SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Business Ethics
COURSE NUMBER: PHIL-0107
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
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EMAIL: KCKCC - “Issued Email accounts are the official means for electronically communicating with our students”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Business Ethics is designed to help students understand the rules of conduct in the current American business world. Emphasis is directed to the inseparability of business and society and the importance of seeing business in the larger context of the values of that society.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Taking a Philosophical Look at Business
   A. Defining Business Ethics
1. What is philosophy?
2. What is ethics?
3. What is business?
4. What is business ethics?

B. Current Business Trends, Problems, Criticisms

II. The Purposes of Production and Work
   A. Traditional business and corporate values
   B. Traditional social values
   C. Reformist and radical perspectives: Greens, Reds

III. Social Class and Economic Inequality
   A. Social Class, Wealth, Income, and Power
   B. Social Class and Life Chances

IV. The Concentration of Business Ownership
   A. Multinational Corporations
   B. Mega-mergers
   C. Redistribution of wealth to the advantage of monopoly capital
   D. Unequal Money=Unequal Speech: The Problem of Campaign Financing and Democracy

V. Multinationals and Globalization
   A. The global assembly line
   B. The military-industrial complex
   C. The national security state

VI. Classical economic theories
   A. Philosophy and economics: Aristotle
   B. Philosophy and economics: Aquinas
   C. Philosophy and economics: Locke
   D. Philosophy and economics: Smith
   E. Philosophy and economics: Marx
   F. Philosophy and economics: Weber
   G. Philosophy and economics: Friedman

VII. The dynamics of capital accumulation
   A. Value Added in production
   B. Gross Domestic Product
   C. National Income Distribution

VIII. Racial restrictions of economic rights and opportunities.
   A. Interpersonal racism
   B. Institutional racism
   C. Sociological meaning of minority status
   D. Direct and indirect costs of racism
   E. Economic causes of racism in society
   F. Achieving racial equality
IX. Gender restrictions of economic rights and opportunities.
   A. Interpersonal sexism
   B. Institutional sexism
   C. Direct and indirect costs of sexism
   D. Causes of sexism in society
   E. Achieving gender parity / comparative worth

X. Case Studies
   A. Johns Mannville
   B. Nestle Infant Milk Formula
   C. Bill Gates and Microsoft

XI. Approaches to Economic and Business Change
   A. Why is change necessary?
   B. Transformational Approach
   C. Social Action Approach

EXPECTED LEARNER OUTCOMES:

A. The learner will be able to examine business practices philosophically.
B. The learner will be able to identify and evaluate rival views of the purposes of production and work.
C. The learner will be able to explain social class differentiation and economic inequalities.
D. The learner will be able to describe the extent of the concentration of business ownership and central problems associated with this concentration.
E. The learner will be able to describe the emergence of multinational corporations and the globalization of the economy and problems associated with these developments.
F. The learner will be able to explain and compare classical economic theories.
G. The learner will be able to describe the dynamics of capital accumulation.
H. The learner will be able to discuss the nature and causes of racial restrictions on economic rights and opportunities of minorities.
I. The learner will be able to discuss the nature and causes of gender restrictions on economic rights and opportunities of women in society.
J. The learner will be able to describe case studies of moral dilemmas in business.
K. The learner will be able to compare and assess differing approaches toward a sustainable economy.

COURSE COMPETENCIES:

*The learner will be able to examine business practices philosophically.*

1. The learner will be able to define business ethics.
2. The learner will be able to identify and assess current business trends, problems, criticisms.
The learner will be able to identify and evaluate rival views of the purposes of production and work.

3. The learner will be able to define and discuss traditional business and corporate values.
4. The learner will be able to define and discuss traditional social values.
5. The learner will be able to define and discuss reformist and radical perspectives.

The learner will be able to explain social class differentiation and economic inequalities.

6. The learner will be able to describe inequalities in social class standing, wealth, income, and political power.
7. The learner will be able to relate social class inequalities to differential life chances and the concept of fairness.

The learner will be able to describe the extent of the concentration of business ownership and central problems associated with this concentration.

8. The learner will be able to give an account of the origin and nature of the multinational corporation.
9. The learner will be able to describe the economic dynamics leading to recent mega-mergers.
10. The learner will be able to explain and assess the current process of the economic redistribution of wealth to the advantage of monopoly capital.
11. The learner will be able to give an account of how current practices of campaign financing are leading to conflict with the value of political democracy.

The learner will be able to describe the emergence of multinational corporations and the globalization of the economy and problems associated with these developments.

12. The learner will be able to describe the nature and problems of labor on the global assembly line.
13. The learner will be able to identify and evaluate the social consequences of the military-industrial complex in the United States.
14. The learner will be able to discuss the international and domestic problems of the national security state in the United States.

The learner will be able to explain and compare classical economic theories.

15. The learner will be able to critically discuss Aristotle's economic philosophy and ethics.
16. The learner will be able to critically discuss Locke's economic philosophy and ethics.
17. The learner will be able to critically discuss Smith's economic philosophy and ethics.
18. The learner will be able to critically discuss Marx's economic philosophy and ethics.
19. The learner will be able to critically discuss Weber's economic philosophy and ethics.
20. The learner will be able to critically discuss Friedman's economic philosophy and ethics.
The learner will be able to describe the dynamics of capital accumulation.

21. The learner will be able to define "Value Added in the Production Process."
22. The learner will be able to define "Gross Domestic Product."
23. The learner will be able to explain the National Income Distribution in the United States.

The learner will be able to discuss the nature and causes of racial restrictions on economic rights and opportunities of minorities.

24. The learner will be able to define and discuss interpersonal racism.
25. The learner will be able to define and discuss institutional racism.
26. The learner will be able to define the sociological meaning of minority status.
27. The learner will be able to discuss the direct and indirect costs of racism.
28. The learner will be able to explain the economic causes of racism in society.
29. The learner will be able to discuss the problems and prospects of achieving racial equality.

The learner will be able to discuss the nature and causes of gender restrictions on economic rights and opportunities of women in society.

30. The learner will be able to define and discuss interpersonal sexism.
31. The learner will be able to define and discuss institutional sexism.
32. The learner will be able to define the sociological meaning of minority status for women.
33. The learner will be able to discuss the direct and indirect costs of sexism.
34. The learner will be able to explain the economic causes of sexism in society.
35. The learner will be able to discuss the problems and prospects of achieving gender parity/comparative worth.

The learner will be able to describe case studies of moral dilemmas in business.

36. The learner will be able to identify nature and cause of 3 major case studies of breaches of business ethics.
37. The learner will be able to complete a detailed written analysis of one such case study.

The learner will be able to compare and assess differing approaches toward a sustainable economy.

38. The learner will be able to explain why economic change is necessary according to critics of capitalism.
39. The learner will be able to describe the problems and prospects of the transformational approach.
40. The learner will be able to describe the problems and prospects of the social action approach.
ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of the Academic Resource Center, in Room 3354 or call at (913) 288-7670.*
Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and Interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.