



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Letters and Sciences Department Interdisciplinary and Liberal Studies

Subject BIS Number 345 Title Organizational Ethics Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) no

Is this a shared course? (choose one) If so, list all academic units offering this course no
Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Dr. Duane Roen Phone 480-727-6513

Mail code 1901 E-mail: duane.roen@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Duane Roen Date: 3/26/13

Chair/Director (Signature):

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus & Textbook table of contents
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus & Textbook table of contents
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted primarily to developing skill in the use of a language – However, language courses that emphasize cultural study and the study of literature can be allowed.	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
BIS	345	Organizational Ethics	HU

Explain in detail which student activities correspond to the specific designation criteria.
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course emphasizes the study of values and the development of ethics.	The entire course (readings, content, and assignments) is dedicated to helping students understand ethics in organizations.
4a	Course emphasizes the analysis of philosophical systems of thought.	The course takes an analytical approach to understanding how philosophical and ethical systems of thought apply in organizations.

BIS 345 Organizational Ethics
ASUOnline: Fall A 2014

Comment [KE1]: c-1

BIS in Organizational Studies Degree
School of Letters and Sciences
Arizona State University

Instructor: TBD
E-mail: TBD
Phone: TBD
Office Hours: TBD

Catalog Description:

Explores and considers normative and applied ethics within a variety of organizations.

Course Description:

In this course, students will read and discuss essays and other texts that describe and explain how organizations and individuals within organizations develop, adopt, adapt, and sustain values and ethics. This course provides an opportunity to analyze and apply ethical theories to a variety of organizations (profit, non-profit, public, private, etc.) and a variety of ethical situations within those organizations. From a structured theoretical foundation, students will examine and analyze complex moral issues that arise within the organizations. They will engage in exercises that stress the importance of producing reasoned justification and sound arguments for the moral positions they hold.

Comment [KE2]: c-1

The readings, lectures, class discussion, and class exercises are designed to emphasize the development of values and ethics, as well as students' critical and creative thinking skills. Metacognition (thinking about one's thinking) and self-evaluation are highly encouraged.

Learning Objectives:

- Through analysis, gain an understanding of multiple, fundamental ethical theories.
- Understand the development of values, ethics, and belief systems.
- Demonstrate the ability to analyze complex moral issues that arise within the organizational realm.
- Demonstrate reasoned justification and sound arguments for the moral positions you hold.
- Demonstrate evidence of critical and creative thinking skills.
- Demonstrate evidence of metacognition and self-evaluation.
- Demonstrate ability to apply values and ethical systems.
- Demonstrate ability to analyze ethical systems of thought.
- Literacy and Critical Inquiry
 - All of your grade in this course will depend upon writing, including multiple substantial writing tasks arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.
 - Composition tasks will require the gathering, interpretation, and evaluation of evidence.

Comment [KE3]: c-1

Comment [KE4]: C-4a

Required Texts:

- **Ethical Issues in Business: A Philosophical Approach**, (Eighth Edition), Thomas Donaldson and Patricia Werhane, Editors (2007: Prentice-Hall, Inc.); <http://www.amazon.com/Ethical-Issues-Business-Philosophical-Approach/dp/0131846191/>.
- There will be additional handouts.

Comment [KE5]: C-4a

Course Requirements:

All students are expected to complete the following requirements:

Assignment	Grade	Module
Exam One:	100 points	1
Exam Two:	150 points	2
Five short papers:	750 points total	3, 4, 5, 6, & 7

Grading Scale:

A+	=	990-1000 points
A	=	930-989 points
A-	=	900-929 points
B+	=	870-899 points
B	=	830-869 points
B-	=	800-829 points
C+	=	770-799 points
C	=	700-769 points
D	=	600-699 points
E	=	0-599 points

Course Schedule:

Module	Dates	Topic	Assignment
1	August 23-30	<i>Utilitarianism</i> "Utilitarianism" Mill Decision-making in non-profit sector <i>Kantian Deontology</i> "A Simplified Version of Kant" O'Neill Green Giant Case Study: Concept-map development	Exam One
2	August 31-September 6	<i>Virtue Theory</i> Excerpts from <i>Nicomachean Ethics</i> Aristotle <ul style="list-style-type: none">• Does the integrity of the individual	Exam Two

