



UNIVERSITY OF
CALGARY

FACULTY OF ARTS
DEPARTMENT OF PHILOSOPHY

PHIL 329 Lec 1
Business Ethics
Spring Term 2017

Course Outline

Lectures: Tuesdays and Thursdays from 16:00 to 18:45 in ST 130

Instructor: Arlin Daniel

Office: Social Sciences 1235

Office Phone: (403) 220-6464

Email: ddaniel@ucalgary.ca

Office Hours: Thursdays from 19:00-21:00 (or by appointment)

Course Description

This class will examine some central ethical themes relevant to the relationship between a business, employees and society at large—issues like fair wages, labor exploitation, equitable taxation, and the position of women in the workforce. Two driving issues will form a key role in many discussions: first, the proper role of the labor movement (unions) in the workplace and the community; and second, the role of technology and automation as a driver of disruptive change to businesses, individuals and society. During this course, you'll be tasked with coming up with your own ideas about these issues, but more importantly, you'll be challenged to understand these questions from a variety of potentially incongruous perspectives.

This course is a 'Reacting to the Past' course. And it's easiest to think of it as an elaborate role-playing game. You'll take on the role of historical characters (bankers, aristocrats, craftspeople, factory workers, farmers, and peasants) and engage in debate about the key issues mentioned above. The game itself is called, provocatively, 'Rage Against the Machine'. (That would make a good band name.) It takes place in Manchester, England at the beginning of the Industrial Revolution. Within the game, others will try to convince you of their position. And you'll try to convince them of your position. And while the positions are laid out for your character, articulating your character's 'voice' will be up to you. You'll have to do research in order to come up with convincing and interesting arguments which you'll then express in your oral and written work. You will also have specific game-related outcomes ('Victory Objectives') that you will try to pursue. There's also an in-game economy. Your character's position in the community rises and falls based on the decisions you make. To this end, you'll try to better your character's life. You'll probably make deals in the local tavern. And you'll try to get your positions formally passed into law in the town hall. And if that fails, there's always rioting.

When the game is complete, we'll take these historical issues we've been discussing and apply them to a contemporary Canadian context.

Course Learning Outcomes

- **In class:** This class will give students a window into the lives, beliefs, and philosophical arguments of people from faraway times and distant places. It will improve students' writing and public speaking skills and deepen students' ability to critically examine, empathize and communicate effectively with other class members. As the course requires students to explore some influential philosophical ideas as they relate labor and corporations, students will see some of the diverse ways in which ideas have been articulated and debated over time, and how conflicting beliefs have shaped human experience.
- **Cognitively:** The class will demonstrate and allow students themselves to experience the power of ideas as a force that shapes human communities and human choices. The activities associated with the Reacting game also promote leadership skills, strategic planning and critical thinking. The independent research required to be a success at this game will foster the ability to critically digest, interpret, and analyze complex sources.
- **Out of class:** Teamwork and group activities are priorities of the class that will foster relationships outside the classroom and better prepare students for real-world problems and opportunities that they might encounter. Knowledge of the labor landscape has the capacity to produce more engaged students later in life—in terms of potential employment, activism, political activity or social engagement.

Students will also engage and critically react to some diverse philosophical questions:

- What is labor exploitation, and how should we react towards its possibility?
- Should government have a role in providing fair wages to workers?
- What sorts of working conditions are we willing to guarantee workers? Does this extend to workers in distant geographical areas?
- Is there a role for a guaranteed basic income in society?
- Are there philosophical (not just economic) reasons for taxation?
- What constitutes fair taxation?
- How does the role of women in the workforce differ between 1817 England and contemporary Canada? What has changed? What has stayed the same?
- Are labor unions necessary? What benefits do they provide employees? Do they benefit society? What philosophical reasons are there for preferring or dispreferring unions?
- Who should own the means of production? Businesses, governments, communities, workers?
- What is the proper role of technology in production? How is the well-being of workers affected when different forms of technology are introduced? Should we care, ethically?
- What constitutes 'automation' of labor? Is there a threshold? e.g. Is there an important difference between using a whisk to mix a cake and using a mixing machine in a factory setting?
- What role will increased automation play in the future?
- Does society bear a responsibility towards workers displaced due to increased complexity and automation in the work environment?

Required Texts:

NB*: all texts are available freely through the course website or other appropriate website indicated. Supplementary readings that you may find useful in researching your spoken and written requirements will also be posted on the course website, which is as follows: <http://d2l.ucalgary.ca>

Palla, Brendan et al. *Rage Against the Machine: Technology, Rebellion and the Industrial Revolution*. Student Manual. Ver. 2. 2016. [Available on the class Desire 2 Learn portal](#).

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Ewin Cannan, ed. 1904. Library of Economics and Liberty. 5 April 2017. <<http://www.econlib.org/library/Smith/smWN.html>>.

