



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

BUSINESS ETHICS (BUSI 4601 A/B/C)

Fall, 2020

INSTRUCTOR:	Dr. Sefa Hayibor
OFFICE:	902 Dunton Tower
OFFICE HOURS:	Online, by appointment
EMAIL:	sefa.hayibor@carleton.ca
CELL PHONE:	(613)869-6848 (11am – 7pm only, please, and please do not text me)
PREREQUISITES:	Fourth-year standing in any B.Com. concentration except International Business, which requires BUSI 4705

UNDERGRADUATE CALENDAR DESCRIPTION

Use of ethical reasoning to analyze business decisions. The ethical content of these decisions. The role of ethics in business situations. Practice in ethical reasoning. Major ethical systems.
Precludes additional credit for BUSI 4705.

COURSE DESCRIPTION

The overall performance of an organization depends to a significant extent on the behaviour of its management with respect to ethical issues: failure to attend to such issues can produce very undesirable – even disastrous – consequences. As a result, business ethics and corporate social responsibility have become very salient topics to business practitioners and the general public. We have all heard about many instances of unethical behaviour by businesspeople and the negative implications of such behaviours for the firms where they work: ethically questionable activities of managers at a wide variety of organizations have had profound effects on companies, employees, shareholders, and a wide variety of other stakeholders. The vast majority of ethical issues in organizations, however, do not get discussed in the media. All of us, in our working lives, face ethical issues on a regular basis, whether or not we notice them. This course is designed to facilitate the recognition of ethical issues, decision-making about ethical issues, and promotion of ethical behaviour within organizations.

COURSE OBJECTIVES

The main objectives of the course are to:

- Enhance your understanding of the importance of ethics in business
- Enhance your understanding of the relationship between a firm's ethical/social performance and its financial performance
- Enhance your ability to recognize and identify ethical issues
- Enhance your ability to use ethical principles to reason toward satisfactory solutions to ethical dilemmas
- Enhance your ability to “manage for ethics” in organizations



REQUIRED READINGS

There is no textbook for this class. Required readings will either be made available online or placed on reserve in the library.

COURSE DELIVERY

The continuing pandemic will require us to be flexible if conditions change; so, all of what follows may be considered to hold “until further notice”. I hope, however, that we will not have to make too many major modifications during the term.

Unfortunately, we will probably not be able to interact in person during the course, which will make discussion of course concepts much less fluid than the norm. Additionally, Carleton has expressed considerable concern that technological requirements may make it challenging for some students to interact online in a “synchronous” format (i.e., with the entire class online simultaneously). Accordingly, the course will be delivered in a ‘hybrid’ format.

I will post readings on cuLearn. Some weeks, you will take an online quiz associated with the readings. Most weeks I will also post video presentations, during which I will go through various slides covering relevant ideas, many of which will correspond to the readings, but others of which will not. (It will therefore be important that you **both** read the readings and watch the video presentations.) I will also post the slides as a separate PowerPoint file. Until further notice, my intention will be to post readings, video presentations and associated slides around Friday evening or Saturday morning so that we can discuss any questions or issues you might have about them during the optional synchronous online sessions (described below) the following week.

Two times a week, I will hold synchronous online sessions. During these sessions, I will generally **not** go through all my slides again. Rather, at least until further notice, these sessions will be a somewhat informal opportunity for you to ask questions about course content, etc. In accordance with my interpretation of the wishes of the university, these synchronous sessions will be **optional**.

This may change, but until further notice these optional online sessions will occur at 3pm on Tuesdays and 9am on Fridays, which fits the official schedules of two of the three sections of the course (but with later start times). I am hoping that one of these times will be reasonable for you (even if not ideal) irrespective of what time zone you happen to be in during the course, should you desire to take part in these sessions. You may attend whichever of these sessions suits you, irrespective of which section of the course you are registered for. If you have questions, etc., but are unable to attend one of the online sessions, you may post them in the discussion forum on cuLearn if you think that other students may have similar questions.

