

Syllabus

Business Ethics

PHIL 1040 | Spring 2018
Department of Philosophy
Auburn University

Instructor:	Dr. Nicholas (Nic) Koziolk		
Email:	nkoziolk@auburn.edu		
Office:	Haley 3058		
Office Hours:	T&R: 12:30–1:30 and by appointment		

Class Meetings:	Section 002	TR 2:00–3:15	Haley 3220
	Section 003	TR 11:00–12:15	Haley 3034
	Section 004	TR 8:00–9:15	Haley 3218
	Section 008	TR 9:30–10:45	Haley 3046

Final exam: Apr 30–May 4	Section 002	W 4:00–6:30	Haley 3220
	Section 003	T 12:00–2:30	Haley 3034
	Section 004	M 8:00–10:30	Haley 3218
	Section 008	F 8:00–10:30	Haley 3046

Required Texts:	Michael J. Sandel, <i>What Money Can't Buy: The Moral Limits of Markets</i> , (Farrar, Straus and Giroux, 2012)		
	Elizabeth Anderson, <i>Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It)</i> , (Princeton University Press, 2017)		
	David Garland, <i>The Welfare State: A Very Short Introduction</i> , (Oxford University Press, 2016)		
	Dave Eggers, <i>The Circle</i> , (Vintage Books, 2013)		

Assignments:	Attendance (10% of final grade) Quizzes (daily, 15% total) Exams (three, 25% each) Participation (extra credit)		
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Grading:	100 ≥ A ≥ 88 > B ≥ 78 > C ≥ 68 > D ≥ 60 > F		
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1 Course Description

In this course, we will explore a variety of issues pertaining to the place of business in society. The central questions we will be addressing are these:

1. Are there goods and services that shouldn't be bought or sold (for example, human organs, children, sex, or votes)? Why is it wrong (if it is) to buy and sell these things? How do we determine which things *can* properly be bought and sold?
2. Do businesses have too much control over the lives of their employees? How much control *do* they have? How much would be too much? For example, should employers be permitted to require their employees to take drug tests (as they currently are)? to monitor their employees' sleep habits? to work 16 hours in a single day? What determines how much control is appropriate for an employer to have over its employees' lives?
3. What place is their in a market economy for welfare benefits (and entitlements more generally)? Are such benefits ethically required (as some people have argued)? Or are they, instead, ethically unacceptable (as other people have argued)? How do we decide? And what should we do about the people who decide to game the system (by, for example, committing welfare fraud)?
4. Does the business world as it currently exists systematically privilege men over women? How might it do so? And, if it does, what should we do about it? For example, is it fair for women to do more of the work of raising children? And, if it's not, how might we distribute that work more fairly?

2 Student Learning Outcome

This course is designed to contribute to the following Student Learning Outcome:

In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively **read and think critically**.

Course assignments have thus been selected to encourage you to read critically and to think critically about what you've read, and about what other members of the class say in class discussions. You will also receive regular feedback on your attempts at critical reading and thinking, both from me and from each other. For assessment purposes, you will be expected to demonstrate your critical reading and thinking skills primarily in writing (on the three exams). But you will have ample opportunity to practice and demonstrate those skills orally, in both small-group and all-class discussions, as well as during visits to my office hours (should you choose to use them).

3 Assignments

3.1 Attendance

Attendance is strictly required. For each class you miss, you will forfeit one-tenth of your attendance grade (i.e., 1% of your final grade).

3.2 Quizzes

Before each class, you will be required to complete an open-book short-essay Canvas quiz. These quizzes serve two purposes. First, they are designed to encourage you to engage thoughtfully with the course material before you come to class, and thereby to prepare you for participation in class discussions. Second, they are designed to provide you with relevant practice for the three exams. In general, the harder you work on the quizzes, the better you'll do on the exams.

These quizzes will generally receive one of three grades: if you completed the quiz on time, you will receive 10/10 points; if you completed it late, you will receive 5/10 points; if you didn't complete it at all, you will receive 0/10 points. However: I reserve the right to deduct points for quizzes that I deem to be inadequately thoughtful or critical, and for attempts to game the system (by, for example, submitting blank answers, submitting the same answer for every question, copying from the book, copying from a website, copying a classmate, etc., etc., etc.).