		<p>matter?</p> <ul style="list-style-type: none"> • What role does the concept of personal virtue play within organizations? • What is happiness? • Virtue Ethics exercise <p><i>Moral Reasoning</i> Handouts and Exercises</p> <ul style="list-style-type: none"> • Fallacies • Social Psychology and Influence 	
3	September 7-13	<p>"White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies" McIntosh video "True Colors"</p> <ul style="list-style-type: none"> • Class discussion of discrimination • Affirmative action: arguments pro and con 	Paper #1: Analysis of Virtue Theory and/or Affirmative Action
4	September 14-20	<p><i>Whistle-blowing</i> "Whistle-blowing and Professional Responsibility" Bok</p> <ul style="list-style-type: none"> • Conditions for whistleblowing • Justification for whistleblowing 	Paper #2: Analysis of Ethics of Whistleblowing
5	September 21-27	<p><i>Corporate Responsibility and Virtue Ethics</i> "Business Ethics and Stakeholder Analysis" Goodpaster "Managing for Organizational Integrity" Paine "The Parable of the Sadhu" McCoy "Corporate Roles, Personal Virtues: An Aristotelean Approach" Solomon</p>	Paper #3: Analysis of Corporate Responsibility and Ethics
6	September 28-October 4	<p><i>If Aristotle Ran General Motors</i>, by Tom Morris</p> <ul style="list-style-type: none"> • Since corporations are considered "persons" under the law, do they have moral obligations and responsibilities comparable to individuals? • Should corporations be regarded as moral agents? • Integrity and Leadership in Business 	Paper #4: Analysis of Aristotle's Ethics

7	October 5-12	<i>The Philosophy of Money and Property</i> "The Justification of Private Property" Locke "Alienated Labour" Marx "Wealth" Carnegie <i>Money and the Meaning of Life</i> Needleman <i>Reinterpreting Property</i> Radin <ul style="list-style-type: none"> • How does money impact a person's life? • What is the value of money? • How much is our identity, personal and professional, dependent on money? 	Paper #5: Analysis of the Philosophy of Money and Property
---	--------------	--	--

Description of Assignments and Grading:

Exam 1 and 2:

Two essay exams will test your ability to comprehend, analyze, and apply the readings and lecturers from the first two units. Each exam will be made available at the beginning of each unit and due at midnight on the last day of each unit.

Papers 1-5:

Five papers will assess how well you can analyze the ethical models that we study in the course., You will also be asked to demonstrate a deeper understanding of the models by applying them to the organizational situations described in the readings and lecturers.. Papers will require the analysis of values and ethics. They will also require the gathering, interpretation, and evaluation of evidence. Specific requirements for each paper will be distributed to the class at the beginning of each unit and due by midnight at the end of that unit.

Important Policies:

Late Assignment Policy

All assignments are due during the assigned module. Late assignments will be penalized 10% for each day that they are late.

Grading Dispute

If the student would like to complain about a grade the complaint must be submitted in writing to the instructor and an appointment to discuss the issue with the instructor must be made.

Participation Policy

Online participation is an integral part of this course. The student's participation will be assessed taking into account: participation in class discussions & presentations. Essential for participation is preparation. It is expected that each student has completed all readings and assignments for each class.

Conduct

An environment of acceptance is to be maintained at all times. From time to time sensitive issues may

arise regarding: race, class, nationality, gender, religion & sexual orientation, students are expected to respect the confidentiality of any shared information. This course is conducted according to the ASU Code of Conduct, which is available on-line through the ASU home page.

Rules of Academic Integrity

The Rules of Academic Integrity is the university community's standard of honesty and is endorsed by all members of the ASU & BIS academic community. It is an essential element of the University's academic credibility. All work in this course must follow ASU & BIS Rules of Academic Integrity, which is available on-line. See the student affairs web page at <http://www.asu.edu/studentaffairs/studentlife/judicial/> and <http://provost.asu.edu/academicintegrity> as well as the school of letters and sciences web page <http://sls.asu.edu/bis/forms.html> for policies to which we adhere.

