



# **PHIL\*2600 Business and Professional Ethics**

Winter 2019

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - January 07, 2019

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## **1 Course Details**

### **1.1 Calendar Description**

This course examines ethical and evaluative issues relating to business and professional practices, and is intended for students registered in a science or professional program, but without a background in philosophy. Topics to be explored include the nature of values and ethical systems, duties and rights, private and public goods, the consumer movement, social marketing, corporate social accounting, private right and professional responsibility.

**Pre-Requisite(s):** 2.00 credits or (1 of PHIL\*1000, PHIL\*1010, PHIL\*1050)

### **1.2 Course Description**

This course will examine ethical issues and controversies concerning contemporary business and economics. It locates these issues within the broad theoretical framework of a free market society. We will consider such topics as: the concept and theoretical basis of a market society, consumer sovereignty, utilitarian and contract models of business ethics, profit making and social responsibility, shareholders versus stakeholders, self-interest and altruism, the concept of business as a practice, history of corporations, types of ethical criticisms of the effects of markets, human rights, and conflicts of interest.

### **1.3 Timetable**

Timetable is subject to change. Please see WebAdvisor for the latest information.

### **1.4 Final Exam**

## FINAL EXAM

Tues 2:30PM - 4:30PM (2019/04/16)

Room TBA Room TBA

Exam Times are subject to change. Please check WebAdvisor as the exam period approaches.

UNDERGRADUATE CALENDAR: "Students are advised that the Final Examination schedules are available for Fall Semester by mid-August, for Winter Semester by mid-December, and for Summer Semester by mid-April. Students are required to consult the final examination timetable in order to avoid conflicts in examination times when adding courses. Written approval must be obtained from the dean or director and the instructor-in-charge of the course to register in courses that have conflicting examination times."

The Final Exam for PHIL\*2600-01 will not be re-scheduled or given at an alternative time; students may not ask the professor or the TA to invigilate the exam for them at an alternative time and date

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## 2 Instructional Support

### 2.1 Lecturer Information

Lecturer: Dr. Victoria I. Burke

Office: Mack 339

Office Hours: 2:15-3:00 TTH

Lecturer Email: [vburke@uoguelph.ca](mailto:vburke@uoguelph.ca)

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### 3 Learning Resources

#### Required Text:

*The Company: A Short History of a Revolutionary Idea*, by Micklethwait & Wooldridge, (Modern Library, 2005)

#### Recommended (all online and linked to ereserve)

Anderson, Elizabeth, "The Ethical Limitations of the Market," *Economics and Philosophy* 6(2) (1990), 179-205.

Boatright, John R. "What's Wrong – and What's Right – with Stakeholder Management?" *Journal of Private Enterprise*, Vol. 21, Number 2. 2006

Coase, Ronald. "Adam Smith's View of Man", *Journal of Law and Economics* (1976), 546-592.

Freeman, Edward "Managing for Stakeholders", in *Ethical Theory and Business*, Tom L. Beauchamp *et al*, eds. (Prentice-Hall, 2009), 56-68.

Friedman, Milton. "The Social Responsibility of Business is to Increase its Profits," *The New York Times Magazine*, September 13, 1970.

Geva, Aviva, "A Typology of Moral Problems in Business," *Journal of Business Ethics* (2006) 69: 133–147.

Goodpaster, Kenneth. "Business Ethics and Stakeholder Analysis", *Business Ethics Quarterly* 1:1 (1991): 53–73.

Heath, Joseph. "Business Ethics Without Stakeholders," *Business Ethics Quarterly*, Volume 16, Issue 3 (2006), 553-557.

Porter, Michael E. and Mark R. Kramer, "Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility", *Harvard Business Review*, December 2006, 79-92.

Sen, Amartya. "Does Business Ethics Make Economic Sense?" *Business Ethics Quarterly*. Vol. 3, Iss. 1 (1993), 45-54.

Smith, Adam. *The Wealth of Nations*. 1776. (selections)

Whitbeck, Caroline. "Ethics as Design: Doing Justice to Moral Problems" *Hastings Center Report*, 26, no. 3 (1996), 9-16.

