

Revised 7/23/07

## PROPOSAL SUMMARY AND ROUTING FORM

**Proposal Title:** PHIL 290: Business Ethics

**Initiating Unit or Individual:** John Scott Gray (Humn)

**Contact Person's Name:** John Scott Gray e-mail: grayj14@ferris.edu phone: 3515

**Date or Term of Proposal Implementation:** Fall 2008

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- X Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head	<i>Grant Smith</i>	1/10/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Matthew G. Ili</i>		<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs	<i>David Fleckner</i>	1/14/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

**To be completed by Academic Affairs**

\_\_\_\_\_  
President (Date Approved)

\_\_\_\_\_  
Board of Trustees (Date Approved)

\_\_\_\_\_  
President's Council (Date Approved)

**1. Proposal Summary**

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This course is designed to apply philosophical and ethical models/theories to interactions between business and society. These problems include those arising from the interface of business and government and between stockholders and stakeholders.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>PHIL</b>	<b>290</b>	<b>Business Ethics</b>

**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

**NEW COURSE INFORMATION FORM**

*See Sample – Limit to Two Pages Please*

**Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
<b>PHIL</b>	<b>290</b>	<b>Business Ethics</b>

**Course Description:**

This course is designed to apply philosophical and ethical models/theories to interactions between business and society. These problems include those arising from the interface of business and government and between stockholders and stakeholders.

**Course Outcomes and Assessment Plan:**

Students will:

- A. Understand the interface of business and its surrounding environments (social, cultural and natural)
- B. Consider alternative decision making methods regarding business and these environments
- C. Practice and apply alternative decision-making methods for the business interface with government
- D. Ground the reasoning for business decisions within a larger ethical context, helping them explore new ways to perceive, think, experience, and value.
- E. Understand the interface between profitability and ethical practice
- F. Demonstrate their communication skills in conveying their individual conclusions after analysis and synthesis within the context of ethics and social responsibility

**Course Outline including Time Allocation:**

Weeks One, Two and Three: Overview of ethical theory, including theories of Kant and Mill.

Weeks Four and Five: Analysis of how to approach situations involving competing values.

Week Six: Corporate Models

Weeks Seven and Eight: Tools for Developing Creative Ethical Thinking

Weeks Nine, Ten and Eleven: Corporate Character and Individual Responsibility

Weeks Twelve and Thirteen: Marketing and the Disclosure of Information

Weeks Fourteen and Fifteen: Final Case Presentations

**CREATE NEW COURSE**  
**Course Data Entry Form**

**FORM F**

**Create New Course**  
**Rev. 07/23/07**

**I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 200808 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

**II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.**

a. Course Prefix

PHIL

b. Number

290

c. Enter Contact Hours per week in boxes.

LECTure 3

LAB

INDEPENDent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Business Ethics (Limit to 30 characters/spaces.)

e. College Code:  f. Department Code:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type:  Variable  Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x)  Yes  No

k. Levels: Check (x)  Undergraduate  Graduate  Professional

l. Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x)  Yes  No

n. Equivalent course: Prefix  Number  See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course is designed to apply philosophical and ethical models/theories to interactions between business and society. These problems include those arising from the interface of business and government and between stockholders and stakeholders.

p. Term(s) Offered: fall (See instructions for listing.) q. Max. Section Enrollment: 25

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date:

\_\_\_\_\_ 1/1

Academic Affairs Approval Signature/Date:

David Blubaugh 1/1/08

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

**Office of the Registrar use ONLY**

Date Rec'd: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SCACRSE \_\_\_ SCADETL \_\_\_ SCARRES \_\_\_ SCAPREQ \_\_\_

## GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: <http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

**Course Prefix:** PHIL **Course Number:** 290

**Course Title:** Business Ethics **G. E. Codes Requested:** C

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

**Initiator:** John Scott Gray **Date Sent:** January 4, 2008

**Proposal Contact:** John Scott Gray **Email:** grayj14@ferris.edu

**Department:** Humanities **Campus Address:** Johnson Hall 110

**Please Print**

**University General Education Committee:** \_\_\_\_\_

**Chair:** \_\_\_\_\_ **Date Returned:** \_\_\_\_\_

Based upon University General Education Committee review on \_\_\_\_\_(date), we

- Support the request to designate the course listed above as a \_\_\_\_\_(insert Gen. Ed. Designation(s).)
- Do not support the request to designate the course listed above as a \_\_\_\_\_(insert Gen. Ed. Designation(s) for reasons listed below.

