Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person John Newell  Email address newellj@cofc.edu  Phone 953-7154

1. Department: Honors College

2. Course number and title: HONS 281 Special Topics in the Humanities
   Number of Credits: 1-4  Total hrs/week: 1 -4
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   An introductory or intermediate Honors course on a special topic in the Humanities. Topics will be proposed by faculty based on their particular expertise and interests and approved by the Honors College Committee. Applies toward general education requirements in Humanities. Repeatable up to 12 hours

5. CIP Code: 24 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with: NA
   Rationale for cross listing: NA
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   NA
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b) Please explain overlap with any existing courses.

With the change from SIS to Banner, the Registrar's Office is now able to automatically perform a degree audit to see whether or not a student has satisfied Honors College requirements. In the past with SIS, this verification and certification could only be done manually. With the automated process, it is essential to distinguish between an introductory level special topics course taught in the Honors College and an Honors upper level special topics course that is interdisciplinary. This change will make it easier for students to understand what Honors and College of Charleston requirements a course will meet and will make it much easier for the Registrar's Office and advisors to determine whether or not a student has met Honors College requirements.

8. Prerequisites (or other restrictions):
   Prerequisite: Being a member of the Honors College or, on a space available basis, with the consent of instructor and Dean of the Honors College.

9. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
      HONS 281 would be used for an introductory or intermediate level course in the Humanities that a department is considering proposing as an Honors catalog course and that would allow faculty from across the campus to propose Honors courses in the Humanities.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      HONS 281 would be used for an introductory or intermediate level Humanities course that a department is considering proposing as an Honors catalog course. For example, HONS 281 might be used for an Honors version of ENGL 234 (Survey of Third World Masterpieces) or CLAS 103 (Classical Mythology). This change will make it easier for students to understand what Honors and College of Charleston requirements a course will meet and will make it much easier for the Registrar's Office and advisors to determine whether or not a student has met Honors College requirements.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    NA

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
      These courses provide Honors versions of introductory and intermediate level courses in the Humanities.

11. Method of teaching:
    While the specific range of teaching methods will vary greatly from one special topics
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course to another depending on the topic and professor, all will be to one extent or another seminar style classes with a major focus on class discussion and active student participation.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   NA

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   NA

   c) Frequency of offering:
      each fall: □        each spring: □
      every two years: □   every three years: □
      other ☑(Explain): As needed, based on proposals from departments and needs of the Honors College.

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      No additional resources required.

   b) Budget:
      No additional resources required.

   c) Library:
      No additional resources required.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes   ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      NA

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

HONORS 180: HONORS BUSINESS AND CONSUMER ETHICS

This form was approved by FCC on 8/17/2010 and replaces all others.  p. 3
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“Business ethics” is not a contradiction in terms, as this course will make clear. Indeed, ethics and business are so interrelated that the old joke is more misleading than funny. In this course we will look to historical and modern economic sources in order to investigate the nature of business and profit. Once we have garnered a general understanding of what business involves and what the market requires, we will be prepared to ask how "ethics" is pertinent to business. Of course, what we mean by "ethics" will have to be decided. In the final portion of the course we will be reading work done by contemporary business ethicists and attempting to think critically about both their approach and the issues being addressed. My hope is that by the end of the semester each of you will have developed a framework of thought with which to (in this class and outside of it) approach the initially bewildering array of issues that intersect business and ethics.

Dr. Jennifer Baker
Office: 16 Glebe Street, Room 103
Office hours: Wednesday 10.00-3.00, and by appointment
Office phone: 953-7272
Cell phone: 860-2355
Professor’s email: Bakerja@cofc.edu

There are two general goals of this course: One is for philosophy to be shown in its best light, as a useful tool when it comes to sorting out what it is to act right in a situation as complex as those presented to us by business. The second goal is to for students to become philosophers themselves, capable of critically engaging what has been written on these topics and defending their own account of what it is to be ethical in business.

We meet Tuesday and Thursday, from 9.25 to 10.40, in room 320 of Maybank Hall. The final exam will be on Tuesday, December 14th, from 8.00 to 11.00. The class blog is here: http://businessethics.wordpress.com

Grade Requirements
Midterm, Sept 28th 20%
First paper, Oct 19 20% of final grade
Final paper, by final exam 25% of final grade
Participation: quizzes and class assignments, presentations, and reading responses. Students who fail to do these risk earning a 0% for this portion of the grade. 10% of final grade
Final exam 25% of final grade

Attendance policy. Attendance is taken in every class, and every absence must be excused. An unexcused absence will result in the loss of participation credit. Two unexcused absences will cause the student to lose all participation credit. More absences than that will cause further deductions in your grade.
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Paper due dates. A paper that analyses one of the philosophical issues in our reading is required for this class on October 19th. It should be 6-8 pages (double spaced, 12 point font, Times New Roman). The final paper will involve the student’s own original response to an issue in business ethics. It should be 8-12 pages (same specs as above) and is due at the end of the semester.

