



**BUSI 5802 A**  
**Business Ethics**  
**Winter 2 2023**

**Instructor:** Gloria K. Sánchez-Cuevas, MA, MBA & Ph.D. (Candidate) Ethics & Public Affairs

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**Office Hours:** By appointment (Mon to Wed in-person, Thu-Fri virtual)

**Class Meeting:** Wed 14:35 – 17:25 pm, Nicol 3040

**Course Calendar Description:**

Impact of corporate decisions on society. Models and standards of business ethics and corporate social responsibility (CSR). Methods of measuring and reporting. The rise of corporate power, stakeholder analysis, corporate governance, sustainability, national and international pressures on CSR. Precludes additional credit for BUSI 5001.

**Course Description:**

What is ethical and unethical in business? This question is important and relevant to everyone as almost all of us “do business” or engage in daily market transactions. Business activity shapes our world, sometimes slightly, sometimes considerably, sometimes for the better, and sometimes for the worse. In light of their impact, today’s society expects businesses not only to create value through products and services but also to embrace values such as sustainability, social justice, equality, and fairness. Organizations are no longer profit-generating systems but vehicles of societal impact.

This course aims to provide students with the resources to articulate and discuss ethical concerns systematically and professionally. It is designed to stimulate an awareness of current ethical dilemmas facing businesses while helping students develop a reasoning process to think through and respond to these issues. After completion, students will be able to create a compelling business case for implementing ethical actions and strengthening ethical practices in business from a critical perspective.

This course will consist of two parts. The first part will introduce you to some of the key foundations of the language of ethics and the essential tools for understanding ethical issues. You will become acquainted with the main ethical theories and other emerging frameworks to enhance our moral value judgment. The second part will focus on key ethical challenges facing today’s business and discuss ways of overcoming them. You will dissect and understand current challenges in three main interrelated areas: environmental sustainability, equity, diversity and inclusion (EDI), and corporate responsibility. Both parts will equip you with the tools to assess ethical issues on the ground and make recommendations to encourage ethical behaviour and decision-making.

### Course Learning Objectives:

1. Identify and analyze complex business problems from an ethical point of view.
2. Recognize and synthesize ethical dilemmas associated with business practices and apply ethical principles to deal effectively with them.
3. Interpret relevant ethical decision criteria to evaluate and apply ethical decision-making.
4. Recognize and build a clear, rational, and persuasive justification for an ethical choice of action.
5. Apply organizational techniques to build a strong ethical culture through leadership.
6. Analyze and critique a code of ethics and its components.
7. Explore one's own values and how their own biases influence decision-making.

**Course Prerequisites:** N/A

### Required Materials:

- Readings: All required and supplemental readings will be posted on Brightspace
- The coursepack from Harvard Business Publishing includes the cases required for the course. The link to purchase the coursepack will be posted on Brightspace. You need your own coursepack material, and you cannot borrow/share access to the cases with other students.

**Final Exam Date:** There is no final exam.

**Drop Course Policy:** The deadline for academic withdrawal is the last day of classes (each term).

### Grading Scheme:

Ethics Toolkit Take-Home Exam	20%
Reaction & Interactions (2x)	10%
Argument Deconstructions (2)	15%
Contribution to Class Discussion	20%
Final Group Project	
<i>Proposal 5%, Presentation 15%, Final report: 15%</i>	35%
<b>TOTAL</b>	<b>100%</b>

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

- Ethics Toolkit Take-Home Exam consists of two short-essay questions. Students will apply ethical concepts and/or frameworks to two case studies. Students must read carefully and answer using a combination of their personal judgment and the concepts discussed in class. Additional research materials can be included (academic or professional resources). Four exam questions will be released on Brightspace on Week 2 (March 15, 2023) for students to choose any two of them. Each response must be 500-600 words, single-spaced, APA style. The exam will be submitted via Brightspace by Wednesday, March 29, 11:59 pm EST.
- Reaction & Interactions: Students will share both **two** 100-to-150-word "Reaction" and **four** 75-to-100-word "Interaction" posts on Brightspace. A *reaction* post presents a relevant news article, multimedia material (video, podcast), social media post, or artwork and briefly discusses how it relates to the course content. An *interaction* is a 100-word reply to another student's reaction post. An interaction post can discuss, supplement, constructively criticize and/or elaborate on the

initial reaction post. At least two reactions and four interactions must be submitted throughout the term. If a student submits more than two 200-word “Reaction” and/or more than four 100-word “Interaction” posts, only those with the highest grade will be considered for the final grade.

- **Argument Deconstructions:** An argument deconstruction is a 500-to-600-word document that states (i) the central thesis of a chosen reading or article, (ii) the relevant supporting premises and evidence, and (iii) a critical reflection or potential application of the reading’s thesis. Students will read, analyze, and outline the logical progression of the argument to then summarize the main claims in written form. Students will then include a critical and brief comment as a conclusion that takes a critical stand to the reading and/or relates the main argument to business practice. Students should submit their reconstructions an hour before class at the latest. At least two argument deconstructions must be submitted throughout the term, for a total of **two** argument deconstructions. If a student submits more than two reconstructions, those two with the highest grade will be considered for the final grade.

