

BUSINESS ETHICS (BUSI 4601 D/E/F)

Winter, 2023

INSTRUCTOR:	Dr. Sefa Hayibor
OFFICE:	7034 Nicol Building
OFFICE HOURS:	Online or in person, by appointment
MODALITY:	In person
DAY/TIME	Sec. D , Th., 8:35, NI 5010 Sec. E , Tues. 2:35, NI 5010 Sec. F , Th., 2:35, NI 4050
EMAIL:	sefa.hayibor@carleton.ca
CELL PHONE:	(613)869-6848 (10am – 6pm 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 be made available online and/or placed on reserve in the library.

COURSE DELIVERY

The course will be in person, with the possible exception of one or two online sessions. The ongoing pandemic may require us to be flexible if conditions change suddenly. I hope, however, that we will not have to make any major modifications during the term.

COURSE REQUIREMENTS

Participation	8%
Group Incident Report Assignment	4%
Mid-term Exam	22%
Group Application Exercises (x 3 or 4)	12%
Group "Case" Presentation and Summary	15%
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 work, my software will figure it out in about 7 seconds, and you will probably fail the course and have to repeat it, possibly with me, which you would probably find both expensive and extremely awkward. ******

The university's Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/>. Since unintentional violations of the policy nonetheless constitute violations of the policy, ***please actually read it so that you know what's in it.***

COMMUNICATION: 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 Brightspace. 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, either on campus or via Zoom. **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 Brightspace, and will also post slides, readings, questions for discussion, and assignment instructions on the Brightspace course page.

PARTICIPATION and ATTENDANCE: Given that classes will involve considerable discussion of concepts, cases, and personal experiences or observations, participation is an extremely important component of your grade. Your input is important to the learning environment, as other students can learn from your knowledge, opinions, insights, and experience. Your participation grade will be based primarily on the quality of your overall contribution to class discussions. It is therefore important that you read any assigned material before class, 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. ***If I seldom hear your voice during the term, you should expect a VERY low participation grade (e.g., zero to one percent), even if you have attended regularly.*** Though your participation grade is not formally related to your attendance, I ***will*** also take attendance during some sessions (e.g., during presentation weeks, and random other weeks) and include this in my assessment of your participation. And, of course, you cannot participate if you do not attend. So, come to class, as there will be a strong negative correlation between absences and your participation grade. ***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; in-class Instagramming, Tweeting, derivatives trading, and the like; kung-fu or karate fights, unauthorized computer use, disrespectful or aggressive behaviour toward the instructor or other students in person or by email, text, phone, 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. ***Keep in mind that it is entirely possible for you to receive a negative participation grade if your overall contribution to the class environment is negative.***

I consider our classroom 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*** (whether in-person or virtual). If any class sessions take place online, they will not be recorded.

If you are looking for a "psychological safe space" where nobody will ever disagree with you or say something that might bother you, in short, a Business Ethics class is probably not the right place for you. So, while I and everyone else in the classroom will be expected to discuss issues respectfully and avoid *intentionally* offending anyone, I absolutely cannot guarantee that you will never be caused any psychological discomfort by anything said by me or by a fellow student. But, that's university (and life). Ethical issues are very often not black and white in nature, disagreement about them is utterly commonplace, and willingness to question popular and/or taken-for-granted points of view is essential

to good ethical reasoning.

Further, I expect us to be charitable with others, and therefore not to assume that any individual is trying to upset anyone unless there is good evidence that that's not the case. In short, despite what some people try to assert these days, one's intention matters immensely; and if someone offends you unintentionally, that lack of intent must be considered. If something bothers you, that doesn't necessarily mean that anyone else is to blame. So, to quote eminent theoretical physicist Lawrence Krauss, "Others are not obliged to cater to your sensibilities in advance, nor need they be censured after the fact." Indeed, to quote black activist Maurice Mitchell, "discomfort is a prerequisite for learning..." and, "the ability to discern the difference between discomfort and violence or oppression is a form of emotional maturity we should encourage". In the end, there is simply no point in holding a class in Business Ethics if disagreement is routinely interpreted as offense. If you disagree with someone's position, of course you are welcome to ***use reasoned arguments to counter it.***

None of this means that we shouldn't try to choose our words carefully – we should. But articulating oneself perfectly in a classroom discussion is almost impossible for most people, and people differ greatly in their sensitivities. Accordingly, we each must give others the benefit of the doubt if they don't express themselves exactly as we might ideally like them to.

Please remember that ***all instructional materials represent someone's intellectual property.*** Though I will post various instructional materials on Brightspace, 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 Brightspace, so DO NOT use the following as your only guide when working on 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 of the Academic Integrity Policy.***

All assignments, exercises, and exams are due at the date/time specified on Brightspace and (with the exception of the Values Assignment, which is to be submitted in hard copy) ***must*** be uploaded to Brightspace in order to be considered submitted. ***DO NOT under any circumstances email me your assignment unless I specifically request it.*** Carleton also requires you to keep a hard copy of all deliverables until you have received your final grade. ***For group assignments, only one group member needs to upload. Files uploaded to Brightspace 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 Brightspace. 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 grades 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 “desk-reject” it (meaning I won't read it), penalize you, and then make you re-do it. Grading a terrible assignment takes an instructor at least several times as much time as grading an excellent one. 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 two ethically questionable behaviours 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.

MID-TERM EXAM: This exam is aimed at assessing your understanding of the material covered up to this date. Any requirement that you *apply* the ideas will be limited in scope. This exam will likely be multiple-choice in nature, though I reserve the right to include short essay questions.