Reading comments. Thoughtful comments on all assigned reading are due to the class blog before class. There are only very rare excuses for not completing these. You do not get credit for doing them late, as they ensure you are an able participant in class. These are factored into your final participation grade.

Presentations. Once this semester, each student will present to the class the ‘four things’ she or he thinks we need to have gleaned from the reading. These will be presented before the lecture (in any format you’d like) and we will conclude by seeing if we agree with you on these four things.

Another presentation all students are required to do is on a contemporary article in business ethics, found on your own through the library’s resources. We would just like for you to summarize and critique it for us. These are scheduled for the end of the semester. It would be ideal if your paper referred to the article you select and study.

Reading Schedule

August
Tuesday 24  First class. Introductions and talk of social responsibility.
Thursday 26  What businesses are good? Jon Entine and the nature of business.
Tuesday 31  Where does the buck stop? Milton Friedman on social responsibility.

September
Thursday 2  What is profit, anyway? Aristotle on profit and trade.
Tuesday 7   Is Aristotle still relevant on the economy or ethics? Discussion.
View: The Corporation.
Thursday 9  What if greed is good? Mandeville on the market and methodology.
Tuesday 14  Adam Smith and the invisible hand.
Critics of the invisible hand. Discussion.
Thursday 16 How might capitalism be all wrong? Karl Marx on profit.
Tuesday 21  Communism as economy. Discussion.
View: PBS documentary.
Thursday 23  Non-Marxist critiques. Max Weber on capitalism’s amoral ethos.
Tuesday 28  Midterm One.
Thursday 30 Could capitalism be, contra Weber, great? Virgina Postrel and pro-consumerism (visiting campus the 5th and 6th).

October
Tuesday 5   Visiting Speaker Robert McMaster, University of Glasgow.
Thursday 7  Game theory and the invisible hand: Can it hold up? Gordon Tullock.
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Tuesday 12  Fall Break, no class.
Thursday 14  Social responsibility revisited. Debate between Whole Foods CEO and Milton Friedman.
Tuesday 19  How has corporate law developed? How might it go? Adam Winkler and the history of corporate law.
Thursday 21  Tit for tat in business? What is the impact on the consumer? The Ford v. Dodge case.
Tuesday 26  What businesses are good? Is Whole Foods? Whole Foods and the cases against, from the SEC and the FTC.
Thursday 28  Class debate over the action taken against Whole Foods.

November
Tuesday 2  What is there to say about goodness? Ethical theory after Aristotle.
Thursday 4  Are your business partners like family? Elizabeth Anderson, philosopher of economics.
Tuesday 9  How do you make an ethical sale? David Holley.
Thursday 11  Working class heroes? The whistleblowers. Michael Martin.
Tuesday 16  The case based approach to business ethics.
Thursday 18  Economist Julie Schor, author of “Plentitude” is visiting. Evening talk.
Tuesday 23  Article presentations.
Thursday 25  Thanksgiving Holiday, no class
Tuesday 30  Article presentations.

December
Thursday 2  Last day of class. Review.
Tuesday 14  Final Exam.
Wednesday 22  Final grades available via CougarTrail at 8:00 am

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for

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the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

Tips on studying for this course
1. Outline everything you read, as you read
A lot is going on in any philosophy article. When philosophers write they: make arguments, refute arguments, contrast the implications of sets of arguments, reference previously defended positions, all while relying on assumptions that they may not make obvious. You will find that merely underlining main points is not much help when it comes to understanding an article. You cannot read philosophy passively. You cannot read it, I maintain, without pen and paper in hand. Outlining the main moves of a paper allows you to recognize the paper’s philosophical arguments.

2. Attempt to diagram or visually depict an article’s main points
Making a diagram of the paper’s arguments is a helpful way to come to understand and memorize them. Ask me to demonstrate this in class.

3. Re-read the articles after class
You might be surprised at how much clearer an article is after we have discussed it in class. Some quizzes will be on the previous class, in order to encourage you to review what we have covered.

4. Come to office hours with questions
Don’t expect that any confusion will get cleared up without your taking efforts in this direction.
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16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.