**Comments:**

\_\_\_\_\_

12-15-07

Members of the Cultural Enrichment Gen Ed Committee:

This is a request for Cultural Enrichment credit for a new course being developed by the Humanities Department for the College of Business. This is a trial version under the 290 designation, but we hope to request a permanent course in the near future.

The course's specific objectives are as follows:

Students will:

- A. Understand the interface of business and its surrounding environments (social, cultural and natural)
- B. Consider alternative decision making methods regarding business and these environments
- C. Practice and apply alternative decision-making methods for the business interface with government
- D. Ground the reasoning for business decisions within a larger ethical context, helping them explore new ways to perceive, think, experience, and value
- E. Understand the interface between profitability and ethical practice
- F. Demonstrate their communication skills in conveying their individual conclusions after analysis and synthesis within the context of ethics and social responsibility

I believe that the course, as designed, fulfills several of the criteria for courses requesting this designation as listed on the General Education website, in particular points five and six, which state that a cultural enrichment course should:

- Help students explore new ways to perceive, think, experience, and value.
- Help students gain a better understanding of a culture from an analysis of specific events or works.

Students in the College of Business may learn a great deal about profit margins and risk assessment, but the creation of this course will add an additional element that offers a wide-array of methods for evaluating the value of these business concepts, particularly when those concepts are in conflict with larger environmental, social or cultural elements. As the fourth Student Outcome Criterion states, a Cultural Enrichment course should help students "Be better able to make and justify valuing (aesthetic and ethical) distinctions," and that is the exact mission of this course.

Thank you in advance for your time and consideration.

Regards,

John Scott Gray

Department of Humanities

Ferris State University

**Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
<b>PHIL</b>	<b>290</b>	<b>Business Ethics</b>

Cultural Enrichment:

- Course develops a methodology for understanding the relationships existing between business interests and their surrounding environments (social, cultural, governmental and natural).
- Ground the reasoning for business decisions within a larger ethical context, helping them explore new ways to perceive, think, experience, and value.
- Helps students explore new ways to perceive and understand the roles of the individual within a corporate structure.
- Demonstrate their communication skills in conveying their individual conclusions after analysis and synthesis within the context of ethics and social responsibility.

This course seeks general education approval in the area of cultural enrichment on the grounds that as a result of taking this course students will enrich their own lives, both as individuals and as businessmen and women, by focusing on differing conceptions of ethics and its resulting value systems. This course will also increase student's understanding of themselves and their culture, as well as expand their understanding of the experience and cultures of others.

Dr. John Scott Gray  
Office: JOH 110  
Office Hours: TBA and By Appointment  
Office Phone: 3515  
Email: Grayj14@ferris.edu  
and taipan@teacher.com

**Ferris State University**  
**Course Syllabus**  
**PHIL 290 – Business Ethics – Fall 2008**

**1. COURSE DESCRIPTION:**

This course is designed to apply philosophical and ethical models/theories to interactions between business and society. These problems include those arising from the interface of business and government and between stockholders and stakeholders.

**2. PRE-REQUISITES:**

None

**3. GENERAL EDUCATION REQUIREMENTS MET:**

Cultural Enrichment

**4. SPECIFIC OBJECTIVES:**

Students will:

- A. Understand the interface of business and its surrounding environments (social, cultural and natural)
- B. Consider alternative decision making methods regarding business and these environments
- C. Practice and apply alternative decision-making methods for the business interface with government
- D. Ground the reasoning for business decisions within a larger ethical context, helping them explore new ways to perceive, think, experience, and value
- E. Understand the interface between profitability and ethical practice
- F. Demonstrate their communication skills in conveying their individual conclusions after analysis and synthesis within the context of ethics and social responsibility

