Dorrence Corporation Trade-offs.”
Smith, “Benefits of the Profit Motive.”
Carnegie, “Wealth.”
Ciulla, “The Oil Rig.”

Part Three

Business Enterprise Trust, “Merck& Co., Inc.”
Sen, “Does Business Ethics Make Economic Sense?”
American Institute of Certified Public Accountants, “Run, Inc.”
Jackall, “Moral Mazes.”
Vandivier, “The Aircraft Brake Scandal.”
Epstein, “In Defense of the Contract at Will.”
Part Four
Severance et. al., “W.R. Grace and the Neemix Patent (A).”
Part Five
Schwartz, “Kate: Dot.Com CEO.”
Crisp, “Persuasive Advertising.”
Newbury and Gladwin, “Shell and Nigerian Oil.”
Simon, “Scarcity or Abundance?”
Reed, “Management Research and Practice.”

There will be readings on current issues on conventional and electronic reserve in the Mansfield Library.

III. Requirements

There will be weekly 20 minute tests, usually on Thursdays. The first test will be on Thursday, February 1. Each test will consist of (a) three questions that will test your command of the course content and are to be answered with brief statements of about 30 words total for each question; (b) a question that asks you to identify the philosophical point that has been explained in class regarding a passage taken from the readings. It is to be answered in about 30 words; and (c) an essay question to be answered in 150 to 200 words. The three answers to the questions in part (a) will jointly receive a letter grade. The answer to (b) will be graded P (passing) or U (unsatisfactory). The answer to (c) will be graded P, U, or E (excellent). A P will raise the grade for (a) by one step (e.g., B to B+); U will lower it by one step (e.g., B to B-); E will raise it by two steps (e.g., B to A-).

On the day of the final, Monday, May 7, at 10:10 a.m., there will be a final test of twelve course content questions, nine drawn from previous tests, three on the material of the preceding week. The final test will have the weight of three ordinary tests. To pass the course, you have to pass the final.

You can make up one missed test without an excuse. Otherwise you can make up a missed test only (a) for medical reasons if you provide a statement from your physician or the Health Service, (b) if you are away on University business, (c) if there is a real hardship. There will be opportunities for brief class room presentations. The grade for the presentation will take the place of the lowest test grade (if it is higher than the lowest test grade).

IV. Note

We will use the stepped grading system for the course grade (A, A-, B+, . . . , D-, F). The grades will be posted on Blackboard. Go to IT Central (Help Desk in Social Science 120) to find out how to log on to Blackboard.

February 9 is the last day to add and drop courses by Cyberbear.

March 5 is the last day to add and drop classes and change the grading option by paper form.

Office Hours:
Borgmann: MWF, 8:10-9:00 a.m. and by appointment. LA 149.
Phone and messages: 243-2792.
e-mail: Albert.Borgmann@umontana.edu

Please let us know if you have a disability so that we can make accommodations.