Hume, David. *Hume's Political Discourses*. London: Walter Scott Publishing Co., 1906. University of Toronto: Robarts Library Archive. 5 April 2017. <<https://archive.org/details/humespolitical00humeoft>>.

Ricardo, David. *On the Principles of Political Economy and Taxation*. 1821. Library of Economics and Liberty. 5 April 2017. <<http://www.econlib.org/library/Ricardo/ricP.html>>

Owen, Robert. *A New View of Society or Essays on the Principle of the Formation of the Human Character and Application of the Principle to Practice*. European Libraries Collection (Oxford University). 5 April 2017. <<https://archive.org/details/aneviewsociety00owengoog>>.

Course Assessment

- Historical take-home quiz (available on D2L website): 10%
 - Due Tuesday, May 23, 2017
- Speaking Skills: 30%
 - Formal speech dates will be assigned at the beginning of term
 - Partner feedback rubric due Friday, May 19, 2017
- Newspaper Article(s): 30%
 - First article due: Wednesday, May 31, 2017
 - Second article due: Wednesday, June 7, 2017
- Final Paper: 30%
 - Due Sunday, July 2, 2017

NB*: Detailed descriptions of all assignments and requirements will be furnished on Desire2Learn

This course has no registrar scheduled final exam!

Writing and the grading thereof is a factor in the evaluation of your work for this course. For further explanation, see the University Calendar at <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>.

The final grade will be based on the credit accumulated from the various assignments, so it is mathematically possible to pass the course without turning in/participating in any particular assignment. But this strategy is not recommended.

Assignment Submission Requirements:

Course work submission should be submitted via the Dropbox on the course Desire2Learn website.

Policy on Late Assignments:

Late or Missing submissions without an appropriate excuse will be marked down a full letter-grade for each 24-hour period of tardiness. Late submissions should still be submitted via the Dropbox on the Desire2Learn website.

Participation:

This is a *Reacting to the Past* course. As such, students will be required to participate in a game in which they'll speak in front of others and submit work to be read by others (newspaper articles). Each day, you should come prepared to engage in lively discussion with your peers. Many times, you'll also be required to work directly with your peers—both in-class and out. While there is no *direct* participation assessment in this course, it will be very difficult to succeed at the Reacting game without lively participation.

Grading Method:

All evaluated material will be graded on a scale from A+ to F. To weight assignments and calculate the final grade, these letter grades will be converted into the standard 4.0 scale:

4.3 – A+	3.3 – B+	2.3 – C+	1.3 – D+	0.0 – F
4.0 – A	3.0 – B	2.0 – C	1.0 – D	
3.7 – A-	2.7 – B-	1.7 – C-		

The arithmetic that will calculate your final grade will follow this formula:

$$(\text{Quiz}).10 + (\text{Speaking Skills}).30 + (\text{Newspaper Articles}).30 + (\text{Final paper}).30 = \text{Final Grade}$$

Course Schedule

NB*: A detailed course schedule, complete with key game dates and topics we will be discussing day-to-day, will be furnished on the Desire2Learn website.

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Honesty

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offense, the penalty for which may be an F on the assignment, an F in the course, academic probation, or requirement to withdraw from the University. See the relevant sections on 'Academic Misconduct' in the current University Calendar. Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about correct referencing, consult your instructor.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. For more information on support services and accommodations for students with disabilities, visit <http://www.ucalgary.ca/access/>. Students who require accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on student accommodations is available at <https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

D2L Help

Desire2Learn is UCalgary's online learning management system. Important information and communications about this course may be posted on D2L. Go to <http://www.ucalgary.ca/it/services/d2l> for help.

General Academic Concerns and Program Planning

Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email ascarts@ucalgary.ca . Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/undergraduate> for detailed information on common academic concerns

Advice on Philosophy Courses

You may find answers to your more specific questions about a philosophy degree on the Department of Philosophy's website <http://phil.ucalgary.ca> , or contact one of Philosophy's Undergraduate Advisors. Jeremy Fantl (jfantl@ucalgary.ca), Reid Buchanan (buchanar@ucalgary.ca), Megan Delehanty (mdelehan@ucalgary.ca).

Registration Overload/Prereq Waivers

If you are seeking to register in a Philosophy course that is full or to get permission to waive the prereqs for a course, email the Department Manager, Tram Nguyen (tram.nguyen1@ucalgary.ca). Include the specific course information and your UCID number in your request.

Writing

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15- minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc .

Protection of Privacy

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

Internet and Electronic Communication Devices

The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy

Emergency Evacuation:

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints> . Please check this website and note the nearest assembly point for this course.

Other Helpful Contacts

- Safewalk and Campus Security: 403-220-5333.
- Faculty of Arts Student Representatives: 403-220-6552, arts1@su.ucalgary.ca , arts2@su.ucalgary.ca , arts3@su.ucalgary.ca , arts4@su.ucalgary.ca .
- Student Ombudsman: <http://www.ucalgary.ca/provost/students/ombuds>