



GRADUATE ACCOUNTING AND COMMERCE CENTRE

DIVISION OF ECONOMIC AND FINANCIAL STUDIES

ACCG 848
BUSINESS AND PROFESSIONAL ETHICS

UNIT OUTLINE

2nd SEMESTER 2006

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ABOUT THIS UNIT

The principal aim of the unit is to provide students with an introduction to some of the main ethical issues raised by the activities of the business and corporate sphere, both in relation to the societies and environments within which they operate, and in relation to individuals employed within corporations. The unit considers both business ethics and professional ethics. Students initially consider the role of ethical principles and ethical reasoning in business, focusing on the differences between ethical reasoning and self-interest and between ethical obligations and legal requirements. Students then focus on broader issues concerning the role and function of corporations in society. The professional ethics topics consider the obligations of corporations towards their employees and on the rights and obligations of employees.

PREVIOUS STUDIES

There are no prerequisites for the unit. However students are expected to have at least a basic understanding of business operations (including accounting and the legal environment). The emphasis of the unit is applying the principles to real-world situations, so students will be expected to regularly provide actual business examples drawn either from the media or their own experience.

TEACHING STAFF

The teaching staff member responsible for the delivery and administration of this unit is:

<u>Name</u>	<u>Room</u>	<u>Email</u>	<u>Telephone</u>	<u>Consultation</u>
James Hazelton Unit Convenor	E4A 239	james.hazelton@mq.edu.au	9850-8486	Monday 2-4
Philippa Byers Lecturer	W6A 733	philippa.byers@mq.edu.au	9850-8859	Monday 2-4

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TIMETABLE FOR SEMINARS

ACCG 848 requires that students attend a weekly seminar of three hours duration. A short break of 10-15 minutes will usually be taken during these seminars.

Students must attend the following seminar each week:

<u>Day</u>	<u>Time</u>	<u>Room</u>
Monday	9 - 12	E4B 314 (note change from E5A 119)

As much of the learning takes place by discussion within the seminars, students should attend ALL seminars. Students who miss more than two seminars may not receive a passing grade for the unit. Any student likely to be in this position should discuss the matter with the Lecturer in Charge immediately.

REQUIRED TEXTS AND PRESCRIBED UNIT MATERIALS

The prescribed text for this unit is:

Joseph DesJardins *An Introduction to Business Ethics* Second Edition 2006 McGraw-Hill: New York

The following text may also be helpful to students that wish to deepen their understanding of business and professional ethics:

Grace, D. & Cohen, S., *Business Ethics: Australian Problems and Cases* (3rd edition), (Oxford University Press, Melbourne, 2005).

RESOURCES IN ERIC

As there are no tutorial solutions for the unit, there will not be materials placed in ERIC. Students should contact the lecturer in charge if they require assistance.

LEARNING OUTCOMES OF THE UNIT

This unit aims to develop the following discipline-based skills:

1. A good general knowledge of the major issues in contemporary business and professional ethics.
2. A sound understanding of the major ethical theories that inform the literature.
3. An ability to analyse and critically evaluate theories and arguments in the relevant literature.
4. An ability to relate ethical theories to relevant case studies and current events.

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5. The ability to develop one's own view or perspective, through consideration and analysis of the views and arguments presented in the unit, and the ability to present one's views with clarity and rigour.
6. Clarity of thought; clarity of verbal expression; clarity of written expression and exposition.

GENERIC SKILLS

The aim of university study is to acquire knowledge and skills in particular academic disciplines as well as to develop skills in critical thinking, analysis, problem solving, written and verbal expression, and research methods and techniques. These are known as generic skills. Doing the reading for tutorials and assignments, listening to lectures, participating in tutorial discussions, and writing essays, will help to develop the following generic skills:

1. *Comprehension skills*: skills involved in *understanding* complex ideas and arguments and reading, *understanding*, and *analysing* complex texts.
2. *Critical thinking skills*: skills involved in *analysing*, *evaluating*, and *criticising* views and arguments.
3. *Problem-solving skills*: skills that enable us to solve *practical* and *theoretical* problems through the application of theories and knowledge.
4. *Communication skills*: skills involved in *expressing* and *presenting* ideas clearly and logically, both orally (in tutorial discussions and presentations) and in writing (in your assignments).
5. *Creative-thinking skills*: skills involved in developing new ideas or perspectives and constructing arguments.
6. *Research skills*: skills that enable us to find out about and understand a new area of knowledge.