Unfortunately, I will be unable to provide you with much written feedback on your quizzes. (I simply have too many students.) I will, however, provide each of you with written feedback on at least *one* quiz prior to the first exam. You will also, on occasion, provide one another with feedback on your quizzes. If you would like more feedback than that, though, it is your responsibility to come see me in office hours, at which time I'll be more than happy to talk with you about one or more of your quizzes in however much detail your heart desires (well, within reason).

3.3 Exams

There will be three exams: two midterm exams—on February 22 and March 29—and a final exam—the week of April 30 to May 4. All three exams will test your critical reading and thinking skills: you will be asked to read a short essay (or part of an essay) before the exam, and come to the exam prepared to explain and criticize the argument of the essay.

3.4 Participation

Instead of punishing you for not participating, I've decided to try *rewarding* you *for* participating. So: by consistently participating thoughtfully in class discussions throughout the semester, you can improve your final grade by as much as 5%. (Note that this is the *only* extra credit I will be offering this semester.)

4 Schedule of Readings

This schedule of readings is subject to revisions. Changes from the original schedule will be in **blue** (so be careful if you print in black and white). You are responsible for checking Canvas for changes to the schedule, as well for other announcements pertaining to the course, our schedule, and your assignments.

Each reading is to be completed *before* the class meeting on the date for which it is assigned, as is the corresponding quiz, which will be available on Canvas at least 36 hours before class begins.

Introduction

January 11 NO READING

What Money Can't Buy

January 16 Michael J. Sandel, *What Money Can't Buy: The Moral Limits of Markets*, Introduction and Chapter 1: "Jumping the Queue" (pp. 3–41)

January 18 Sandel, Chapter 2: "Incentives" (pp. 43–91)

January 23 Sandel, Chapter 3: "How Markets Crowd Out Morals" (pp. 93–130)

January 25 Sandel, Chapter 4: "Markets in Life and Death" (pp. 131–162)

January 30 Sandel, Chapter 5: "Naming Rights" (pp. 163–206)

Private Government

February 1 Elizabeth Anderson, *Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It)*, Preface (pp. xix–xxiii) and Chapter 1: "When the Market Was 'Left'" (pp. 1–36)

February 6 Anderson, Chapter 3: "Learning from the Levellers?" (pp. 75–88), Chapter 4: "Market Rationalization" (pp. 89–98), and Anderson's reply (Chapter 7, pp. 120–126)

February 8 Anderson, Chapter 2: "Private Government," pp. 37–48

February 13 Anderson, Chapter 2: "Private Government," pp. 48–71

February 15 Anderson, Chapter 5: "Help Wanted: Subordinates" (pp. 99–107) and Anderson's reply (Chapter 7, pp. 126–131)

February 20 Anderson, Chapter 6: “Work Isn’t So Bad After All” (pp. 108–116) and Anderson’s reply (Chapter 7, pp. 131–144)

First Mid-Term Exam

February 22 In-class exam, reading TBA

The Welfare State

February 27 David Garland, *The Welfare State: A Very Short Introduction*, Chapters 1–3: “What is the welfare state?”, “Before the welfare state,” and “Birth of the welfare state”(pp. 1–44)

March 1 Garland, Chapters 4–6: “The welfare state 1.0,” “Varieties,” and “Problems” (pp. 45–97)

March 6 Garland, Chapters 7–9: “Neoliberalism and WS 2.0,” “Post-industrial transitions: towards WS 3.0,” and “The indispensable welfare state” (pp. 98–138)

Feminism and Sexual Harassment

March 8 Jennifer Saul, *Feminism*, Chapter 1: “The Politics of Work and Family,” pp. 5–20 (Canvas)

March 13 and 15 NO CLASS – SPRING BREAK

March 20 Saul, pp. 20–30

March 22 Saul, pp. 30–43

March 27 Kate Manne, *Down Girl: The Logic of Mysogyny*, Chapter 6: “Exonerating Men” (Canvas)

Second Mid-Term Exam

March 29 In-class exam, reading TBA

Balancing Work and Life

April 3 Dave Eggers, *The Circle*, pp. 1–71

April 5 NO CLASS – AUBURN PHILOSOPHY CONFERENCE

April 10 Eggers, pp. 71–146

April 12 Eggers, pp. 146–211

April 17 Eggers, pp. 211–278

April 19 Eggers, pp. 279–358

April 24 Eggers, pp. 358–419

April 26 Eggers, pp. 419–497

Final Exam

April 30–May 4 In-class exam, reading TBA