### **3.1 Lecturer Information**

Lecturer: Dr. Victoria I. Burke

Lecture Times: Tuesday & Thursday 4:00-5:20 PM

Lecture Location: LA 204

Office Hours: 2:00-3:00 PM Tuesdays and Thursdays

Office Location: Mack 339

Lecturer Email: [vburke@uoguelph.ca](mailto:vburke@uoguelph.ca)

## 3.1 Extra Resources: Library

### Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

### Learning resources for first-year students at the Library

The Library and Learning Commons offer free services to help you succeed at the University of Guelph. At the Library, you can:

- > get feedback on your writing
  
- > get assistance finding journal articles and books
  
- > fine-tune your time management skills
  
- > develop new study strategies
  
- > attend Supported Learning Groups (SLGs)
  
- > learn about citation and reference styles
  
- > and more

Visit the **Library website** to learn more about our workshops, online guides, individual appointments, and other services: [www.lib.uoguelph.ca](http://www.lib.uoguelph.ca)

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

#### 1. Learning Objectives

By the end of this course, students will be able to:

- Describe the fundamental ethical justification for the market.
- Describe several ethical limits of markets.
- Understand the role of a) self-interest and b) division-of-labour in the market.
- Use basic economic terminology (including supply, demand, division of labour, externality, rent-seeking, etc.).
- Analyze a business case study in order to determine the ethical issues at stake
- Use ethical reasoning tools
- Recognize when there are ethical issues at stake in business
- Be able to develop an argument

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## 5 Teaching and Learning Activities

### 5.1 Lecture

**Topic(s):**

**Outline:**

The first three weeks (Weeks 1-3) will cover standard ethical theories: act and rule utilitarianism, deontology, virtue ethics, natural law, rights-based theories, and social contract theories (and their significance in the context of business).

## WEEK 1

**January 8:** Course Introduction: brief history of commerce, industrial revolution, data as “new currency”, ancient and modern economies, outline of course, ‘what ethics is’, Arrow’s ‘impossibility theorem’ vs Sen’s social choice theory

No readings

**January 10:** continued introduction to ethical theories, utilitarian reasoning versus deontology, common criticisms of utilitarianism, case study of Uber (how an e commerce platform is upending traditional understandings of what a company is), data as ‘new gold mine’

No readings

## WEEK 2

**January 15:** virtue ethics, natural right theory, natural law theory

No readings

**January 17:** rights-based theories, social contract theory (Sen and Arrow revisited)

No readings

## WEEK 3

**January 22:**

Quiz #1 (vocabulary test based upon first two weeks' lectures, not upon any readings); introduction to ethical limitations to the market

Recommended reading: Anderson, Elizabeth, "The Ethical Limitations of the Market," *Economics and Philosophy* 6(2) (1990), 179-205.

**January 24:** Recapitulation of previously discussed ethical theory and different ways of conceiving of ethical limits to the market; Amartya Sen's appealing blend of utilitarianism and virtue ethics

No additional readings

WEEK 4

**January 29:**

Recommended Reading:

Adam Smith, *The Wealth of Nations*

Book One

CHAPTER I: Of the Division of Labour

CHAPTER II: Of the Principle which gives occasion to the Division of Labour

CHAPTER III: That the Division of Labour is limited by the Extent of the Market



**January: 31:** Adam Smith and division of labor  
continued

No new readings

WEEK 5

**February 5:**

Essay #1 Due in class in paper form if you would like comments. **\*All\*** papers must be turned in to the dropbox for an originality check. If you have submitted a paper copy for comments indicate on the first page that the electronic submission is a duplicate. Please see below for my policies on late papers.

Recommended Reading:

Ronald Coase, "Adam Smith's View of Man", *Journal of Law and Economics* (1976), 546-592.

**February 7:**

Recommended Reading:

Amartya Sen, "Does Business Ethics Make Economic Sense?" *Business Ethics Quarterly*. Vol. 3, Iss. 1 (1993), 45054.

WEEK 6

**February 12 & 14:**

Required Reading:

Micklethwait & Wooldridge, *The Company*, (Modern Library, 2005) Chapters 1-5

**February 18 & 22 Reading Week (no classes)**

WEEK 7

**February 26:**

Quiz #2 (will be on any content covered in lecture during weeks 3-6) (if something is in the readings but has not been covered in lecture it will not be on the quiz)

Essay #1 returned to you in class on this date if you would like comments

Required Reading:

Micklethwait and Wooldridge, *The Company*, (Modern Library, 2005) Chapters 6 to 8 plus Conclusion

**February 28:**

Required Reading:

Micklethwait and Wooldridge, *The Company*, (Modern

Library, 2005) Chapters 6 to 8 plus Conclusion  
(continued)

## WEEK 8

### **March 5:**

Recommended Reading:

Milton Friedman's "The Social Responsibility of Business is to Increase its Profits," *The New York Times Magazine*, September 13, 1970.