TEACHING AND LEARNING STRATEGY

This unit involves one three-hour seminar per week. The unit relies heavily on assignment-based learning and the participation of seminar participants. Each seminar is divided into two parts.

The first part of each seminar involves working through the assignment-based learning materials that have been distributed in the prior week. When working through these materials it is expected that seminar participants will contribute discussion and raise particular issues or problems that they have had with the assignment questions.

The second part of each seminar will comprise a mini-lecture that covers the key concepts of a topic area often using a worked example. The purpose of this mini-lecture is to prepare seminar participants so that they may attempt the relevant assignment questions and problems that have been set for the topic area.

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On average the unit will require students to complete between 6 to 8 hours of private study per week.

WEEKLY SUMMARY

The first seminar (**week 1**) covers administration of the unit including distribution of unit materials and introduces the main ethical theories that we will use throughout the semester.

Week 2 considers the role of the shareholder, who is often the dominant stakeholder. We examine the arguments for and against privileging the rights of the shareholder over the rights of other stakeholders and examine the responsibilities of other stakeholders to shareholders.

Week 3 considers the ethical issues around the corporation's relationship with the government, and in particular corporate influence over legislation.

Week 4 considers the ethical issues around employees and in particular issues of alienation and exploitation.

Week 5 considers the ethical issues around customers with an emphasis on product safety and advertising.

Week 6 considers the ethical issues relating to the interests of communities which are impacted by corporate activities.

Week 7 explores what responsibilities corporations have to the natural environment and the arguments for and against development of natural resources.

Week 8 explores the extent to which an employee should keep corporate information confidential and the circumstances in which they may be obliged to divulge information to the public.

Week 9 is when students present their mid-semester assignment.

Week 10 examines the ethics of discrimination and affirmative action on the basis of gender, ethnicity, religion, socio-economic status or other characteristics.

Week 11 recaps the main topics of the unit to assist students with their final exam preparation. The mid semester assignment will also be discussed.

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RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

In ACCG 848 you must demonstrate that you have satisfied the learning objectives of the unit.

To demonstrate that your understanding of the unit learning objectives is satisfactory or better you must score a mark of at least 50% in the final exam and the overall assessment. Also note the requirement to attend at least 9 of the 11 seminars.

The final assessment in ACCG 848 is based on raw scores calculated as follows:

	<u>%</u>
Weekly assignments	15
Mid semester assignment	35
Final exam	<u>50</u>
	<u>100</u>

The weekly assignments and mid semester assignment provide the means of continuous assessment and continuous learning throughout the semester.

The primary objective of the continuous assessment tasks in ACCG 848 is to make you ready, willing and able to demonstrate your understanding of the learning objectives on the day of the final exam.

CONTINUOUS ASSESSMENT (50%)

a) Weekly assignments (15%)

Independent work on assignment exercises and problems is fundamental to satisfying the learning objectives of this unit. You are not expected to always have the right answers from your independent work but you are expected to make a significant attempt to assignment questions before each seminar. It is expected that, in addition to attendance at the weekly seminars, you will need to spend at least six hours per week working on assignments and preparing for the next seminar.

Each week students will be required to submit:

- Written answers to the assignment questions for the topic area; and
- One media report (newspaper article, magazine article, book, advertisement, documentary etc.) that highlights an ethical issue relevant to the unit, together with a paragraph explaining how the article is relevant.

A satisfactory assignment must contain BOTH these elements. Late assignments will not be accepted without a medical certificate.

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It is expected that the written work you submit for the weekly assignments will largely be completed before the seminar rather than during the seminar. If it is noticed that an assignment is being prepared during the seminar then it will not be considered satisfactory.

