

**TEACHING GUIDE  
BUSINESS ETHICS**

**GRADO EN ECONOMÍA (INGLÉS)**

**ACADEMIC YEAR 2023-24**

Date: 10-07-2023

<b>I.-Subject Identification</b>	
<b>Type</b>	FORMACIÓN BÁSICA
<b>Teaching period</b>	2 course, 2Q semester
<b>Nº of credits</b>	6
<b>Language in wich the subject is taught</b>	English

<b>II.-Presentation</b>
<p>The main goal of this course is to introduce students to the study of ethics in general and business ethics in particular. Therefore, business ethics is conceived as a branch of applied ethics. Knowledge about ethical theory is the starting point for students to be able to resolve ethical dilemmas within the business field: distribution of goods, social responsibility, fair markets and competitiveness. However, from a broad and inclusive perspective ethical business complies the legal framework, the company structure, the environment, the employees as well as several other issues that will be analyzed during the course. Concepts, definitions, duties, moral obligations and judgments will be some of the main elements to learn as students and future professionals. They should be able to integrate competitiveness, efficiency and sustainability with moral and ethics criteria in their decision making process.</p> <p>No special background and knowledge are required for this course, besides interest in reading different texts and understanding our complex economic and social globalized world.</p>

<b>III.-Competences</b>
<b>Generic competences</b>
<p>CT02. Ability to organise and plan            CT13. Commitment to values in the workplace            CT18. Leadership            CB01 .That students have demonstrated the possession and comprehension of knowledge in a field of study based on the foundations of general secondary education, at a level that, although supported by advanced textbooks, includes some aspects that imply knowledge proceeding from the forefront of the field of study.            CB02 . That students are able to apply their knowledge to their work or vocation in a professional manner and have the skills that are typically demonstrated through the preparation and defense of arguments and problem solving within their field of study.            CB03 . That students have the ability to gather and interpret relevant data (usually within their field of study) to express judgments that include a reflection on relevant topics related to social, scientific or ethical areas.            CB04 . That students are able to transmit information, ideas, problems and solutions to both specialized and non-specialized audience.</p>
<b>Specific competences</b>
<p>CE13. Understanding how companies work and decisions are made            CE14. Ability to convert an empirical problem into an area of research and reach conclusions</p>

**IV.-Contents**

**IV.A.-Syllabus**

**I.INTRODUCTION TO RESPONSIBILITY**

Topic 1. Training as responsibility. Learning objectives. Getting out of the comfort zone. Success and work. Learning to undertake.

Topic 2. Three qualities to develop: change, creativity, and leadership. What is change? Change and management. The creative process. What characterizes a leader and what is he/she good for. Leadership skills. The paradoxical success of the mediocre. When the illusion of Prometheus becomes the repeated realization of Sisyphus. The tragedy of Euripides: the deceitfulness of life. Hercules: "the noblest of men".

Topic 3. Vocation as an element of responsibility. What do we understand by vocation and our own interests?

Topic 4. Intelligence as a responsible concept. What is intelligence? Intelligence and responsibility.

Topic 5. Sticking to reasons and the "ethical discrepancy". Sticking to reasons: what does it mean to provide reasoning? Do we know how to argue? Are all opinions equally respectable?

Topic 6. Discourse as an element of responsibility. Diogenes as a model. The confusion of language and "political correctness".

**II. ETHICS**

Topic 7. What do we understand by ethics? A demand, fashion or business? The field of ethics. Is it possible to reach valid conclusions in ethics? Ethics, what ethics?

Topic 8. What is ethics for? The need for ethics. Ethical models. Why do good and not evil? Objectives and criteria of ethics. Phenomenology of the ethical decision. Different ethical models.

Topic 9. Ethics and Legality. Legality and legitimacy. When the legal is not good and the illegal is not bad.

**III.- THE COMPANY**

Topic 10. Characteristics of a company. What is a company? The purpose of the company. Sustainable development and sustainable companies. Responsibility in the company.

Topic 11. The business organization. Employees. Managers. Capital.

Topic 12. Ethics or Business. Ethical principles in business. Ethics in business and in the company. Fight against corruption.

**IV. ETHICS IN BUSINESS**

Topic 13. The business system. The market: free or intervened markets. Governments. The international sphere.

Topic 14. Business environment. Environment and sustainability. Consumers.

Topic 15. Corporate Social Responsibility. Concepts and definition of CSR. What is it for? Key word: responsibility. Integration of CSR in the company.

Topic 16. Initiatives to promote CSR. The Global Compact. Global Reporting Initiative. ILO Declaration. OECD Guidelines for multinationals. The European Commission's Green Paper. Forum of experts.

**V. CONCLUSIONS**

Topic 17. Is ethics in business possible? Final analysis of the most important issues.

**IV.B.-Training activities**

Type	Title
Others	Participation in classroom discussions regarding ethical dilemmas or any topic related to the contents.
Reading	Book chapters/book and articles as determined at the beginning of the course.
Practical / resolution of exercises	Case study related to present ethical debates

<b>V.-Student workload</b>		
Lecture classes		30
Practical classes/resolution of exercises, case studies, etc.		24
Practical sessions in technological laboratories, hospitals, etc.		0
Tests		6
Academic tutorials		16
Related activities: conferences, seminars, etc.		2
Preparation of lecture classes		30
Preparation of practices, exercises, cases studies work		34
Test preparation		38
Total student workload		180
<b>VI.-Methodology and academic programme</b>		
Type	Period	Content
Master classes	Week 1 to Week 15	Lecture sessions will have a theoretical-practical approach to encourage student participation. The main contents of each topic will be explained and practical activities presented. Students will be encouraged to find additional information and to take part in open, critical and constructive discussions.
Reading	Week 1 to Week 15	Compulsory readings: Documents, articles, news, audiovisual support content and other resources will be provided. Student participation will be valued positively.
Tests	Week 7 to Week 18	Final written exam.
Work placements	Week 1 to Week 15	Presentation of Case studies in the classroom.