Plagiarism in any form will not be tolerated and could result in course failure and possible suspension. For a deeper understanding of plagiarism, complete the quiz found at this link if you have questions about what constitutes as plagiarism: http://library.umf.maine.edu/plagiarism/is_it.html this web site from the university of maine has some excellent links and allows you to take a short quiz with quick feedback.

The following online sources are useful if you have any questions on how to properly cite a source: http://www.wisc.edu/writing/handbook/docapacitations_def.html, http://www.lib.duke.edu/libguide/cite/works_cited.htm, and University of Wisconsin writing center, "writer's handbook: documentation styles," pp. 1-2 (of 5) <http://www.wisc.edu/writing/handbook/documentation.html>.

Americans with Disabilities Act

In accordance with section 504 of the federal rehabilitation act of 1973 and Americans with Disabilities Act of 1990, ASU endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal education programs and activities. Proof of disability from a competent authority will be required as well as information regarding specific limitations for which accommodation is requested. Should you need special accommodations, please contact me after class or during office hours.

Additional ASU resources for Online courses:

- Plug-ins for software for students – if you need a word viewer, adobe, etc.
[Http://asuonline.asu.edu/student-resources/student-plug-ins](http://asuonline.asu.edu/student-resources/student-plug-ins)
- Information technology
help desk 480-965-6500
myasu-q@asu.edu
- ASU libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the reference desk during most hours the libraries are open.
www.asu.edu/lib/

- You have a special librarian assigned to BIS/BLS students and a libguide for bis. Check them out at <http://libguides.asu.edu/bis>. You will want to become familiar with the journals available to you online as listed on that page. Your librarian is Lydia Lafaro.
- E-mail issues – be sure you are checking ASU email or have it forwarded properly to a different account. Problems? Check these sites and then call one of the numbers below if you aren't sure. <http://help.asu.edu/> and <http://help.asu.edu/node/99> and email to email-q@asu.edu
- Accommodations for disabilities – the Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the disability resource center at ASU Polytechnic located in student affairs quad # 4 or visit their web site for campus locations on the downtown and west campuses. Call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>
- Counseling and consultation – provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>
- Student success centers – the student success center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>
- Career services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://students.asu.edu/career> it never hurts to get a good start on career planning as we all need jobs sooner than later!
- Student financial aid office – offers information and applications for student funding such as grants, loans, scholarships and student employment. <http://students.asu.edu/financialaid>
- Student legal assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/studentaffairs/mu/legal/>
- Help wiki – provides a frequently asked questions resource for technology users at asu. <http://wiki.asu.edu/help/>
- Empact crisis hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the phoenix area, (866) 205-5229 for the toll-free number outside of phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>

- Because this is an online class, physical attendance is not required. You are, however, required to be on the course site frequently enough and long enough to complete all of the assignments before the deadlines. Anticipate any religious holidays ([ACD 304-04](#)), university sanctioned events/activities ([ACD 304-02](#)) or any other scheduling problems and plan accordingly.
- Academic integrity is expected. Plagiarism is forbidden (see [Student Academic Integrity Policy](#)).
- Disruptive, Threatening, or Violent behavior is forbidden, per the *Student Services Manual*, [SSM 104-02](#).
- Students when requesting accommodation for a disability that they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.
- Course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information).

Ethical Issues in Business: A Philosophical Approach, 8th Edition

By Thomas Donaldson, Patricia Werhane, Joseph Van Zandt

Published by Pearson

Copyright © 2008

Published Date: Jun 11, 2007

Table of Contents

PART ONE General Issues in Ethics

Introduction

Section 1: The Controversy

CASE STUDY Norman Bowie and Stephanie Lenway, *H.B. Fuller in Honduras: Street Children*. Graduate School of Business of Columbia University but it looks like it was first published in 1993 in an earlier edition of this text by Prentice Hall.

Peter French, *The Corporation as a Moral Person*, American Philosophical Quarterly, 1979.

