

#### COURSE INSTRUCTOR

Joana Maria Palma Coelho Cordovil Cardoso Corrêa Monteiro  
Pedro António Monteiro Franco

#### SHORT BIOGRAPHY

##### **Instructor: Joana Corrêa Monteiro**

**Short Biography:** Assistant Professor (Adjunct) of Ethics at Nova School of Business and Economics and at Católica Medical School. Research Associate at ULICES - Centre for English Studies of the University of Lisbon. PhD in Literary Theory (University of Lisbon) with a dissertation on Ethics, Philosophy and Literature. Publishing and teaching on Virtue Ethics, the importance of Literature to Ethics, the relations between Philosophy and Literature, Education and related topics. Currently developing a project in teacher training. **Research interests:** Ethics, philosophy, literary studies, health humanities, education.

**Teaching Assistant:** Pedro Monteiro Franco

**Short Biography:** Teaching Assistant of Ethics at Nova School of Business and Economics. M.A. (2018) and now Ph.D. candidate at the Program in Literary Theory at the University of Lisbon. Ph.D. Research Fellow at FCT - Fundação para a Ciência e Tecnologia (2019-2023). Publishing and speaking on philosophy, literature and education. **Research interests:** virtue ethics and the links between virtue, political theory, philosophy of art and literary theory.

#### INSTITUTIONAL EMAIL

joana.monteiro@novasbe.pt

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#### OFFICE HOURS

by appointment - see emails above

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#### PREREQUISITE(S) / PRÉ-REQUISITO(S)

NA

#### COURSE UNIT AIMS

This is an introductory course on ethics and moral philosophy, intended to help students examine some of the most relevant contemporary ideas about the good life, human conduct in society, ethical standards and the relations between ethics and economics, and to stimulate critical thinking and rigorous debate about challenges they face or may come to face in their personal and professional lives.

## COURSE SYLLABUS

1463 - Ethics, 3.5 ECTS

T3

202425

It will provide a broad account of today's dominant moral theories, their historical and philosophical backgrounds and their relations to economics and business. Adding to the relevant academic texts, our discussions will be prompted by an ancient Greek tragedy as well as contemporary cases. The course will also introduce contemporary ethical approaches to organizational behavior, identifying ethical business problems that may arise, and critically assessing potential arguments and solutions on how to avoid them in the future. There is a clear sense of urgency and opportunity in teaching ethics that has been lacking, particularly since the crisis of accounting manipulation in 2008.

Through these readings and discussions, we will be able to bring to surface some convictions and beliefs that are usually taken for granted, and to evaluate their validity and truth, and especially their practical significance in our lives.

### COURSE UNIT CONTENT

- Human flourishing, virtue & vice, character, free-will - classical ethical concepts and their relevance for today's corporate world
- Justice, liberty, equality, social arrangements, distribution of wealth, the purpose and role of the state - ethics, politics and economy
- Utilitarianism, deontology and contemporary moral dilemmas
- Individual and community, economic growth and global responsibilities, moral limits to markets
- Business Ethics and Corporate Social Responsibility

Each week of the course will have a seminar-like class and a lecture. Seminar-like classes will be used to discuss cases connected with one or several topics covered in the subsequent lecture. These discussions will begin by group presentations, where two groups will present alternative sides or answers to one relevant question about the case. Pre-reading of the cases is recommended - but not mandatory.

### LESSON PLAN

Lesson	Synopsis	Additional details	Materials/ Readings
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### LEARNING OBJECTIVES

#### A. Knowledge and Understanding

- Understand and appropriately use important terms as relativism, subjectivism, utilitarianism, emotivism, libertarianism, character, virtue, natural law, common good, rights, duties, autonomy, justice, equity, equality;
- Demonstrate knowledge and familiarity with major arguments and problems in ethics;
- Broadly describe the history and genealogy of those arguments;
- Understand their relevance to and relations with economics;
- Understand how these can also apply to the business world.

#### B. Subject-Specific Skills

- Present and discuss well-reasoned ethical positions both orally and in writing;
- Apply ethical concepts in the analysis of the behaviour of characters in literary works, and real cases;
- Critically discuss both classical and contemporary uses of fundamental ethical concepts, both in individuals and organizations, as justice and goodness of actions, and the arguments behind them.

#### C. General Skills

- Develop critical thinking.
- Strengthen argument/debate skills (the capacity for clearly stating positions, to justly rephrase an opponent's point of view, to build on another's perspective, to synthesize a long discussion, to come up and critically discuss relevant examples and analogies).
- Cultivate ways of working responsibly and discussing respectfully with people with diverse ethical beliefs and/or cultural backgrounds.
- Reflect on the ethical aspects of public policies and institutions and on organizations' purpose and behaviour.

## TEACHING AND LEARNING METHODS

This is a six-week course and the teaching and learning methods include:

- lectures ? to give the necessary historical background and conceptual/philosophical framework
- reading, interpreting, commenting and discussion of relevant excerpts of works in moral and political philosophy, literature, cases and reports (learning by doing + learning by example)
- class discussions / case studies
- group work presentations (learning by teaching)

There will be two 1h30 min classes per week; classes will include several methods.

## IMPORTANT NOTE

Since discussion and debate are vital parts of the learning methods, and they require full attention from the students and instructors, this is a no-screens course. Students are invited to be fully immersed in classes and should, therefore, take their notes in hand-writing. Laptops, tablets and smartphones are not allowed in this class.

## ASSESSMENT

«Describe Assessment Methods»

The weight of the final exam should not be less than 30% nor exceed 70%.

Please consult the Teaching Handbook for more information.