Because the school year starts in the middle of the week, one section of the course officially has one more class session than the other sections. In order to keep the various sections synchronized, irrespective of which section you are registered for, **I will post readings and presentations beginning on Friday, September 11th, and online sessions will commence during the week of September 14th.**

COURSE REQUIREMENTS

Participation	5%
Group Incident Report Assignment	6%
Online Quizzes	10%
Group Application Exercises (4 or 5)	20%
Group “Case” Analysis	20%
Values Assignment	3%
Group Artistic “Monsterpiece”	5%
Peer Evaluation	1%
Final Exam	30%
Total	100%

- **ALL** group members must contribute to **ALL** group assignments.
- The requirement for satisfactory in-term performance is 50%.
- You must complete **ALL** course requirements in order to pass the course. Yes, that **does** mean that if you don’t do the Peer Evaluation, you won’t pass. ***The value of other course requirements cannot under any circumstances be shifted to the final exam.***
- You **MUST** pass the final exam in order to pass the course.

In ALL cases of Academic integrity violations, my recommendation to the Associate Dean is for the student to receive an ‘F’ grade FOR THE COURSE. So, just do the work. If you try to use someone else’s, my software will figure it out in about 0.4 seconds, and you will probably fail the course and have to repeat it, possibly with me. You would probably find that both expensive and extremely awkward. The university’s Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/>.

COMMUNICATION: Given the ongoing pandemic, it is, unfortunately, unlikely that we will ever meet face-to-face. If you have questions or concerns related to the course that you think other students would like the answer to, please post the question in the discussion forum on cuLearn. I will try to respond within 48 hours. Otherwise, please feel free to contact me by email at sefa.hayibor@carleton.ca. If need be, we can set up an appointment to meet. **DO NOT USE ANY OTHER EMAIL ADDRESS YOU MIGHT COME ACROSS**, as it may not work properly. Also, note that ***Carleton requires that email to me should be sent from your Carleton account, not any other personal account.*** If you post a question or write to me but do not get a response within a couple of days, you should feel free to send me an email reminding me to respond. You may also call me on my cell phone if you require immediate communication (my number is at the top of this document); however, please do not call outside of the hours of 11am and 7pm. If I don’t pick up the phone, leave a message, and I will call you back. **Do not** text me, ever: I will probably not notice, and, besides, I hate texting. If you email me with a question that requires a lengthy or complicated answer, I may ask you to phone me, as that can sometimes save me writing a very time-consuming email reply. I am usually contactable on weekends as well as during the week, but keep in mind that I am not obligated to be available on weekends; so (rarely) it is possible that I may be unavailable on a particular weekend. I will occasionally contact the entire class by email through cuLearn. I will also post slides, readings, questions for discussion, and assignments there; so be sure to check that system regularly.

PARTICIPATION and ATTENDANCE: Given the unusual circumstances this term, participation will be emphasized less than usual. However even in the online environment, other students will be able to learn from your sharing of your experiences, observations, and questions. Your participation grade will be based primarily on the quality of your overall contribution to class discussions, whether in online class meetings or through the discussion forum on cuLearn. It is therefore important that you read all assigned material, be prepared to relate it to course concepts, and be prepared to share your opinions and listen (and perhaps respond) to the views of others in the class. ***There is no alternative way of fulfilling the participation requirement,*** so please don't ask.

As professionalism is one of the fundamental learning goals of the Sprott School of Business, your participation grade may also be influenced by other factors as well. Unprofessional behaviour (e.g., chronic lateness; disrespectful or aggressive behaviour toward the instructor or other students in person or by email, phone, text, or other mode of communication, etc.) will all have a negative impact on your participation grade. Treatment of members of your group outside of class time will also be considered if I become aware of a problem in that regard.

I consider our classroom (virtual or otherwise) to be a private space, and one where students should be free to express their true opinions about ethical issues without fear of censure. Accordingly, ***no recording of any kind is permitted in the classroom*** (virtual or otherwise).

Please remember that ***all instructional materials represent someone's intellectual property.*** Though I will post various instructional materials on cuLearn, keep in mind that such materials should ***never*** be re-posted on other websites. This has happened in the past, and it can be ***extremely*** difficult to get website operators to remove course materials they have no right to be hosting.

