Semester: Semester 2 - 2009
Unit Weighting: 10
Teaching Methods: Lecture

Brief Course Description
Teaches the nature and systematic analysis of normative decisions, in particular in business settings. It sets that study in a larger framework of analysis of Western commercial, political and social systems and their functioning, and of the professional ethics that flow from that.

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 2 Hours per Fortnight for 10 Weeks
5 two-hour fortnightly tutorials

Learning Materials/Texts
Additional course readings are available on-line in Auchmuty Library Short Loans.


Course Objectives
On completion of this course students will be able to:
1. discuss the nature and basic principles of normative decisions, particularly in business.

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2009

CTS Download Date: 10/07/09
2. critically assess business practice and engage in problem solving to meet societal ethical expectations.
3. effectively communicate their understanding and interact effectively so as to problem solve with diverse community groups.
4. appreciate the larger framework of Western commercial, political and social systems within which business practice operates, and of the professional ethics that flow from that.

Course Content
The course covers the nature of norms and their application, analyses of major societal systems and their normative character and impacts, and an introduction to ethical corporate design and professional ethics.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Description</th>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>The tutorial assignment is to help students start on normative, and not just factual, analysis of business problems. Tutorial assignment, 10%.</td>
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<tr>
<td>Essays / Written Assignments</td>
<td>The group project provides opportunity to develop an extended normative analysis, demonstrating the application of both knowledge and skills, and provides experience in performing multi-tasking group work. Group project, 30%.</td>
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<tr>
<td>Examination: Formal</td>
<td>The examination evaluates the systematicity of student understanding of basic principles and how to apply them. Examination or Take-home exam, 50%.</td>
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<tr>
<td>Group/tutorial participation and contribution</td>
<td>Tutorial participation, attendance and group presentation, 10%</td>
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Assumed Knowledge
Either 10 units of Philosophy courses at 1000 level, or 40 units of any courses at any level.

Callaghan Campus Timetable
PHIL3930
HUMAN VALUES & COMMERCIAL PRACTICE
Enquiries: School of Humanities and Social Science
Semester 2 - 2009

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Monday 10:00 - 11:00</th>
<th>[ES305]</th>
<th>Wks 3,5,7,9 &amp; 11 only</th>
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<tbody>
<tr>
<td>And Tutorial</td>
<td>Wednesday 15:00 - 17:00</td>
<td>[V105]</td>
<td>Wks 3,5,7,9 &amp; 11 only</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday 17:00 - 19:00</td>
<td>[MCG28C]</td>
<td>Wks 3,5,7,9 &amp; 11 only</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday 11:00 - 13:00</td>
<td>[GP318]</td>
<td>Wks 4,6,8,10 &amp; 12 only</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday 15:00 - 17:00</td>
<td>[V105]</td>
<td>Wks 4,6,8,10 &amp; 12 only</td>
</tr>
</tbody>
</table>

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY
Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:
Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;  
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another
course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:
a) copying or paraphrasing material from any source without due acknowledgment
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -
- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS
Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator. Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term. http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade. Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Buildings, Hunter Hub: Level 2, Student Services Centre, Callaghan Campus City Precinct, City Hub &amp; Information Common, University House, Central Coast Campus (Ourimbah)</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a> Phone 4921 5000</td>
</tr>
<tr>
<td>Callaghan City Hub &amp; Information Common, University House</td>
<td>Singapore students contact your PSB Program Executive</td>
</tr>
</tbody>
</table>

OTHER CONTACT INFORMATION

| Faculty Websites | General enquiries Callaghan, City and Port Macquarie: Phone: 02 4921 5000 Email: EnquiryCentre@newcastle.edu.au |
|------------------| Ourimbah: Phone: 02 4348 4030 Email: EnquiryCentre@newcastle.edu.au |
| www.newcastle.edu.au/faculty/business-law/ | The Dean of Students Deputy Dean of Students (Ourimbah): Phone: 02 4921 5806 Fax: 02 4921 7151 Email: resolutionprecinct@newcastle.edu.au |
| www.newcastle.edu.au/faculty/education-arts/ | |
| www.newcastle.edu.au/faculty/engineering/ | |
| www.newcastle.edu.au/faculty/health/ | |
| www.newcastle.edu.au/faculty/science-it/ | |
| Rules Governing Undergraduate Academic Awards | |

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

End of CTS Entry
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments

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**LECTURES**

For lecture overheads and lecture notes, go to COURSE DOCUMENTS on Blackboard.