Milton Friedman, *The Social Responsibility of Business is to increase its Profits*, New York Times Magazine, 1970.

R. Edward Freeman, *Stakeholder Theory of the Modern Corporation*, No publisher indicated; used by permission of the author. 1984 is the date attributed by Wikipedia, but no citation. It may first have appeared in this text.

Section 2: General Issues in Ethics

CASE STUDY Arthur Kelly, *Italian Tax Mores*, Copyright 1977 by the author.

Norman Bowie, *A Kantian Approach to Business Ethics*, Blackwell Publishing, Ltd., 1999

Robert C. Solomon, *Corporate Roles, Personal Virtues: An Aristotelean Approach to Business Ethics*, Business Ethics Quarterly, 1992.

Andrew Gustafson, *Utilitarianism and Business Ethics*. No date or copyright information is provided by the author. (New)

John McVea, *Ethics and Pragmatism: John Dewey's deliberative approach*, This is the article that has been accepted for publication but I don't know by what journal yet. (New)

Patricia Werhane, *The Very Idea of a Conceptual Scheme*, Oxford University Press, 1999.

Section 3: Truth Telling

CASE STUDY Emily Mead and Patricia Werhane, *Cynthia Cooper and WorldCom*, U. of Va. Darden School Foundation, 2005. (New)

Immanuel Kant, Ethical Duties Towards Others

George Brenkert, *Trust, Morality and International Business*, Business Ethics Quarterly, 1998

Sissela Bok, *Whistleblowing and Professional Responsibilities*, New York University Education Quarterly, 1980

Albert Carr, *Is Business Bluffing Ethical?*

PART TWO: Property, Profit and Justice

INTRODUCTION

Section I: Traditional Theories of Property and Profit

CASE STUDY Geeta Anand, *How Drug's Rebirth as Treatment for Cancer Fueled Price Rises*, Wall Street Journal, Nov. 15, 2004

CASE STUDY T.W. Zimmer and Paul Preston, *Plasma International*, Southwestern Publishing Company, 1976

John Locke, *The Justification of Private Property*, (probably in the public domain, but from McMillan reprint, 1956)

Adam Smith, *Benefits of the Profit Motive*, (Reprint from U. of Chicago Press, 1976)

Karl Marx, *Alienated Labor* McGraw-Hill, 1963

Andrew Carnegie, *Wealth*, (In the public domain; North American Review, 1889)

Section 2: Contemporary Challenges to Property Rights

CASE STUDY Kristi Severance, Lisa Shapiro and Pat Werhane, *W.R. Grace & Co. and the Neemix Patent*, University of Virginia Darden School Foundation, 1997 (New)

Lester C. Thurow, *Needed: A New System of Intellectual Property Rights*, Harvard Business Review, 1997

Deborah G. Johnson, *Privacy*, (From Computer Ethics, Prentice Hall, 2001) (New)

Section 3: Justice

CASE STUDY Joanne B. Ciulla, *The Oil Rig*, University of Richmond, 1990

John Rawls, *Distributive Justice*, Harper and Row, 1967

Robert Nozick, *The Entitlement Theory*, Basic Books, 1974

Michael Walzer, *Complex Equality*, Basic Books, 1983

PART THREE: Corporations, Persons, and Morality

INTRODUCTION

Section 1: The Role of Organizational Values

CASE STUDY Business Enterprise Trust, *Merck & Co.*, The Business Enterprise Trust, 1991.

Amartya Sen, *Does Business Ethics Make Economic Sense?* Business Ethics Quarterly, 1993.

Robert H. Frank, *Can Socially Responsible Firms Survive in a Competitive Environment?* Russell Sage Foundation, 1996.

Lynn Sharp Paine, *Managing for Organizational Integrity*, Harvard Business School Publishing Corp., 1994.

Bowen H. McCoy, *The Parable of the Sadhu.*, Harvard Business School Publishing Corp., 1983.

Section 2: Values and the Virtuous Manager

CASE STUDY Stewart Hamilton, *The Enron Collapse*, International Institute for Management Development, (IMD) 2003.