IMPORTANT: Class cases **do not** count as readings for Argument Deconstructions

- **Contribution to Class Discussion:** Students will receive a participation grade based on the quantity and quality of their contributions to the class discussion. For every quality contribution a student makes, they will earn a *participation token*. At the end of the six weeks, students will exchange those tokens for their final participation grade. The participation threshold for the maximum grade (20%) will be defined by the mean and average of tokens the class received.
- **Final Group Project** consists of an EDI Strategy or an organization-wide strategy to address an ethical challenge affecting a real organization based on qualitative analysis with the option of including quantitative considerations. Teams **will not** be assigned by the instructor and should be formed by Week 2. More details on this project will be provided in Weeks 1 and 2.

- **Final Project Proposal (5%, due on March 22):** The project proposal outlines your final project. It will be presented in a one-page Project Charter (template to be provided). The proposal must include the following sections: Business Case (why is your project/strategy important?), Opportunity/Problem Statement (what is the ethical issue/ problem?), Goal statement (what are you trying to achieve?), Constraints (what are the main obstacles facing your project?), Assumptions (what are the ethical tools or theoretical assumptions you will use in your analysis?), Risks (what are the risks of undertaking this project?), Team Members and Roles, Team Guideline (how will the team make decisions and work together?), Preliminary Project Plan (milestones and key dates).

IMPORTANT: *Failure to submit your Project Proposal will result in a 0% on that component of your final grade. Late Paper Proposals will receive a 5-point penalty (out of the total 35%) for every day they are late.*

- **Team Presentation (15%).** On Week 6 (April 12), students will present their projects to the class. The presentation itself determines a portion of the grade (10%), while the remaining points (5%) will be allocated by how well the team defends their proposed strategy and how well the team engages with other teams’ projects.
- **Written report (15%, due on April 5)** The written report has two parts:
  - **Part A.** A visually compelling one-page A3 template that summarizes the team’s strategy outlining ethical issue (main theme), problem statement and current state, target statement or desired future state, analysis, proposed countermeasures, implementation strategy or tactics, and KPIs.
  - **Part B.** A four-to-five-page document that elaborates on each section of the A3 template.
- **Team evaluation:** To be submitted via Brightspace after class on Week 6, April 12, 2023

(no submitting team evaluation = no grade for the team). Each individual's contribution to their group will be assessed by peer evaluation. A deduction in the points earned for the group assignment will be made based on group peer evaluations. Low team evaluations may lead to a reduction of an individual's overall grade. Free riding will be identified and penalized in this course.

#### **Late Assignments:**

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (5) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 20% would receive a grade of 15% if submitted after the deadline on the due date, 10% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances. No extensions will be granted for group assignments, as group members are expected to work together to cover for individual students unable to contribute to any team project components.

#### **Preparation and Participation:**

- **Participation and preparation:** You will be expected to participate actively in class. In addition to voluntary class participation, I might randomly call on students to answer questions or share their insights. To get more value from this course, I expect everyone to do the readings, submit thoughtful argument deconstructions, share valuable resources in the Reactions & Interactions board, and make constructive contributions to the discussion in class. Students must be prepared to engage in class, complete multiple assignments and projects and treat classes as a networking opportunity.
- Expect to work with **case studies**. Despite the theoretical foundations of ethics, this course emphasizes the application of theories and frameworks to real-world business problems through case studies. Students must read the case study or business scenario, identify the ethical issues and often recommend solutions. Case studies will be discussed in class.
- **Reading:** Students are expected to devote time to reading the material and staying on top of business and economic news for their reactions and interactions posts. The argument deconstructions offer an excellent opportunity to learn to read efficiently and take away the most important information in less time.
- **Written Assignments:** Good writing is fundamentally good thinking that builds on a logical path. Writing forces you to organize your thoughts. Quantitative skills are valuable in today's job market, but strong soft skills, including written communication, will help you stand out as a job candidate and team leader in any business function. Whether you are writing an email, presentation slides, annual reports, or social media updates, you need to be able to write clearly, precisely and error-free.
- **Final Group Project:** Each individual's contribution to their group will be assessed by peer evaluation (see Grading Scheme for more details). Be strategic in selecting a team for your Final Group Project. Teamwork is a networking opportunity and a chance to learn to work and adapt to a diverse workforce while working on an assignment. Mot's managerial and negotiation skills are

developed in team assignments.

- **Assignment submission:** Unless indicated otherwise, all individual and team assignments will be submitted via Brightspace.

**Communication with Instructor:** I do not hold fixed office hours, but I can be available for in-person or online office hours. Please get in touch with me via email to book a consultation or ask any questions. I may take up to 24 hours to respond to you on weekdays and 48 hours on the weekend. I typically make class announcements via Brightspace, so please check your Carleton email or Brightspace portal regularly.