[http://doc.cattv.org/economics/milton\\_friedman/business\\_social\\_responsibility](http://doc.cattv.org/economics/milton_friedman/business_social_responsibility)

This is quite a famous essay

### **March 7:**

Essay #2 in paper form if you would like comments. \*  
**All\*** papers must be turned in to the dropbox for an originality check. If you have submitted a paper copy for comments indicate on the first page that the electronic submission is a duplicate. Please see below for my policies on late papers.

Freedman cont'd.

## WEEK 9

**March 12:**

Recommended Reading:

R. Edward Freeman, Kirsten Martin, and Bidhan Parmar, "Stakeholder Capitalism." *Journal of Business Ethics* (2007) 74:303–314.

**March 14:**

Recommended Reading:

Goodpaster, Kenneth. "Business Ethics and Stakeholder Analysis", *Business Ethics Quarterly*, 1:1 (1991): 53–73

WEEK 10

**March 19:**

Recommended Reading:

Porter, Michael E. and Mark R. Kramer, "Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility", *Harvard Business Review* (December 2006), 78-92.

**March 21:**

No new readings

WEEK 11

**March 26:** case studies involving the balance of

shareholder and stakeholder rights

**March 28:** case studies involving the balance of shareholder and stakeholder rights

No new Readings

WEEK 12

**April 2:** Quiz #3 (covering anything covered in class during weeks 7-11); case studies involving questions concerning the balance of shareholder and stakeholder rights

No new Reading

**April 4:** case studies involving questions concerning the balance of shareholder and stakeholder rights

No new Reading

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## 6 Assessments

### 6.1 Marking Schemes & Distributions

#### Distribution:

3 Quizzes 5% each: 15%

1<sup>st</sup> Essays (5-6 pages): 25%

2<sup>nd</sup> Essays (5-6 pages): 25%

Comprehensive Final Examination: 35%

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## 7 Course Statements

### 7.1 PHIL\*2600-01 Statements and Policies W19

**Quizzes:** There will be three quizzes, worth 5% of your grade each (total 15%). The quizzes are 20-minute vocabulary tests that could cover any material that has been covered in the class thus far. They will ask you to define a word or phrase. These quizzes cannot be made up at a later date. The dates of the scheduled quizzes are on the syllabus, and you have plenty of warning. If you miss a quiz, you will lose 5% of the possible 100% of course points. This may not seem like a lot at the beginning of term, but you will want those points later in the term. These cannot be made up. We do not have the staffing to invigilate multiple make-up quizzes. It is highly advisable to plan in advance to take each of the three quizzes. There are no advanced study guides for the quizzes, and their contents will be a complete surprise. Anything that has been covered thus far in the term is fair game, although, if it has previously appeared on a quiz, it will not appear on a quiz again.

**Ecologically friendly writing assignments and Citation Style:** In the interest of maintaining an ecologically sound course, cover sheets are not required on the assignments. Put your name and student number at the top of the first page and start the essay one quarter of the way down the page. It is not important which style sheet you use: what is important is that you are consistent and correct. You may wish to use the style guide that is most commonly used in your disciplinary major. I will post a style guide for your convenience on the courselink site. If in doubt, follow the guide posted on the site. Do not send emails to the instructor inquiring about citation style. Citation of Lectures and Powerpoints example (Burke March 6, 2014). Common knowledge that is widely known does not need to be cited, unless it is widely known as being an idea that originated with a particular person. The claim that "sentences should have a subject and a verb" does not need to be cited; but the claim that "one should aim at the mean between excess and deficiency" should be cited to Aristotle, even though it is widely known. If you believe an idea is not common knowledge, and if you know the idea does not originate with you, cite the source.

**Guidelines for submitting written work:** The essays must be submitted on white 8.5 x 11 paper, typed and double-spaced. Students must keep a copy of their work for their own

files in case the paper should become lost. If the paper becomes lost (by the student, myself, or the TA), it is the student's responsibility to be able to replace it. Students are not permitted in the mailroom at the philosophy department and may not drop off papers there or to the department staff. Turn your hardcopy into me and the TA at the beginning of class on the due date, and to the dropbox (if both, indicate on the top of the electronic submission that it is a duplicate).