## VII.-Assessment methods

### VII.A.-Assessment weighting

#### Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

**Extraordinary assessment:** Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

#### Description of the tests for assessment and their weights.

The evaluation system of degrees in the EEES framework is continuous assessment.

In the continuous assessment system, class attendance is compulsory and its assessment within the process of continuous assessment will be established by lecturers/professors in each subject.

Minimum class attendance: 80% (If a student is not allowed to sit for a test because he/she has attended less than 80% of the classes, this must be justified by using some type of proof).

#### ORDINARY EVALUATION

##### Evaluation system:

- Written critical commentary based on the readings proposed (20%). No minimum mark required. Non reassesable.
- Classroom presentation of the proposed topics using audiovisual format (20%). No minimum mark required. Non reassesable.
- Final written test (60%). Reassesable. Minimum mark required: 5.

#### EXTRAORDINARY EVALUATION

##### Evaluation system:

Final written test. Minimum mark required: 5. Contents include all the topics studied in the subject as well as all the readings indicated in each topic.

### VII.B. Assessment of students with an academic exemption

Student who wish to opt for this assessment will have to get an academic exemption for the subject, which they will have to request from the Dean or Director of the Centre which teaches their course. An academic exemption may be granted where the subjects own characteristics allow for it.

Subject with the possibility of an exemption: Yes

### VII.C. Review of assessment tests

In accordance with the exam appeal regulations of the Universidad Rey Juan Carlos.

### VII.D.-Students with a disability or special educational needs

Curricular adaptations for students with a disability or special educational needs will be determined by the Disabled Students Support Department, in accordance with the regulations governing the Disabled Students Support service, approved by the Universidad Rey Juan Carlos Council, in order to guarantee equal opportunities, inclusive treatment, universal accessibility and a greater guarantee of academic success.

For this purpose, this Department will have to issue a curricular adaptation report, therefore students with disabilities or special educational needs must contact the Department to analyse the different alternatives together.

#### **VII.E.-Academic behaviour, academic integrity and honesty**

The Universidad Rey Juan Carlos is completely committed to the highest standards of academic integrity and honesty. Therefore, studying at the URJC means you accept and agree to the academic integrity and honesty values described in the University's Code of Ethics. In order to monitor this procedure, the University has Regulations on academic behaviour at the Universidad Rey Juan Carlos and uses different tools (anti-plagiarism, supervision?) which provides a collective assurance that these essential values are completely developed

## VII.-Bibliography

### Reference Generic

Henn, S. K. (2009). *Business Ethics: A Case Study Approach*. John Wiley and Sons.  
 Sandel, Michael J. (2009). *Justice: What's the right thing to do?* Farrar, Straus and Giroux.  
 Sen, Amartya (1987). *On Ethics and Economics*. Basil Blackwell.  
 Velásquez, Manuel G. (2012). *Business Ethics. Concepts and cases*. Pearson.

### Reference literature

Bowie, N. E. & Schneider, Meg (2011). *Business Ethics for Dummies*. J. Wiley & Sons Ltd.  
 Brenkert, Geroge G. & Beachamp, Tom L. (eds.), (2009). *The Oxford Handbook of Business Ethics*. Oxford University Press.  
 Felber, C. (2015). *Change everything! Creating an economy for the common good*. Zedbooks.  
 Frederick, Robert E. (ed.), (1999). *A Companion to Business Ethics*. Blackwell Publishers.  
 Moon, Jeremy (2014). *Corporate Social Responsibility: A Very Short Introduction*. OUP.  
 Sandel, M. J. (2012). *What money can't buy: The moral limits of markets*. Farrar, Straus and Giroux.  
 Sandel, M. (2021). *The Tyranny of Merit: What's Become of the Common Good?* Penguin.

### Journals:

*Journal of Business Ethics*  
*Corporate Social Responsibility and Environmental Management*  
*Professional Ethics*  
*Organization and Environment*  
*Business Ethics Quarterly*

**Different updated materials -articles, news, studies- (via classroom or aula virtual) will be provided.**

## IX.-Lecturers/Teachers/Professors

<b>Lecturer/teacher/professor's name</b>	EVA PALOMO CERMEÑO
<b>E-mail address</b>	eva.palomo@urjc.es
<b>Department/field</b>	Estudios Históricos y Sociales, Lengua Española, Literatura, Filosofía Moral y Didácticas Específicas.
<b>Category</b>	Profesor/a Contratado/a Doctor/a
<b>Academic qualifications</b>	Doctor
<b>Subject Coordinator</b>	Yes
<b>Academic tutorial timetable</b>	Para consultar las tutorías póngase en contacto con el/la profesor/-a a través de correo electrónico
<b>Nº of Quinquenios</b>	1
<b>Nº of Sexenio</b>	1
<b>Nº period for technology transfer</b>	0

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<b>Stretch Docentia</b>	2