**PHL295H1F (LEC5101) Business Ethics**

Instructor: Paul Raymont

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Office Hour: Monday, 17:00-18:00, Teefy Hall (TF, 57 Queen’s Park Cr. E.), Rm. 2

Monday, 18:00-21:00, Brennan Hall (BR, 81 St. Mary’s St.), Rm. 200

This course examines ethical issues and controversies concerning contemporary business practices and situates them within the broad intellectual framework of a liberal, democratic society. The course will begin with a consideration of the nature and role of publicly traded corporations. Utilitarian and contract models of business ethics will be examined. Our focus will then turn to particular controversies that have arisen in connection with advertising, untruthfulness in sales practices, environmental damage, employment conditions, the perceived exploitation of overseas workers, conflicts of interest, and whistleblowing.

The course will have a lecture format that includes in-class exercises and dialogue. Regular attendance and participation in activities are critical for success in this course, including the accomplishment of the learning objectives.

**Required texts**:

1. Manuel G. Velasquez *Business Ethics: Concepts and Cases* (7th ed.) (Pearson, 2012)

ISBN: 9780205176977

2. PHL295 course readings (on-line)

**Course Requirements**:

**First Assignment** (3-4 pages): due in class on Sept. 29; worth 15% of final grade.

**Midterm Test**: Oct. 20, worth 25% of final grade. A 90-minute test that will include short-answer, multiple-choice and essay questions.

**Second Assignment** (7-10 pages): due in class on Dec. 1; worth 30% of final grade

**Final Exam**: worth 30% of final grade. A 2-hour exam that will include short-answer, multiple-choice and essay questions.

Each student must check regularly this course's ***Blackboard*** site.

If you require an **extension or must be absent from a test**, be prepared to supply supporting documentation (e.g., a doctor’s note) if you wish to complete the assignment or test on an alternative date. Regarding **religious holidays,** students have a responsibility to alert me in a timely fashion to upcoming religious observances and anticipated absences that might require a postponement of assignment deadlines or tests. Any student requesting special consideration must do so via e-mail.

**Assignments should have the following format**: double-spaced, single-sided, 12-point print, pages stapled and numbered consecutively. Papers will not be accepted by fax or e-mail. A printout (hard copy) of each assignment must be submitted. **The penalty for late work is 5% per day** (inc. weekends and holidays).Keep paper or other reliable ***back-up copies of all out-of-class assignments***; you may be asked to resubmit your work.

Improper referencing in the assignments ***will adversely affect your grade***. I am not picky about *the format* for bibliographies as long as the author, book title, publisher and year of publication are provided for books, and the author, article title, journal title, volume and year are provided for journal articles; for internet resources, be sure to include the website address and the date on which you accessed it. Students must ensure that they present a complete list of the works that they have consulted in preparation for their written work, and must ensure that clear footnotes or endnotes (which include page references) are provided for any quoted material and for any reference to a published work, including material that is published on the internet.

**These four types of criteria will be adopted for grading the assignments:**

* 1. How well did the student understand the assigned topic question and the reading it required? Does the student respond precisely to the assigned questions? How good is the student’s understanding of the texts?
  2. How well and how hard did the student think about the questions and the reading, about his/her interpretation and critical discussion? Are the ideas clear, consistent, coherent, and do they display depth of thought?
  3. How well did the student organize his/her thoughts in the paper? Is each paragraph well organized? Are the claim well supported with texts or arguments? Is the paper focused and there is no rambling?
  4. How well did the student express his/her thoughts? Is the language straightforward and clear? Are difficult terms explained? Are sentences well-structured? Are spelling, punctuation and grammar good?

**On-line Resources**: The best on-line resource for philosophy is the [*Stanford Encyclopedia of Philosophy*](http://plato.stanford.edu/contents.html). Also helpful is the [*Internet* *Encyclopedia of Philosophy*](http://www.iep.utm.edu/). There is also a helpful site devoted to ethics. It is called [*Ethics Updates*](http://ethics.sandiego.edu/).

Re. on-line dictionaries: entering a word [at Onelook.com](http://www.onelook.com/) will call up its definitions in several of the best on-line dictionaries (including Oxford and Webster’s). [The University has some good websites devoted to spelling and grammar](http://www.writing.utoronto.ca/home). Of special relevance for students in this class is the section there called [“Advice on Academic Writing”](http://www.writing.utoronto.ca/advice). You are encouraged to [consult this list of the University’s writing centres](http://www.writing.utoronto.ca/writing-centres/arts-and-science), at any of which you may book an appointment. If English is not your first language and you want assistance in order to improve your English writing, you may profitably consult [the University’s English Language Learning resources](http://www.artsci.utoronto.ca/current/advising/ell).

See also Jim Pryor’s guide to writing philosophy papers (‘[Writing a Philosophy Paper](http://www.jimpryor.net/teaching/guidelines/writing.html)’), which is [available on his teaching website](http://www.jimpryor.net/teaching/) (which has other helpful links such as ‘Reading Philosophy’).

**Academic Misconduct**

The University takes a serious view of academic misconduct, and ***it is your responsibility as a student to be aware of and to abide by the University’s policy***. Included in the definition of academic misconduct are such activities as cheating on tests and examinations (e.g., by copying the work of others or by consulting during the exam material that has not been authorized by the instructor), plagiarism, misrepresentation, and submitting material that has already been submitted for academic evaluation. Students must avoid committing academic offences and aiding/abetting the commission of such offences by others.

In particular, it is the responsibility of each student to understand the meaning of ‘**plagiarism**’, which includes representing “as one’s own any idea or expression of an idea or work of another,” according to the definition in the University of Toronto’s [*Code of Behaviour on Academic Matters*](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). See esp. Section B and Appendix A [of the *Code*](http://find.utoronto.ca/search?as_sitesearch=www.governingcouncil.utoronto.ca/policies&q=Code+of+Behaviour+on+Academic+Matters&output=xml_no_dtd&ie=UTF-8&oe=UTF-8&client=default_frontend&proxystylesheet=default_frontend&ulang=en&ip=142.150.163.113&access=p&sort=date:D:L:d1&entqr=3&entqrm=0&wc=200&wc_mc=1&ud=1). Students must avoid committing plagiarism and aiding/abetting plagiarism by other students. [See the University’s Academic Integrity site for more details](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/academicintegrity.htm), as well as [the University’s Code of Student Conduct](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm). Students who are guilty of plagiarism will receive a 0 for the assignment and may get an F for the course.

For helpful tips on how not to plagiarize, see [Margaret Proctor’s “How Not to Plagiarize”](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize). The University has [posted additional advice](http://www.writing.utoronto.ca/advice/using-sources) about how to avoid plagiarism.

Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site. **This measure protects most students, the honest students, from the occasional dishonest student*.*** If you do not want to use Turnitin, notify me by the end of the second week of this term and we will make alternative arrangements.

**E-mail Communication**

I will reply to student e-mail only if it is sent from a University of Toronto e-mail address. I will not reply via e-mail to questions that have already been answered on Blackboard (e.g., in the syllabus) or in class. If I receive an e-mail message in which a student requests detailed information or the review of some course material, I am likely to ask the student to make an appointment with me so that I can respond to such requests in person (which is often more efficient and effective than e-mail).

**Accessibility:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and [the Office of Accessibility Services](http://www.accessibility.utoronto.ca/) as soon as possible. I will work with you and Accessibility Services to help you to achieve your learning goals in this course. Enquiries are confidential.