On the front page of each weekly assignment that you submit please include the following:

- your student name
- your student number
- the following statement: “This assignment is my own work”

Any students found submitting the same tutorial assignment open the door to a full investigation by the Division of Economic and Financial Studies and disciplinary action. Students must also ensure that they do not inadvertently plagiarise material from textbooks or other readings. Anyone found blatantly copying from the textbook without due acknowledgment can expect to be awarded nil marks for the relevant submitted work. Plagiarism is discussed in further detail below.

b) Mid semester assignment (35%)

You are required to complete an ethical analysis of a corporation. This assignment comprises three parts:

1. A report of approx 2,000 words which sets out the background to the corporation and considers its ethical performance in relation to its’ stakeholders. Do NOT simply write about the activities of the corporation. Your report should refer to at least one academic paper (from a journal such as the Journal of Business Ethics or Business Ethics Quarterly) that relates to the company, industry or an important ethical issue facing the company. Journals can be accessed from the Library webpage (go to Journal Finder and follow the prompts).
2. A one-page letter which attempts to address an ethical issue identified by the report. This letter could be addressed to the corporation, a regulator, a competitor or any other party you consider relevant. (Note – you do not have to send the letter). The letter should clearly state what you believe the problem to be, why it is a problem and a specific action which will address the problem.
3. A five minute presentation to the class highlighting the key issues from your report and letter.

The assessment of these components is as follows:

Report	<u>15</u>
Letter	10
Presentation	<u>10</u>
	<u>35</u>

The due date for the presentation, report and letter is **Monday 16th October**.

Each student will perform this assessment with respect to a different corporation. You may choose from the list below or select a different company with the permission of the unit convenor:

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Ben and Jerry's	British American Tobacco	Coca cola
Crown Casino	Gunns	Halliburton
James Hardie	Mattel	McDonalds
Microsoft	Monsanto	Nestle
News Corporation	The Australian Wheat Board	Shell
Starbucks	The Body Shop	Toyota
Wal-mart	BHP Billiton	Westpac
Woolworths	ERA (uranium mining)	Lockheed

FINAL EXAM (50%)

The final written exam will be held on **Monday 6 November 2006** commencing at **9:30 am** in E4B 314.

The final exam will be of two hours duration with ten minutes reading time. It will cover all material from weeks 1 to 11. You will be given further instruction on the format of the final exam during the final seminar of the semester. In the meantime you should be aware that the best preparation for the final exam is as follows:

- ❖ Attend seminars and work through the assignment material.
- ❖ Complete the required readings each week.
- ❖ Use the consulting times of staff involved in the teaching of the unit when you need extra help.

Recall that, at a minimum, you must pass the final exam to achieve a passing grade in the unit.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period, and can attend the exam at the designated time and place.

SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMS

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

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Any student who attends the original examination and subsequently applies for special consideration may be required to sit a supplementary examination except where their performance in the original exam was equivalent to the HD grade. If a supplementary examination is needed, then only the student's performance in the special examination will be used for the purpose of the examination weight in the unit assessment.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Postgraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or
<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

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ACCG 848 GRADES

Recall that you must obtain 50% or more in the final exam and the overall assessment to achieve a P grade or better.

Students who score 44% or less in the final exam will be awarded an F grade. Students who score 45%-49% in the final exam will be awarded a PC grade.

More detail on the grading descriptions is set out below.

Grade	SNG	Description
HD High Distinction	85-100	Denotes performance which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition
D Distinction	75-84	Denotes performance which clearly deserves a very high level of recognition as an excellent achievement in the unit
CR Credit	65-74	Denotes performance which is substantially better than would normally be expected of competent students in the unit
P Pass	50-64	Denotes performance which satisfies unit objectives
PC Conceded Pass	45-49	Denotes performance which meets unit objectives only marginally
S Satisfactory	N/A	Denotes performance which satisfies unit objectives in a unit which grades only Pass/Fail
F Fail	0-44	Denotes that a candidate has failed to complete a unit satisfactorily
FA Fail Absent	0-44	Denotes that a candidate has failed to complete a unit satisfactorily and was absent from a compulsory final examination