**5. GENERAL EDUCATION OBJECTIVES:**

See attached assessment templates

**6. PRIMARY METHOD OF INSTRUCTION:**

Discussion / Lecture / In-Class Presentation

**7. TEXTS:**

Beauchamp and Bowie, editors. *Ethical Theory and Business*, 7th edition, (Pearson Prentice Hall, New Jersey), 2004. (Listed in the Schedule as BB)

Weston, Anthony. *A 21st Century Ethical Toolbox*, (Oxford University Press, New York), 2001. (Listed in the Schedule as AW)

## **8. SCHEDULE OF ASSIGNMENTS:**

**(Be sure to read all introductory sections preceding each topic)**

### **WEEK #1**

Introduction - Finding the Middle Ground  
Weston (AW), Getting Started, pages 9-20.

### **WEEK #2**

Beauchamp and Bowie (BB), Fundamental Concepts, pages 1-16.  
AW, Paying Attention to Values, pages 49-58.

### **WEEK #3**

BB, Normative Ethical Theory, pages 16-27.  
BB, Normative Ethical Theory, pages 28-39.

### **WEEK #4**

AW, When Values Clash I, pages 103-114.  
AW, When Values Clash II, pages 117-127.

### **WEEK #5**

BB, Analysis of Cases, pages 39-42.  
BB, The Purpose of the Corporation I, pages 45-50.

### **WEEK #6**

BB, The Purpose of the Corporation II, pages 50-64.  
BB, The Purpose of the Corporation III, pages 65-87.

### **WEEK #7**

AW, Tools for Critical Thinking in Ethics, pages 137-152.  
AW, Tools for Creativity in Ethics, pages 179-200.

### **WEEK #8**

MIDTERM ESSAY DUE (Chosen from Cases on pages 89-94) and MIDTERM  
EXAMINATION  
BB, The Purpose of the Corporation, Cases, pages 89-94.

### **WEEK #9**

CASE PRESENTATIONS - (Shutdown at Eastland, Merck and River Blindness, H.B.  
Fuller)  
BB, Corporate Character and Individual Responsibility I, pages 95-122.

### **WEEK #10**

BB, Corporate Character and Individual Responsibility II, pages 123-146.  
BB, Corporate Character and Individual Responsibility III, pages 147-158.

### **WEEK #11**

BB, Corporate Character and Individual Responsibility, Cases, pages 158-165.  
CASE PRESENTATIONS - (Auditor's Dilemma, Sears Auto Centers, Heinz Company)

WEEK #12

BB, Marketing and the Disclosure of Information I, pages 401-427.  
BB, Marketing and the Disclosure of Information II, pages 427-442.

WEEK #13

BB, Marketing and the Disclosure of Information III, pages 443-461.  
BB, Marketing and the Disclosure of Information, Cases, pages 461-466.

WEEK #14

CASE PRESENTATIONS - (HorsePOWER, Self-Identify Advertising, Joe Camel,  
Green Advertising, World Camera, Malt Liquor, Lying on Wall Street)  
BB, Marketing and the Disclosure of Information, Cases, pages 461-466.

WEEK #15

CASE PRESENTATIONS CONTINUED - (See list above)  
Final Exam Research Day (Research Paper Due)

**FINAL EXAM -- TBA**

**9. METHOD OF DETERMINING STUDENT GRADE:**

A. Midterm Essay (4-6 pages) and Midterm Exam	20%
B. In-Class Participation, Attendance and Other Assignments	20%
C. Final Exam	20%
D. In-Class Presentation	20%
E. Research Paper (8 to 10 pages)	20%

The midterm examination is divided into two parts. The first part is a take-home essay covering cases found at the end of chapter two in BB (Shutdown at Eastland, Merek and River Blindness, and/or H.B. Fuller). The second half of the exam is an in-class closed book test covering material from the first half of the course.

The final exam will be a cumulative open-book essay examination over the key themes covered during the term.

The presentations will be devoted to the cases found at the end of most chapters in BB. These presentations will include an overview of the case as well as an explication of how the tools learned in earlier sections of the course can be brought to bear to help clarify the values in the case as well as articulate possible solutions.