GROUP APPLICATION EXERCISES: In order to reinforce learning of concepts and help prepare you for both the group presentation and the case analysis on the Final Exam, in a group of four or five you will complete three to four exercises that require you to apply to business situations the ethical theories 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.

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 presented to the class and summarized in a written report. In order to do well on this assignment, it is highly advisable that you: 1) ***start early;*** 2) ***consult with each other*** and, if

necessary, the instructor when you have questions about the application of course concepts; and 3) **take the time to read closely and assess one another's work in order to ensure that it is of very high quality**. 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.**

VALUES ASSIGNMENT: For this assignment, you are required to rate and rank 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 receive full marks on this assignment. 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 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 an old-school rap/hip-hop song. However, other types of art may 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 37-metre-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.** I've seen way too many of those.

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. . As noted elsewhere, **all group members are expected to contribute to all group assignments and exercises.** 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 effort or work brought to their attention by the group and have been given an opportunity to improve; but all firings require my approval.*** Fired group members will be penalized and then required to complete all group assignments on their own.

FINAL EXAM: The Final Exam will require you to *apply* principles of prescriptive ethics to analyze a short “case”. It will likely also include short answer questions on other subjects and multiple-choice questions. The exam will be scheduled by the university. **AS NOTED EARLIER, IF YOU DO NOT PASS THE FINAL EXAM, YOU CANNOT PASS THE COURSE.**

Any make-up exams may be in a completely different format from the regularly scheduled exam. For example, a make-up mid-term exam might be all essays rather than multiple-choice. If you miss an exam, **any make-up exams will be scheduled for ONE date and time**, and you will be expected to attend. If you miss both the regularly scheduled exam and the make-up exam, you will not be permitted to take the exam.

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 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 them 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, 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.

LEARNING GOAL MATRIX

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught but Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				

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 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 Spratt 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.

Grading

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 Accommodation

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 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/>

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.

BUSI 4601 (D,E,F) – Business Ethics – Class Schedule, Winter, 2023

This schedule may change at the discretion of the instructor.

Dates	Topics	Readings (R), Assignments, Exams
Session 1: Week of Jan.9	<i>Introduction to the Course</i> <i>Introduction to Business Ethics</i>	R: Course outline (available on Brightspace)
Session 2: Week of Jan.16	<i>Introduction to Business Ethics (cont'd)</i>	R: "Business Ethics as Rational Choice" R: "Critical Thinking for Business Ethics"
Session 3: Week of Jan. 23	<i>Prescriptive Ethics</i> <ul style="list-style-type: none"> Introduction to prescriptive ethics Utilitarianism 	R: Velasquez: utilitarianism section Group Incident Report due (upload only)
Session 4: Week of Jan.30	<i>Prescriptive Ethics</i> <ul style="list-style-type: none"> Distributive justice Rawls' "Justice as Fairness" 	R: Velasquez: justice section Group Exercise 1 (Utilitarianism) due (upload only) Start looking for a topic for your Group Case Analysis, if you haven't already.
Session 5: Week of Feb.6	<i>Prescriptive Ethics</i> <ul style="list-style-type: none"> Justice as Fairness (cont'd) Rights 	R: Velasquez: justice section Group Exercise 2 (Distributive Justice) due (upload only)
Session 6: Week of Feb.13	<i>Prescriptive Ethics</i> <ul style="list-style-type: none"> Generalization The Categorical Imperative 	R: Velasquez: rights and Categorical Imperative sections
Week of Feb.20	Winter Break – No class	Have a topic for your Group Case Analysis approved by the end of this week.
Session 7: Week of Feb.27	Mid-Term Exam	This exam covers all prior readings, slides and discussions.
Session 8: Week of Mar.6	Group Werk Week	Group Exercise 3 (Categorical Imperative) due (upload only) After the class time, each group must send an email summary of their Group Werk activities to the instructor.
Session 9: Week of Mar.13	<i>Topics in Descriptive Ethics</i>	R: Supplementary readings will be posted on Brightspace Values Assignment due (hard copy only)
Session 10: Week of Mar.20	<i>Group Presentations and Monsterpieces</i>	Group Case Summary due for groups presenting case analysis Artistic Monsterpiece due for groups presenting monsterpiece Failure to attend will reduce your participation grade!
Session 11: Week of Mar.27	<i>Group Presentations and Monsterpieces</i>	Group Case Summary due for groups presenting case analysis Artistic Monsterpiece due for groups presenting monsterpiece Failure to attend will reduce your participation grade!
Session 12: Week of Apr.3	<i>Group Presentations and Monsterpieces</i>	Group Case Summary due for groups presenting case analysis Artistic Monsterpiece due for groups presenting monsterpiece Failure to attend will reduce your participation grade!

Important Notes:

- R = readings to be completed **BEFORE** the week's session. Many weeks, supplementary readings will also be provided.
- According to the Registrar's Office, Section E has 13 sessions, while Sections D and F have only 12. In order to maintain consistency across sections, all sections of the course will end after 12 sessions (the week of April 3).
- All assignments and exercises except the Values Assignment must be uploaded to the appropriate folder in Brightspace **before that week's class**.
- For group work, **only one group member needs to upload** to Brightspace.
- Do not ever** email me your assignments or exercises unless I specifically request that you do so.
- 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.
- The Peer Evaluation form may be downloaded from Brightspace, filled in, and uploaded any time after you have completed all group work, but before the Final Exam.**