Robert Jackall, *Moral Mazes: Bureaucracy and Managerial Work*, Harvard Business School Publishing Corp., 1983.

Frederick Bird and James Waters, *The Moral Muteness of Managers*, California Management Review; Regents of the University of California, 1989.

(No Attributed Author) *Legislative Summary of the Sarbanes-Oxley Act*, Ernst & Young, 2002 (New)

John C. Coffee, Jr., *Limited Options*, Legal Affairs, 2003.

Section 3: Issues in Employment

CASE STUDY Mark Skertic, *The Pension Plan Crisis*, Chicago Tribune, 2005. (New)

Barbara Rose, *Unkept promises hit retirees*, Chicago Tribune, 2005. (New)

CASE STUDY Barbara Ehrenreich, *Working at Walmart*, Henry Holt & Co., 2001 (New)

Tara Radin and Patricia Werhane, *Employment at Will, Employee Rights, and Future Directions for Employment*, Business Ethics Quarterly, 2003.

Richard A. Epstein, *In Defense of the Contract at Will*, University of Chicago Law Review, 1984

Rosabeth Moss Kanter, *Employability Security*, Basic Books, 1977.

Jeffrey Pfeffer, *People, Profits and Perspective*, Harvard Business School Press, 1998. (New)

Section 4: Diversity

CASE STUDY Thomas Dunfee and Diana Robertson, *Foreign Assignment*, unpublished. (New)

Judy B. Rosener, *Ways Women Lead*, Harvard Business Review, 1990. (New)

Peggy McIntosh, *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies*, Copyright retained by author.

PART FOUR: International Business

INTRODUCTION

Section 1: Ethical Relativism

CASE STUDY R.S. Moorthy, Richard T. De George, Thomas Donaldson, William J. Ellos, S.J., Robert C. Solomon, Robert B. Textor, "*What Price Safety*" and "*Facing Face*", Motorola University Press, 1998 (New)

James Rachels, *The Challenge of Cultural Relativism*, McGraw-Hill, 1998.

Thomas Donaldson and Thomas Dunfee, *A Social Contracts Approach to Business Ethics*, Business and Society Review, 2000.

The United Nations Declaration of Human Rights, (No publisher listed)

Section 2: Business Values Away from Home

CASE STUDY Barnaby J. Feder, *Alchemist Dream Come True*, New York Times, 1995 (New)

CASE STUDY Edwin M. Hartman, *Gift Giving and the African Elder*, (unpublished; author retains rights) (New)

Richard T. De George, *International Business Ethics and Incipient Capitalism: A Double Standard?*, (Unpublished; author retains rights)

Thomas Donaldson, *Values in Tension Away From Home*, Harvard Business Review, 1996.

PART FIVE: Contemporary Business Themes

INTRODUCTION

Section 1: Marketing

CASE STUDY Lee Fennel, Gretchen A. Kalsow, and June West, *Fingerhut's Price Strategy*, University of Virginia Darden School Foundation, 2001.

Roger Crisp, *Persuasive Advertising, Autonomy and the Creation of Desire*, Journal of Business Ethics, Reidel, 1987

Section 2: The Environment

CASE STUDY Emily Mead, Andrew Wicks, and Patricia Werhane, *ExxonMobil and the Chad/Cameroon Pipeline*, University of Virginia Darden School Foundation, 2003. (New)

Julian L. Simon, *Scarcity or Abundance?* W. W. Norton and Company, 1994

Steven Kelman, *Cost Benefit Analysis: An Ethical Critique*, American Institute for Public Policy Research, 1981

William McDonough, *A Boat for Thoreau*, Business Ethics, 1998 (New)

Section 3: Globalization

Mark Baker, Laura Hartman and Bill Shaw, *Global Profits, Global Headaches*, Publisher, if any, not listed. Copyright presumably held by authors, 1999. (New)

C. K. Prahalad, *Marketing from the Bottom of the Pyramid*, Wharton School Publishing, 2005 (New)

Ian Maitland, *The Great Non-Debate Over International Sweatshops*, British Academy of Management Annual Conference Proceedings, September, 1997 (New)