### A. Regular Exam Period

In-class written check-point reflections - 30%

Students will be asked to submit written answers to 4 check-point reflection questions which will help them synthesize the most relevant learnings throughout the course.

In-class group presentation - 20%

Students will be divided into groups of 5. Each seminar-like class, two groups will present one of the possible sides/answers to a relevant question about the case in discussion. Groups will not know in advance which side/answer they will be defending and are encouraged to explore strengths and weaknesses of both of them. The calendar for the group presentation will be defined on the first week of the course, and presentations start on the second week. The detailed guidelines for the assignment and the calendar for the presentations will be made available on Moodle.

Final exam - 50%

Written in-person and closed-book exam. Study topics and study questions will be made available. A minimum grade of 7 out of 20 in the exam is necessary to pass the course. Date: TPD

**B. Resit Exam Period (not applicable to Master courses)**

In-class written check-point reflections - 30%

Students will be asked to submit written answers to 4 check-point reflection questions which will help them synthesize the most relevant learnings throughout the course.

In-class group presentation - 20%

Students will be divided into groups of 5. Each seminar-like class, two groups will present one of the possible sides/answers to a relevant question about the case in discussion. Groups will not know in advance which side/answer they will be defending and are encouraged to explore strengths and weaknesses of both of them. The calendar for the group presentation will be defined on the first week of the course, and presentations start on the second week. The detailed guidelines for the assignment and the calendar for the presentations will be made available on Moodle.

Final exam - 50%

Written in-person and closed-book exam. Study topics and study questions will be made available. A minimum grade of 7 out of 20 in the exam is necessary to pass the course. Date: TPD

**C. Grade Improvement in Regular Period (not applicable to Master courses)**

In-class written check-point reflections - 30%

Students will be asked to submit written answers to 4 check-point reflection questions which will help them synthesize the most relevant learnings throughout the course.

In-class group presentation - 20%

Students will be divided into groups of 5. Each seminar-like class, two groups will present one of the possible sides/answers to a relevant question about the case in discussion. Groups will not know in advance which side/answer they will be defending and are encouraged to explore strengths and weaknesses of both of them. The calendar for the group presentation will be defined on the first week of the course, and presentations start on the second week. The detailed guidelines for the assignment and the calendar for the presentations will be made available on Moodle.

Final exam - 50%

Written in-person and closed-book exam. Study topics and study questions will be made available. A minimum grade of 7 out of 20 in the exam is necessary to pass the course. Date: TPD

**D. Grade Improvement in Resit Period (not applicable to Master courses)**

In-class written check-point reflections - 30%

Students will be asked to submit written answers to 4 check-point reflection questions which will help them synthesize the most relevant learnings throughout the course.

In-class group presentation - 20%

Students will be divided into groups of 5. Each seminar-like class, two groups will present one of the possible sides/answers to a relevant question about the case in discussion. Groups will not know in advance which side/answer they will be defending and are encouraged to explore strengths and weaknesses of both of them. The calendar for the group presentation will be defined on the first week of the course, and presentations start on the second week. The detailed guidelines for the assignment and the calendar for the presentations will be made available on Moodle.

Final exam - 50%

Written in-person and closed-book exam. Study topics and study questions will be made available. A minimum grade of 7 out of 20 in the exam is necessary to pass the course. Date: TPD

## BIBLIOGRAPHY

The following is a provisional extensive overview of the main bibliographic references that will be mentioned and recommended throughout the course. Note that some of these texts will only be briefly mentioned and commented on in class and do not count as 'recommended readings?'. The final list and excerpts of all the recommended readings will be made available on Moodle, as well as a detailed schedule, with the specific learning goals and readings for each class.

- The Apology of Socrates and Criton, Plato
- Nicomachean Ethics, Aristotle
- The Handbook, Epictetus
- Confessions, Augustine of Hippo
- Summa Theologiae, Thomas Aquinas
- The Prince, Niccolò Machiavelli
- Leviathan, Thomas Hobbes
- Two Treatises of Government, John Locke
- Treatise of Human Nature, David Hume
- Groundwork of the Metaphysics of Morals, Immanuel Kant
- An Introduction to the Principles of Morals and Legislation, Jeremy Bentham
- Utilitarianism, John Stuart Mill
- ?Modern Moral Philosophy,? G. E. M. Anscombe
- The Theory of Moral Sentiments, Adam Smith
- A Theory of Justice, John Rawls
- Anarchy, State, and Utopia, Robert Nozick
- On Ethics and Economics, Amartya Sen
- What Money Can't Buy: The Moral Limits of Markets, Michael Sandel
- Why Some Things Should not Be for Sale. The Moral Limits of Markets, Debra Satz
- Doughnut Economics, Kate Raworth
- The Most Good You Can Do, Peter Singer
- Milton Friedman. ?The Social Responsibility of Business Is to Increase Its Profits?, 1970 ? republished in Corporate Ethics and Corporate Governance (2007)
- A Companion to Business Ethics, R. E. Frederick
- Management Ethics: Placing Ethics at the Core of Good Management, D. Melé
- Contemporary Issues in Business Ethics, Joseph R. DesJardins & John J. McCall
- Business Ethics Concepts and Cases, Manuel G. Velasquez
- Economic Analysis, Moral Philosophy, and Public Policy, D. Hausman, M. McPherson, D. Satz (eds.)
- The Oxford Handbook of Ethics and Economics, M. D. White (ed.)
- Robert C. Solomon. "Business Ethics". in A Companion to Ethics (1991)

### ADDITIONAL INFORMATION

Course Impact Relation Throughout the teaching period, the course equips students with foundational skills that will enable them to develop further understanding in future courses, directly related with the SDG Agenda.

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