**Week 1 – 27 July**

On the distinction between fact and value

**Weeks 2-3 - 3, 10 August**

Distinguishing and making normative judgements

Reading: Grace & Cohen Business Ethics ch. 1

Hooker, ‘Liberal values and social dynamics’ – Section V8, pp. 98-106

[Hosmer The ethics of management chs. 1, 3, 4]

Context 1

**Week 4 - 17 August**

Ethical problems

Reading: Grace & Cohen Business Ethics ch. 1, 2, 3, Appendix 1

[Hosmer The ethics of management ch. 5]

Context 2

**Week 5 - 24 August**

Efficiency, the market and values

Reading: Hooker, 'Liberal values and social dynamics' – Section III.2, pp. 8-16

[Hosmer The ethics of management ch.2]

**Week 6 - 31 August**

Ethical Nature and Performance of the Market

Reading: Grace & Cohen Business Ethics ch. 4

[Hosmer The ethics of management ch. 2]

Hooker, 'Liberal Values and social dynamics' - Sections III 3, 4, pp. 16-74
Ethical design

Week 7 - 7 September
Building ethical corporate cultures
Reading: Grace & Cohen Business Ethics ch. 9, Hooker, ‘Liberal values and social dynamics’ – Section V7, pp. 95-98
Mumford, ‘Systems Design in an Unstable Environment’
[Hosmer The ethics of management ch. 6]

Week 8 - 14 September
Professional roles, responsibilities and ethics
Reading: Grace & Cohen Business Ethics ch. 7, Hooker, ‘Liberal values and social dynamics’ - Section V6, pp. 89-95
[Hosmer The ethics of management ch. 5]

Week 9 - 21 September
Codes of ethics
Reading: Grace & Cohen Business Ethics chs 7, 10,
[Break 28 September - 9 October]

Context 3
Weeks 10-12 - 12, 19, 26 October
Western culture, institutions and values
Reading: Grace & Cohen Business Ethics ch. 11, Hooker, ‘Liberal values and social dynamics’ – Sections III.1, 4, 5, pp.1-7, 62-88
English, ‘Bribery and the United States foreign corrupt practices act’
Purves, ‘Filling the iron rice bowl’

TUTORIALS

Tutorial questions and handouts will be available in COURSE DOCUMENTS on Blackboard. The tutorial topics and readings are as follows:

Weeks 3, 4: Ethics and the Dirty Hands problem
Issue: In your main text (ch.1) you will see that there are a number of theories employed to deal with ethical problems. In this tutorial you will be asked to define the principal theories (utilitarianism, deontological, situation, and virtue ethics). You will also be asked to consider what role, if any, ethics should play in commercial practice. Is the morality we employ in our ordinary lives quite different from that which we use to guide our actions and decisions in business? This raises the Dirty Hands problem (ch.2) and the arguments of Carr, Friedmann and others, that the way we conduct ourselves in our ordinary lives and in business are just different activities, or games, which employ quite different rules.
Readings: Grace & Cohen chs.1, 2 [Hosmer chs.4, 5, cf. p.125]

Weeks 5, 6: Ethical problem solving – the 4-step strategy
Issue: Each group will be given a typical ethical problem that may arise in business. You will be asked to consider all the material carefully and work through the 4-step strategy to analyse clearly the moral issues and dilemmas raised. You will then be asked to decide on what you believe would be the best solution to the problem.
Reading: material distributed at the end of the previous tutorial.

Weeks 7, 8: Professional responsibilities
Issue: Groups will be asked to consider three questions: a) what is a profession?; b) what general responsibilities do you think professions have?; and c) are there other occupations, like business, that should also be considered as professions?
Readings: Grace & Cohen ch. 7; Hooker, ‘Liberal values and social dynamics’ – Section V6, pp.89-95; Callahan, ‘Professions and professionalization’.
Weeks 9, 10: Ethical institutional design
Issue: The Exxon Valdez case. In this tutorial you will be asked to consider a number of questions. Firstly, what happened? Who do you think was responsible? How could it have been prevented? Secondly, what codes of ethics should there be to prevent events of this kind from happening again? Thirdly, consider the Exxon code of ethics. Compare with Johnson and Johnson's. What should a good code of ethics contain? What other procedures/policies/regulations might be adopted to improve the ethical behaviour of organisations? Finally, what are the advantages and disadvantages to businesses of adopting codes of ethics? What do you think are likely to be the consequences in terms of profitability, manageability, accountability and predictability within the organisation?

Weeks 11, 12: Cross-cultural ethical judgement
Issue: Groups will be asked to consider the different forms of gift-giving and commissions within and between cultures. You will also be asked to consider what is meant by bribery and when, if ever, it is justified.
Readings: Grace & Cohen ch. 7; Hooker, ‘Liberal values and social dynamics’ – Section V6, pp.89-95; Callahan, ‘Professions and professionalization’.