ASSIGNMENTS AND EXAMS

****** Further instructions concerning all assignments and exams will be provided during class or through cuLearn, so DO NOT use the following as your only guide when attempting assignments.******

ASSIGNMENT COMPLETION and SUBMISSION: All assignments, exercises, and exams except those clearly designated as group work are individual assignments, meaning ***you are NOT allowed to consult or work with other students*** on them, and doing so represents a violation of the university's Academic Integrity Policy. ***Each group assignment should be worked on as a group. You are not permitted to divide up the various assignments among group members for individual completion. Collaboration with members of other groups on group assignments will be regarded as a violation academic integrity standards.***

All assignments, exercises, and exams are due at the date/time specified on cuLearn and ***must*** be uploaded to cuLearn. Carleton also requires you to keep a hard copy of all deliverables until you have received your final grade. ***DO NOT*** under any circumstances email me your assignment. For group assignments, only one group member needs to upload, ***Files uploaded to cuLearn should be in Microsoft Word format – please do not upload pdfs.***

Late assignments and exercises are immediately penalized 50%, and may not be graded until the end of the course. In addition to the above penalty, late assignments will be penalized 10% per day based on the date they are uploaded to cuLearn. All exercises, assignments, and exams in the course are required. If you do not turn in an exercise or assignment at all, your final grade will be withheld until you do. Alternatively, at the instructor's discretion, your course grade may be ***reduced*** by the value of the missing exercise or assignment. (Yes, that means you don't just get zero, you get a ***negative*** grade.)

ASSIGNMENT ASSESSMENT: I recently received a group assignment that included 80 grammar and spelling errors in the first four pages. The next one I marked had 60. **Such a lack of effort and/or attention to detail is completely unacceptable.** Accordingly, please note that all written assignments will be graded based on your appropriate application of course content and the coherence and logic of your arguments, but also in part on organization, grammar, spelling, formatting, etc. Every five spelling, grammar, or formatting errors may, at my discretion, result in a penalty of 0.25 to 1 percent, depending on the assignment. **Proofreading is essential.** For group assignments, I expect **EVERY** member of your group to have read your **ENTIRE** assignment, and corrections to be made where required, before the assignment is submitted; so **be sure to give yourselves sufficient time for this process.** You may consult with colleagues (who are **NOT** in the course) or university writing advisors if necessary. You can find more information about help with your writing at the Student Academic Success Centre: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Please note that (generally) you do not start with 100% and then “lose marks” for shortcomings in your assignments. Rather, you start with zero and **earn** marks. The upshot of this is that merely fulfilling the requirements of an assignment does not mean you will get 100% unless you do so **perfectly**, which is, frankly, very unlikely. So, do not expect doing the bare minimum to fulfill course requirements to lead to good marks in the course. Rather, if you want to do well, be sure to put your **best** effort into all your work. ***If your work is of very poor quality and very obviously does not represent your (or your group’s) best effort, I reserve the right to penalize you and then make you re-do it.*** So, please do not waste your time or mine by turning in low quality work.

GROUP INCIDENT REPORT ASSIGNMENT: For this assignment, your group of four to five students is required to identify an ethically questionable behaviour or decisions that one (or more) group member(s) has encountered in his/her work or school life, and to identify and describe briefly the ethical issues and basic ethical principles associated with that behaviour or decision. **ALL group members must contribute to this assignment.**

VALUES ASSIGNMENT: For this assignment, you are required to rate various values in accordance with their importance to you in your life. You will also complete other short survey instruments associated with personal characteristics, create an “inventory of possibilities” for yourself, and write a very brief personal mission statement. The goal of this assignment is to get you to reflect on what is truly important to you, and the degree to which you are living in accordance with your values. If you take the assignment seriously and follow the instructions precisely, you will get full marks. Needless to say, I will not be grading you based on the nature of your espoused values, though it would be **SO** fun to do so.

