UNIVERSITY OF MICHIGAN-FLINT  
COURSE CHANGE REQUEST for GenEd Distribution

* * * This change is not effective for registration or publication until this request has been reviewed by the Provost.* * *

Change Effective for Term: Fall 2010  
School/College: College of Arts and Sciences (CAS)  
Department: Philosophy (PHL)

Subject: PHL  
Course Number: 271  
Check here for NO CHANGE: ☐

☐ INACTIVATE Course  
☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

<table>
<thead>
<tr>
<th>AS CURRENTLY OFFERED</th>
<th>REQUESTED CHANGE</th>
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<tbody>
<tr>
<td>1. Title: Ethics in Business</td>
<td>to:</td>
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<tr>
<td>2. Credit Hours: (3)</td>
<td>to: Total ____ -or- Variable ____ to ____</td>
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<tr>
<td>3. Repeat Status: (see CURRENT Course Description below)</td>
<td>to: Max of ____ credits -or- ____________</td>
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<td>4. Crosslisting(s):</td>
<td>to:</td>
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<td>5. GE Distribution: h</td>
<td>to: FYE First Year Experience</td>
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6. CURRENT Course Description:
Everyday ethical problems and the moral obligations of business professionals examined in the context of real business situations. Is it ever right to lie? What are my responsibilities to the environment? How do I treat my employees fairly? What are my ethical obligations to stockholders? Attempts to answer through rational argument.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

Department Chair  
Date 9/23/09

Department Chair of Crosslist(s) or Prerequisite(s)  
Date 9/30/09

Dean  
Date 9/10/09

REVIEWED BY:

Catalog Editor  
Date

Provost  
Date

Catalog Coordinator (Registrar’s Office)  
Date

GECAC  
Date
### REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
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<th>Course Title: Ethics in Business</th>
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<tr>
<td><strong>Department:</strong> PHL</td>
<td><strong>Course Prefix:</strong> PHL</td>
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**No. 3** | Learning Outcome: Demonstrate the ability to think critically  
**Narrative:** Students shall interrogate their beliefs about the functions, purposes, origins, and effects of the modern capitalist business enterprise. For instance, they may debate whether capitalism as practiced in the United States leads to widespread alienation, inequity, and violence, or whether it is on the contrary the greatest force for peace, prosperity, and happiness the world has ever seen.

**Assessment tools:** Papers, quizzes, short answer assignments, oral presentations.

**No. 4** | Learning Outcome: Demonstrate the ability to think creatively  
**Narrative:** Students shall work to uncover hidden assumptions and unstated implications contained in legal cases, public relations documents, and philosophical reflections on modern capitalism, while also working to relate current events and controversies to these sources. Further, students shall provide their own interpretations the materials reviewed in class.

**Assessment tools:** In-class discussions, papers, oral presentations.

**No. 5** | Learning Outcome: Produce competent written work  
**Narrative:** Students shall produce a variety of written pieces each of which is held to standards of philosophical rigor. These writing assignments shall meet standards of clarity and economy of thought and language.

**Assessment tools:** Various writing assignments, such as short analytical papers, longer research papers, and online discussions.

**No. 6** | Learning Outcome: Participate in dialogue that involves respectful and careful listening  
**Narrative:** The essence of philosophical activity is the engagement of dialogue with others. Students shall participate in class conversation, debating issues, offering and considering and replying to arguments both in the assigned works and those offered by others in the classroom. Students shall listen and carefully consider ideas, questions and suggestions of others. Students participation in this dialogue shall be sincere, taking seriously the legitimacy of opposing viewpoints.

**Assessment tools:** Class discussion, oral presentations, online discussions.

**No. 10** | Learning Outcome: Use multiple perspectives and methodologies to analyze real or hypothetical problems  
**Narrative:** Students shall study ancient philosophical works presenting competing ideas as well as works that provide different answers to the same issue or problems. Students shall consider philosophical puzzles, create counterexamples and/or analogies to justify their point of view.

**Assessment tools:** Written work, oral presentations, exams, class discussion.