

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester A 2024/2025**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Business Ethics &amp; Social Responsibility</b>
<b>Course Code:</b>	<b>MGT6066</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P6</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

This course aims to provide students with a variety of frameworks and approaches to address ethics both abstractly (via case studies) and as a practical matter, as it will affect them and how they approach life in the workplace and other organizations. Students analyze (1) the role of values and ethics in CSR decisions that managers and organizations make as well as (2) the impact of individual, relational, and cultural differences on how individuals, managers, and organizations recognize, understand, make, and revisit ethical choices. Specifically, the course assesses firms' CSR activities, evaluates the importance and effectiveness of these initiatives. Students will gain understanding why firms would like to act in socially responsible ways and how expectation of being socially responsible may differ in diverse and international contexts.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate the concepts of ethics and CSR by understanding how CSR may operate in an international context	30%	✓		
2.	Apply the frameworks of CSR to analyze why firms opt to carry on business in a socially responsible manner.	30%		✓	
3.	Identify firms' stakeholders and their expectation for the firms. Develop and evaluate alternatives for managing stakeholder expectation.	30%			✓
4.	Demonstrate the effective communication and interpersonal skills in presenting analyses of firms' CSR activities.	10%		✓	
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1. Lectures	Students will engage in lectures which are placed on learning driven by interest-based activities	✓	✓	✓				
2. Class Activities and Simulations	Students will engage through class exercises are primarily based on real-business cases	✓	✓	✓	✓			
3. Peer Discussion	Students will participate in conducting a team project and writing a team paper	✓	✓	✓	✓			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100 %								
Course contribution	✓	✓	✓	✓			25%	
Term paper	✓		✓				40%	
Team presentation	✓		✓	✓			35%	
Examination: 0% (duration: , if applicable)								
							100%	

**5. Assessment Rubrics** (Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
<b>1. Course Contribution</b>	Preparation for class materials; participation in class by answering questions, take part in class discussion, and asking questions; contribution in team project.	Student is always prepared for class with relevant class materials. Student always contributes to class by offering ideas and asking questions more than once per class. Participate exceptionally well in team discussion and team presentation; act vigorously as a team leader.	Student is frequently prepared for class with relevant ideas and materials. Student frequently contributes to class by offering ideas and asking questions. Participate actively in team discussion and team presentation.	Student is occasionally prepared for class with some relevant class materials. Student contributes to class by offering ideas and asking questions occasionally. Participation in team discussion and team presentation is not vigorous.	Student unable and not willing to show or make effort to contribute to the course, nor participate satisfactorily for communal benefits to fellow learners.
<b>2. Term paper</b>	Clarity and depth of understanding about key CSR concepts and theories. They will also be asked to demonstrate some ability to apply those concepts and theories into real-business situations and their real life.	Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	Sufficient familiarity with the subject, with some ability to think analytically and to respond to the questions.	Little evidence of familiarity with the course material; poor critical and analytical skills; ignorance of the literature
<b>3. Team Presentation</b>	Be a good team member; presentation skills; apply CSR theories in real-world cases.	As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own	The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various	Pieces of evidence are relevant and cover a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative	Poor arguments, with little theoretical/conceptual grounding and understanding of the materials and the context involved. No originality,

		performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.	aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified.	understanding of a reasonable number of issues. Little application or integration of items. Fair justification of solutions or recommendations.	weak justification of conclusions and poorly structured.
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Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<b>1. Course Contribution</b>	Preparation for class materials; participation in class by answering questions, take part in class discussion, and asking questions; contribution in team project.	Student is always prepared for class with relevant class materials. Student always contributes to class by offering ideas and asking questions more than once per class. Participate exceptionally well in team discussion and team presentation; act vigorously as a team leader.	Student is frequently prepared for class with relevant ideas and materials. Student frequently contributes to class by offering ideas and asking questions. Participate actively in team discussion and team presentation.	Student is prepared for class with some relevant class materials. Student contributes to class by offering ideas and asking questions occasionally.	Student is poorly prepared for class with materials that are of minimal relevance. Student almost inadequately contributes to class with useful ideas and asking questions. Participation in team discussion and team presentation is not vigorous.	Student unable and not willing to show or make effort to contribute to the course, nor participate satisfactorily for communal benefits to fellow learners.
<b>2. Term paper</b>	Clarity and depth of understanding about key CSR concepts and theories. They will also be asked to demonstrate	Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable	A student who has profited from the course; some understanding of the subject with some ability to think analytically	Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.	Little evidence of familiarity with the course material; poor critical and analytical skills; ignorance of the literature

	some ability to apply those concepts and theories into real-business situations and their real life.	the subject matter; evidence of extensive knowledge base.	understanding of the issues with good responses to the questions.	and to offer adequate responses to the questions.		
<b>3. Team Presentation</b>	Be a good team member; presentation skills; apply CSR theories in real-world cases.	As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.	The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified.	The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.	Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.	Poor arguments, with little theoretical/conceptual grounding and understanding of the materials and the context involved. No originality, weak justification of conclusions and poorly structured.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Corporate responsibility, Stakeholder analyses, Legitimacy vs Efficiency, Corporate communication and Public relations, Sustainability, United Nations Global Compact, Charity, Stewardship, Philanthropy, Human rights, Working conditions, Anti-corruption and bribery.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Ciulla J. & Martin, C. (2007) <i>Honest Work: A Business Ethics Reader</i> . New York: Oxford University Press.
2.	Haski-Leventhal, D. (2018) <i>Strategic Corporate Social Responsibility: Tools &amp; Theories for Responsible Management</i> . London: Sage Publication.
3.	Pedersen, E.R. (2015) <i>Corporate Social Responsibility</i> . London: Sage Publications.
4.	Rasche, A., Morsing, M. & Moon, J. (2017) <i>Corporate Social Responsibility: Strategy, Communication, Governance</i> . Cambridge: Cambridge University Press.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Argenti, P.A. (2016) <i>Corporate Responsibility</i> . London: Sage.
2.	Blowfield, M. & A. Murray (2019) <i>Corporate Responsibility</i> . 4th ed. Oxford: Oxford University Press.
3.	Chandler, D. (2015) <i>Corporate Social Responsibility: A Strategic Perspective</i> . New York, NY: BE Press.
4.	Hopkins, M. (2016) <i>CSR and Sustainability</i> . Sheffield: Greenleaf Publishing.
5.	Laasch, O. & R. Conway (2016) <i>Responsible Business: The Textbook for Management Learning, Competence and Innovation</i> . Sheffield: Greenleaf Publishing.
6.	Tsutsui, K. & A. Lim (eds.) (2015) <i>Corporate Social Responsibility in a Globalizing World</i> . Cambridge: Cambridge University Press.