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

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LECTURE SUMMARY

<u>Week</u>	<u>Date</u>	<u>Seminar Topic</u>	<u>Lecturer</u>
1	31 Jul	Ethical theories	JH/PB
2	7 Aug	Shareholders	JH
3	14 Aug	Government	JH
4	21 Aug	Employees	JH
5	28 Aug	Customers	JH
6	4 Sep	The global community	PB
7	11 Sep	The environment	PB
	18 Sep	Recess - private study	
	25 Sep	Recess - private study	
	2 Oct	Public holiday	
8	9 Oct	Trust and whistle blowing	PB
9	16 Oct	MID-SEMESTER ASSIGNMENT PRESENTATIONS	
10	23 Oct	Discrimination	PB
11	30 Oct	Revision	JH/PB
12	6 Nov	FINAL WRITTEN EXAM	

WEEKLY ASSIGNMENTS

ASSIGNMENT 1 (DUE 7 AUGUST)
ETHICAL THEORIES

READINGS

Desjardins, J. Chs 1& 2

Barbara Mackinnon "Ethical Relativism" in Mackinnon, B.(ed) *Ethics: Theory and Contemporary Issues* Fourth Edition 2004 Belmont: Wadsworth pp 20-26.

DISCUSSION QUESTIONS

MacKinnon and Desjardins Ch 1-2 for Qus 1-2; Desjardins 1-2 for Qs 3-6

1. Mackinnon describes two forms of ethical relativism. What are they and how do they differ?
2. Why is ethical relativism appealing? What are the problems with ethical relativism?
3. What is utilitarianism?
4. What are deontological (duty-based) ethics?
5. What is virtue ethics?
6. Briefly describe the decisions and actions of Aaron Feuerstein towards his employees after the Malden Mills fire in terms of (i) utilitarianism, (ii) deontology (what might be the relevant duties/obligations in this case?), and (iii) a virtue ethics approach.

ASSIGNMENT 2 (DUE 14 AUGUST)
SHAREHOLDERS

READINGS

Desjardins Ch. 3

Tom L. Beachamp and Norman E. Bowie “the Purpose of the Corporation” in Beauchamp and Bowie (eds) *Ethical Theory and Business* (Sixth Edition) 2001 Upper Saddle River, NJ: Prentice Hall Chapter Two pp 45-85.

Includes Milton Friedman “The Social Responsibility of Business Is to Increase its Profits” pp 51-55; R. Edward Freeman “A Stakeholder Theory of the Modern Corporation” pp 56-65; Kenneth E. Goodpaster “Business Ethics and Stakeholder Analysis” pp 66-74 and John R. Boatright “Fiduciary Duties and the Shareholder-Management Relation: Or, What’s So Special about Shareholders?”

DISCUSSION QUESTIONS

From the Desjardins reading answer question 1:

1. Provide a brief summary of the success and criticisms of Wal-Mart (p49-52)

From the Friedman reading answer questions 2-4:

2. Explain why Friedman believes that corporations *should* maximise shareholder profits.
3. Explain why Friedman believes that corporations *must* maximise shareholder profits.
4. Explain when Friedman believes that corporations should engage in Corporate Social Responsibility.

From the Desjardins reading answer questions 5-6:

5. What are the challenges to the Friedman view (p56-60)
6. What is the “stakeholder theory” and how does this differ to the Friedman view (p66-69)?
7. Based on the work you have done, do you believe that the operations of Wal-Mart are ethical?
8. For the company that you are analysing for the mid-semester assignment, assess its performance with respect to shareholders.

ASSIGNMENT 3 (DUE 21 AUGUST)
GOVERNMENT

READINGS

AccountAbility 2005 *Towards Responsible Lobbying* Available from:
www.unglobalcompact.org/docs/news_events/8.1/rl_final.pdf

DISCUSSION QUESTIONS

1. According to Friedman, business only has to operate within the law, as the law reflects the values of the community. Why might laws not reflect community values?
2. What forms might business lobbying take?
3. As part of your search for media articles, find some examples of business lobbying initiatives. Was the activity of the business justified?
4. What arguments might businesses put forward to support the practice of lobbying governments?
5. Why might the community oppose or seek to limit the lobbying of governments by corporations? How could this be achieved?
6. What is 'responsible lobbying'? Do you agree? How could this be enforced?
7. Analyse the ethical performance of your company with respect to government.