**Contribution to Program Learning Goals ([MBA](#)):**

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught <u>and</u> Assessed
<b>MB1 Leadership and Collaboration</b> <i>Graduates will be equipped for leadership and collaboration.</i>			✓	
<b>MB2 Communication</b> <i>Graduates will be effective communicators</i>				✓
<b>MB3 Critical Thinking and Problem Solving</b> <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓
<b>MB4 Functional Knowledge</b> <i>Graduates will have functional knowledge of all areas of business.</i>		✓		
<b>MB5 Global Business</b> <i>Graduates will have an appreciation of the global environment of business.</i>		✓		
<b>MB6 Ethical Reasoning</b> <i>Graduates will be skilled in ethical reasoning and decision-making.</i>				✓

## COURSE SCHEDULE

Week	Date	Challenge/Theme	Agenda	Pre-class Prep	Deliverable
<b>1</b>	Mar 8	Ethics Toolkit I: Basic concepts of individual ethical decision-making	<ul style="list-style-type: none"> <li>▪ Introduction to course</li> <li>▪ Mainstream stakeholder theory</li> <li>▪ Main ethical theories: deontology, consequentialism, virtue ethics</li> <li>▪ The fact of value pluralism and reflective equilibrium</li> </ul>	N/A	
<b>2</b>	Mar 15	Ethics Toolkit II: Tools for collective decision-making	<ul style="list-style-type: none"> <li>▪ Human Rights</li> <li>▪ Capability Approach</li> <li>▪ Care Ethics</li> <li>▪ Relational theory</li> <li>▪ Distributive justice and social justice</li> <li>▪ Understanding intersectionality: indigeneity, gender, race, and disability</li> <li>▪ Corporate discourse and epistemic justice</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Young, I. M., Five Faces of Oppression.</li> <li>▪ Demuijnck, G. Justice and Business Ethics.</li> <li>▪ Boyd, K., Hybrid Workplaces and Epistemic Injustice. <i>Prindle Post</i></li> </ul> <p><b>Read Case Study</b> Breaking the Silence: Engaging Challenges Faced by the LGBTQ+ Community</p>	Ethics Toolkit Take-Home Exam questions released on Brightspace (due March 29)
<b>3</b>	Mar 22	<i>Guest Lecture:</i> Sustainability in business	<ul style="list-style-type: none"> <li>▪ CSR/sustainability</li> <li>▪ Labour Issues</li> <li>▪ Case Study</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Vasi, A. The EV revolution will take batteries, but are they ethical?</li> <li>▪ Hobbes, M., The myth of the ethical shopper. <i>The Huffington Post</i></li> </ul> <p><u>Read as a set:</u></p> <ul style="list-style-type: none"> <li>▪ Stackpole, T. Content Moderation Is Terrible by Design. Harvard Business Review (in coursepack)</li> <li>▪ Elliot, V and Parmar, T.. "The despair and darkness of people will get to you."</li> </ul> <p><b>Read Case Study:</b> The Ready-Made Garment Industry: A Bangladeshi Perspective</p>	<b>Final Project Proposal</b> due this session via Brightspace
<b>4</b>	Mar 29	Implementation, measurement, and reporting	<ul style="list-style-type: none"> <li>▪ Ethical Leadership</li> <li>▪ Codes of ethics and codes of conduct</li> <li>▪ Ethics reporting systems</li> <li>▪ Transparency</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Islam, G., Greenwood, M. The Metrics of Ethics and the Ethics of Metrics.</li> </ul>	<b>Ethics Toolkit Take-Home Exam</b> due this session

			<ul style="list-style-type: none"> <li>Employee engagement and empowerment mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Lütge, C., and Matthias U. Corporate Ethics (selected sections)</li> </ul> <p><b>Read Case Study:</b> The #BlackLivesMatter Movement: Balancing Stakeholders at TechTeen</p>	
5	Apr 5	Beyond “good” corporate citizenship	<ul style="list-style-type: none"> <li>Revisiting responsible leadership</li> <li>Business with Purpose</li> <li>Social license</li> <li>Entrepreneurship and empowerment</li> <li>Intro to critical management</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Marens, R. Let them Eat Ethics: Hiding behind Corporate Social Responsibility in the Age of Financialization.</li> <li>Lütge, C., and Matthias U. Corporate Ethics. (selected sections)</li> </ul> <p><b>Read Case Studies</b> Satya: Authentic Entrepreneurship and Community</p>	<b>Final Group Project</b> (written report) due this session
6	Apr 12	Team presentations		Read other teams’ projects (Brightspace)	<b>Team evaluation</b>

- Reaction & Interactions and Argument Deconstructions due any time before Week 6 (April 12, 2023, at 11:59 pm EST)
- The instructor reserves the right to make changes to this outline at her discretion.

## 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).

### Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any 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. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or 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.

#### Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student will receive access to a self and peer evaluation form to reflect the contributions made by each member. The assessment ranks each member's contribution from 1 (little or weak effort) to 5 (excellent work). To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

### Letter Grades:

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	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

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**

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: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

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: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **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](mailto: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. <https://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: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will 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: <https://students.carleton.ca/course-outline/>

**Academic Integrity:**

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—are a serious academic offence, 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/>

**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: <https://carleton.ca/csas/>

**Other 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 can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

**Covid-19 Information:**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you’re sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton’s [symptom reporting protocols](#).

**Masks:** Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

**Vaccines:** Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as

soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).