Now is the time to begin thinking about how you would like to express your perspective on Business Ethics. For this research paper it is expected that all the rules of research and citation are followed. A thorough bibliography on your chosen topic will be expected. The term paper should be eight to ten pages in length and printed with a standard sized font (12 pt). During **WEEK 7**, a **proposal** is due which outlines your thesis and begins to delineate your sources. Whatever topic you choose, it should go beyond cases and issues covered during the term. An **annotated bibliography** detailing your research for the essay is due during **WEEK 9**. These sources cannot include internet exclusive sources (i.e. Wikipedia) without my prior approval. Both of these assignments will be graded as "weekly" assignments, as part of the in-class portion of your grade.

Possible Research Paper Topics Include:

Pharmaceutical Firms and Poorer AIDS Victims  
Casino Gambling  
Controlling Drug Abuse vs. Protecting Privacy  
Is 'Employment-at-Will' Good Social Policy?  
CEO Compensation  
Are Marketing and Advertising Fundamentally Exploitive?

The Ford Pinto Case

Required Labeling for Genetically Modified Food

Multinational Corporations and Moral Obligations

Sweatshops

Should Patenting Life be Forbidden?

The Export of Pesticides to Developing Nations

Environmental Restrictions and their Relationship to Economic Freedom

Economics and the Sex Industry

Can Restructuring a Corporations Rules Make a Difference (Moral or Otherwise)?

Is Wal-Mart a Good Model for Retail Sales?

Do we Need More Regulation of the Energy Industry?

Feel free to contact me with other ideas!

**NOTE ON PLAGIARISM: STUDENTS ARE EXPECTED TO DO THEIR OWN WORK. PLAGIARISM IS THE PRESENTATION OF OTHERS' WORK OR IDEAS AS ONE'S OWN WORK. A FAILING GRADE WILL BE ASSIGNED FOR PLAGIARIZED WORK (THIS APPLIES BOTH TO YOUR PAPER AS WELL AS INDIVIDUAL EXERCISE ASSIGNMENTS). PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ABOUT PLAGIARISM.**

TEMPLATE FOR NEW COURSE PROPOSALS

A. COURSE PREFIX, NUMBER, AND TITLE: PHIL 290 Business Ethics

CURRENT DATE:

12-15-07

STUDENT LEARNING OUTCOMES FOR PROPOSED COURSE	EVALUATION OF STUDENT ACHIEVEMENT
<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the interface of business and its surrounding environments (social, cultural and natural)</li> <li>2. Consider alternative decision making methods regarding business and these environments</li> <li>3. Practice and apply alternative decision-making methods for the business interface with government</li> <li>4. Ground the reasoning for business decisions within a larger ethical context, helping them explore new ways to perceive, think, experience, and value.</li> <li>5. Understand the interface between profitability and ethical practice.</li> <li>6. Demonstrate their communication skills in conveying their individual conclusions after analysis and synthesis within the context of ethics and social responsibility</li> </ol> <p>(continue as needed)</p>	<ol style="list-style-type: none"> <li>1. Quizzes</li> <li>2. Exams (essay)</li> <li>3. Research Paper</li> <li>4. In-class presentation and resulting discussions</li> </ol> <p>(please describe the project, activity, or other form of engagement that will be used to measure the respective outcomes)</p>

COURSE EVALUATION STRATEGIES (How will course successes be measured?)

1. Pre and Post tests
2. IDEA forms to measure teacher and course effectiveness from students' point of view.

According to current College of Arts and Sciences policy, the department head may be required to identify a course that will not be offered in the semester the new course is first offered.

*This course was requested by the College of Business faculty. If the pilot is successful, then we might see several sections of the course per semester.*

*Grant Surden*

## College of Arts and Sciences

January 11, 2008

**TO: Thomas Oldfield, Vice President of Academic Affairs  
Meral Topcu, Chair, College Curriculum Committee**

**FR: Matthew A. Klein, Dean** *max*

**RE: PHIL 290: Business Ethics**

Enclosed for your information is the proposal for PHIL 290: Business Ethics which I have approved to be offered Fall 2008 by the Humanities Department.

Thank you.

**Cc: Grant Snider  
Valerie Greenfield**

REC'D JAN 14 2008