**ASSIGNMENT 4 (DUE 28 AUGUST)
EMPLOYEES**

READINGS

Desjardins Ch. 4 & 5.

DISCUSSION QUESTIONS

1. What is work? What work have you undertaken?
2. Is work an end in itself (i.e. an intrinsic good), a means to an end (i.e. an instrumental good) or some combination of the two? (p85-92)
3. Why might businesses offer jobs that are unpleasant (e.g. repetitive, dangerous and/or poorly paid)? Do businesses have a moral responsibility to create 'good' jobs? (p92-94)
4. Do people have a 'right to work'? (Explain with reference to the three meanings of the phrase p100-104)
5. Do workers have a right to participate in management decisions? (p109-112) Do employees have a claim on corporate profits beyond their agreed salary?
6. What is 'due process'? What are the arguments for and against due process (p106-109)
7. What are the problems of leaving workplace safety to free markets? (p113-115)
8. With respect to the work that you have undertaken, in what ways have employers acted ethically or unethically to you?
9. For the company that you are analysing for the mid-semester assignment, assess its performance with respect to employees.

**ASSIGNMENT 5 (DUE 4 SEPTEMBER)
CUSTOMERS**

READINGS

Desjardins Ch. 7 & 8.

DISCUSSION QUESTIONS

1. Consider the case of the Pharmaceutical Industry (p154-156) and the DES case. If companies comply with product safety requirements when the products are developed, should they remain liable for later side effects ?
2. What are the rights of the customer in relation to product safety? Why might a 'caveat emptor' approach be unsatisfactory? (p162-165) Find one contemporary example of product safety concerns to discuss with the class. In your example, identify whether (and why) you believe the product should remain available to consumers.
3. What is 'strict liability'? What are the arguments for and against strict liability (p165-167)
4. What are the ethical issues of pricing (p168-172). Provide one example of a company engaging in morally questionable pricing practices.
5. What are the ethical issues concerning marketing and advertising? Discuss with reference to the concept of consumer 'autonomy'.
6. Find one example of an advertisement which you believe is morally questionable and explain why. Bring a copy to class as part of your weekly journal.
7. One criticism of advertising is that it 'commodifies' the world. Explain what this means and provide an example.
8. For the company that you are analysing for the mid-semester assignment, assess its performance with respect to customers.

ASSIGNMENT 6 (DUE 11 SEPTEMBER)
THE COMMUNITY

READINGS

Desjardins Ch 11

John M. Kline “Political Involvements in Business” in Kline, J. *Ethics for International Business: Decisionmaking in a Global Political Economy* 2005 London: Routledge pp 44-85.

“Are Sweatshops Necessarily Evil?” chapter 16 in Lisa H. Newton and Maureen M. Ford (eds) *Taking Sides Clashing Views on Controversial Issues in Business Ethics and Society* 8th edition 2004 Mcgraw-Hill/Dushkin pp 306-315.

DISCUSSION QUESTIONS

Internet search for Qu 1; Desjardins for Qu 2; Kline for Qus 3 & 4; Newtown and Ford for Qus 5 & 6.

1. Find several definitions of the term ‘globalisation’ and then write your own. What are the main forms of anti-globalisation?
2. What is the most generally accepted argument for global business practice? What are the three main arguments against it?
3. What are the Sullivan Principles?
4. Compare these principles with a policy of political non-interference?
5. What are the main arguments for and against sweatshop labour?
6. Do you think that managers should adhere to the ethical standards of their own country when conducting business in other countries? Consider your answer in light of the issue of paternalism, on the one hand, and ethical relativism, on the other.
7. Analyse the ethical performance of your company with respect to the community.