GROUP APPLICATION EXERCISES: In order to reinforce learning of concepts and help prepare you for both the Group Case Analysis and case analysis on the Final Exam, in a group of four or five you will complete four or five exercises that require you to apply to business situations the ethical perspectives you have learned about in class. If you have questions about how to apply course concepts when thinking about your Group Application Exercises, please **be sure to consult with the rest of your group before contacting me. You are expected to be working as a team;** and there is a good chance someone in your group can help you, which can facilitate learning for both you and other group members. **ALL group members must contribute to this assignment.**

GROUP CASE PRESENTATION and SUMMARY: Your group will use the theories of prescriptive ethics described and discussed in class to analyze a real-life “case” and come to a conclusion about what should be (or should have been) done by the individuals or organization making the decision in that situation. The analysis will be summarized in a written report. In order to do well on this assignment it

is advisable that your group ***start on it early***, consult with each other and, if necessary, the instructor when you have questions about the application of course concepts, and ***take the time to read closely and assess one another's work in order to ensure that it is of very high quality***. ***Attempting to knock this assignment off in the week before it is due will probably result in disaster***. As with the Group Application Exercises, if you have questions about how to apply course concepts when working on this assignment, ***be sure to consult with the rest of your group about them before contacting me, as*** you are expected to be collaborating closely with the rest of your group. **ALL group members must contribute to this assignment.**

GROUP ARTISTIC MONSTERPIECE: Your group will create and present an Artistic Monsterpiece that will help you (and perhaps other present and/or future students) understand and retain information about a key course concept. The “default” deliverable for this project is a rap/hip-hop song. (Given sufficient notice, I may be able to help you write beats if you choose this option.) However, other types of art may certainly be created **subject to my approval**. So, feel free to get creative. Design a videogame. Write a song or a short story. Videotape a skit. Build a 94-foot tall statue. Paint a live monkey and teach it to play the xylophone. (Actually, don't do that.) **Please, no emulations of existing board games, game shows, etc.** **ALL group members must contribute to this assignment.**

PEER EVALUATIONS: In an effort to promote fairness and discourage free-riders, when your group work is concluded you are **required** to submit a peer evaluation form on which you will evaluate the contributions to group work made by each of the other members of your group. Group members who receive unsatisfactory peer evaluations from others in their group will have their grades on the group work lowered accordingly. (Yes, ***it is completely possible for you to get zero on your group work*** if you don't participate in it.) If you are having problems of any kind in your group, please get in touch with me sooner rather than later, as I am often able to bring about changes in the behaviour of underperforming group members by discussing the situation with them. ***Group members who consistently underperform may be “fired” if they have had the deficiencies in their work brought to their attention and have been given an opportunity to improve; but all firings require my approval.*** Fired group members will be penalized and required to complete all remaining group assignments on their own. As noted elsewhere, **all group members are expected to contribute to all group assignments and exercises.**

FINAL EXAM: The Final Exam will be based on materials from assigned readings, lectures, discussions, and other in-class work. The exam will include short answer and essay questions, and will **DEFINITELY** require you to apply principles of prescriptive ethics to analyze a short “case”. **If you do not pass the final exam, you cannot pass the course.**

GRADING SCALE

Any deviation from this grading scale will **NOT** lower your final letter grade (though it could raise it).

Letter Grade	Percent	Letter Grade	Percent
A+	90-100	C	63-66
A	85-89	C-	60-62
A-	80-84	D+	57-59
B+	77-79	D	53-56
B	73-76	D-	50-52
B-	70-72	F	< 50
C+	67-69		

- All final grades are subject to approval by the Dean

GRADING CONCERNS

If you have concerns about a grade on an assignment or exam, feel free to ask me about them. In most circumstances, the assignment or exam question will can be reviewed by me personally, though in some cases it may be reviewed by a course TA. Please note that **any request to re-grade an assignment or exam will result in the entire assignment or exam being re-graded.** That is, you cannot request a review of a specific question or part of an assignment. **Any re-grade request at the end of the term will automatically result in all your work in the course being re-graded.** Keep in mind that any request to have work re-graded can, of course, result in a **LOWER** grade, if appropriate.

If the concern is more general (e.g., How can I improve my grade on the next exam or assignment?), you should arrange to “meet” with me, and I will try to give you some direction. If you have any questions about course content, assignments, or material taught in the class, please post in the discussion forum or get in touch with me, subject to the guidelines mentioned above.