ASSIGNMENT 7 (DUE 9 OCTOBER)
THE ENVIRONMENT

READINGS

Desjardins, J Ch 9

Damian Grace & Stephen Cohen, "The Environment" Ch. 8 in *Business Ethics: Australian Problems and Cases* Third Edition 2005 Oxford University Press: Melbourne pp 141-160.

Bill Hopwood, Mary Mellor, and Geoff O'Brien. *Sustainable Development: Mapping Different Approaches*, Sustainable Development, 13, 2005, pp. 38-52

DISCUSSION QUESTIONS

Grace and Cohen for Qu 1; Desjardins for Qus 2 & 3; Hopwood et al for Qus 4 & 5;
<http://www.ecofoot.org/> for Qu 6.

1. Describe the contrast between a humanistic and a naturalistic ethical orientation to the environment. Is the environment an ethical issue?
2. Desjardins rejects a narrow free market approach to addressing environmental concerns. What are his arguments?
3. What does Desjardins mean by the term 'environmental pragmatism'? Do you think that it is necessary to establish widespread agreement between government, business, and environmental groups concerning the appropriate ethical justification for environmental responsibility?
4. Describe the three approaches to sustainability identified by Hopwood et al? Consider each in light of social justice considerations?
5. Does the responsibility for responding to the unsustainable use of resources lie with (i) government, (ii) business, or (iii) individuals? Where is your answer located in terms of the three approaches identified in Hopwood et al.
6. How many worlds would we need if everyone lived using the same amount of resources you do? Answer this question first and then go to the website <http://www.ecofoot.org/> and calculate your ecological footprint. Were you right? What are the implications of what you have found for yourself and for business?
7. Analyse the ethical performance of your company with respect to the environment.

ASSIGNMENT 8 (DUE 23 OCTOBER)
TRUST AND WHISTLE BLOWING

READINGS

Desjardins Ch 6

Sherron Watkins, 'Ethical Conflicts at Enron', *California Management Review*, Vol 45, No. 4, Summer 2003 pp. 6-19

Kenneth Goodpaster, Laura Nash and Henri-Claude de Bettignies, *Business Ethics*, 4th Ed. (McGraw-Hill Irwin, New York, 2006), 'The Corporate Scandals of 2002 (B): Arthur Andersen LLP.', pp.71-77

DISCUSSION QUESTIONS

Desjardins for Qus 1 & 2; Desjardins and Watkins for Qu 3; Watkins for Qu 4; Maines & Goodpaster for Qu 5.

1. Do you think there are different standards regarding honesty in business and honesty in private life? If so, why? If not, why not?
2. What are the potential costs of whistle blowing to whistle blowers themselves as well as to others? Describe de George's distinction between morally *permissible* whistle blowing and morally *obligatory* whistle blowing. Do you think de George's distinction is useful?
3. Describe the issues that lead to the collapse of Enron.
4. Is the Enron case a good example of the capitalist system working effectively in terms of the market punishing those who behave badly? What are Watkins' views on this question and on the role of regulatory frameworks?
5. Describe the factors involved in the ethical failures of Anderson.

ASSIGNMENT 9 (DUE 30 OCTOBER)
DISCRIMINATION

READINGS

Desjardins Ch 6

Louis Pojman “The Moral Status of Affirmative Action”

Edwin Hettinger “What is Wrong with Reverse Discrimination?”

in W. Michael Hoffman, Robert E Frederick & Mark S. Schwartz *Business Ethics: Readings and Cases in Corporate Morality*. 2001 New York: McGraw-Hill. pp. 303-322

DISCUSSION QUESTIONS

Desjardins for Qus 1 & 2; Pojman for Qu 3; Hettinger for Qu 4.

1. Describe Desjardins’ distinction between ethically neutral discrimination and problematic discrimination. What kinds of harm does discrimination involve?
2. Write (or find) a very brief job description for a role you are familiar with. Now write a list of job-relevant criteria for the role and a list of discriminatory criteria.
3. Summarise two arguments from Pojman’s article that are critical of the underlying principles of affirmative action.
4. Do you think that *not* hiring the most qualified person is morally problematic? (refer to Hettinger’s article)