Please do not tell me at the end of the term (or any other time) that you “need” a specific grade in my course to graduate, stay in your concentration, maintain your scholarship, have your employer reimburse you for your studies, etc. In such cases, what you probably *really* need is a sufficiently high GPA, which is typically based on your performance in a large number of courses, usually over a long period of time. In short, then, usually nothing much depends on your performance in this course, specifically, as long as you pass. In any case, **if for whatever reason you think you “need” a certain grade in the course, MAKE ABSOLUTELY SURE THAT YOU EARN IT.** Everyone can do well in the course if they work hard enough, and I will not under any circumstances raise your grade merely to help you out.

ADDITIONAL INFORMATION

Course Sharing Websites. Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required Calculator in BUSI Course Examinations. If you are purchasing a calculator, we recommend one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII.

Group Work. The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar: WDN = Withdrawn from the course; DEF = Deferred

Academic Regulations. University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation. You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Obligation. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious Obligation. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities. If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence. As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities. Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity. Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from

Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services. The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

** Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.*

Centre for Student Academic Support. The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing, and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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BUSI 4601 (A,B,C) – Business Ethics – Class Schedule, Fall 2020

This schedule may change at the discretion of the instructor.

Dates	Topics	Readings (R), Assignments, Exams
Session 1: Week of Sept. 14	Introduction to the Course Introduction to Business Ethics	R: “Business Ethics as Rational Choice” R: “Critical Thinking for Business Ethics”
Session 2: Week of Sept. 21	Introduction to Business Ethics (Cont’d)	R: “Business Ethics as Rational Choice” R: “Critical Thinking for Business Ethics”
Session 3: Week of Sept. 28	Prescriptive Ethics <ul style="list-style-type: none"> Thinking about stakeholders Utilitarianism 	R: Velasquez: utilitarianism section Group Incident Report due Friday, Oct. 2
Session 4: Week of Oct. 5	Prescriptive Ethics <ul style="list-style-type: none"> Distributive Justice 	R: Velasquez: justice section Group Exercise 1 (Utilitarianism) due Friday, Oct.9
Session 5: Week of Oct. 12	Prescriptive Ethics <ul style="list-style-type: none"> Rawls’ “Justice as Fairness” (cont’d) Other forms of justice 	R: Velasquez: justice section
Session 6: Week of Oct. 19	Prescriptive Ethics <ul style="list-style-type: none"> The Categorical Imperative 	R: Velasquez: rights and Kant sections Group Exercise 2 (Justice) due Friday, Oct. 23
Session 7: Week of Nov. 2	Prescriptive Ethics <ul style="list-style-type: none"> Rights 	R: Velasquez: rights and Kant sections
Session 8: Week of Nov. 9	Ethics in International Contexts	R: Supplementary readings will be posted on cuLearn Group Exercises 3 & 4 (Categorical Imperative and Rights) due Friday, Nov. 13
Session 9: Week of Nov. 16	Topics in Descriptive Ethics <ul style="list-style-type: none"> Values Moral Intensity 	R: Supplementary readings will be posted on cuLearn
Session 10: Week of Nov. 23	Topics in Descriptive Ethics <ul style="list-style-type: none"> Cognitive Moral Development 	R: Supplementary readings will be posted on cuLearn Values Assignment due Friday, Nov. 27 Group Exercise 5 (Moral Intensity) due Friday, Nov. 27
Session 11: Week of Nov. 30	Topics in Descriptive Ethics <ul style="list-style-type: none"> Group Dynamics Conformity Obedience 	R: Supplementary readings will be posted on cuLearn Artistic Monstercase due Friday, Dec. 4
Session 12: Week of Dec. 7	Topics in Descriptive Ethics <ul style="list-style-type: none"> Structural Issues Systems Issues 	R: Supplementary readings will be posted on cuLearn Group “Case” Analysis due Friday, Dec. 11

Important Notes:

- R = readings to be completed **BEFORE** the week’s session.
- In order to maintain consistency across sections, all sections of the course commence during the week of Sept. 14.
- All assignments and exercises must be uploaded to the appropriate folder in cuLearn.
- For group work, **only one group member needs to upload** to cuLearn.
- **Do not ever** email me your assignments or exercises.
- Collaboration on individual (i.e., non-group) assignments represents a serious violation of Carleton’s Academic Integrity Guidelines, and may earn you an ‘F’ **in the course**. Collaboration with members of *other* groups on group assignments will also be regarded as a violation.