**A Note on the Powerpoint Presentations:** The powerpoint presentations are not meant to be exhaustive of the content of the lectures. They provide “at a glance” sketches of the content to be covered. They are posted in advance of the lectures with the intention that students can bring the printouts of these slides to lecture, and/or tutorial and take notes by annotating them. It is to be recognized that the lectures will provide a great deal more content than is on the slides. They are a basis only, and are meant to assist students who for whatever reason cannot attend that week’s class. The PPTs provide quick summaries of the readings to help students with reading comprehension difficulty filter the reading material for relevance. They also are intended to aid the most time-pressed students. Students who rely only on these powerpoints will be disadvantaged when their work is compared to students who have attended. It is not the intention of the lecturer to “get through” all the slides in the class sessions by simply reading out loud one slide after another—you would not want this because it would be tedious. Rather, the intention behind the use of the PPTs is for you to use them to clarify the readings *before* class, and then come to class with a rough synthesis of the PPTs and textbook readings in your head, to listen to lecture to further clarify and enhance that synthesis, which you have already derived from the PPTs and textbook readings. Lectures also provide a forum for spontaneous interaction among students, through questions, comments, and observations of all participants that is pedagogically valuable, but which cannot be replicated on the PPT. The PPTs provide an avenue for keeping track of what is going on in class “at a glance”, but which is just a small portion of what is actually going on in the class. Students’ live exposure to each other’s comments is an important, irreplaceable part of the educational process.

**Deadlines:** Deadlines for the two essays are: February 5, 2018, and March 7, 2018. For the detection of plagiarism, it is mandatory that students upload their essays to the appropriate dropbox on the course website. If you turn in a hard copy in class the TA or I will annotate your essay with detailed comments and recommendations for improvement. Students who do not want comments from the TA may turn their essays up to one week late with no penalty (up to one week after the deadline of February 5 or March 7) to the courselink site dropbox). It is strongly recommended that you turn your essay in on time in hardcopy form so that the TA will provide comments. We are here to help you and the purpose of TAs comments is to help improve your writing. You should take advantage of this opportunity, a free service that is offered to you by the university (as part of your university tuition). You may never have this opportunity again. Late assignments beyond one week late will incur a penalty of 5% per day for every day the assignment is late. Assignments will not be accepted via email or fax, and university regulations regarding late work during the final exam period will be strictly

observed. Note that I do not have the authority to approve any late work after the last day of class.

**Late Assignments:** Late assignments will receive no comments from the TA, and are to be submitted to the Courselink site dropbox only. The TA will read the late assignment online and assign it a grade with no further explanation. The courselink site will give the paper a date and time stamp. A late penalty of 5% will accrue for every day after the 7-day grace period (8 days after the tutorial date on which the essay is due). **February 5, 2018, and March 7, 2018 are the due dates;** \*lateness\* is considered to begin February 6 and March 8 at 12:01 AM. Eight days after these dates is considered severely late and even for seemingly rational reasons for severe lateness will not waive the late penalty eight days after the designated due dates.

**A Note on the Quantity of Recommended Reading:** There is a lot of reading for this course, more than can be reasonably expected. Rather than reading everything thoroughly before class, I recommend that you skim the readings before class and read the PPTs, enough to get a general idea of the main points to be covered (reading thoroughly the first and last paragraphs of every section within the reading). Use the PPTs to clarify the readings. The class sessions will summarize and enhance the clarity of the readings, as well as illuminate points and arguments in the reading for special focus. On that basis, you can go back and read thoroughly the sections that most interest you and that you choose to make the focus of your essays.

**Laptops:** Laptops are prohibited for taking notes during lectures. There is quite a bit of evidence now that students retain the material better when they take notes on paper by hand, rather than typing the contents of the lecture by rote into a laptop. Connected laptops also hold a variety of distractions, such as instant messaging and Facebook, which obviously distract students from the lecture. For this reason, laptops are not permitted in lecture unless you have documentation from the Access Center specifying that they are necessary for you due to a documentable condition.

**Email:** Philosophical questions about content will not be answered on email by either the lecturer or the TA. Students must avail themselves of lecture time or office hours in order to have their questions about content answered. Only short administrative questions will be answered on email by the lecturer. You can expect a response in 48 hours. If you have a question, the first thing to do is check the course website or syllabus. 40% of the emailed questions I receive concern requests for information that is freely available on the course website. If you email a question, the answer to which is on the course website, you will not receive a response due to the volume of email we receive. If the student does genuinely need to email the lecturer, she or he should include the course code in the subject line (since



Lecturers teach multiple courses).

**The TA** for this course is Lillian Wood. Lillian will hold office hours in the weeks before the essays are due and during the last week of classes. Note that she will not be doing all the marking – I will be doing 20% of it. There are no tutorials/seminars for this class.

**Office Hours:** My office hours are 2:00-3:00 PM on Tuesdays and Thursdays (Office Location: Mack 339 (office wing)). These are free and open hours when you can simply drop in to discuss material, and to ask questions of any sort. Students do not need to advise me in advance that they are coming to visit during office hours. The poster on the office door does not designate my office hours. It designates the hours I am occupying the office. Do not knock on the office door at any time other than my designated office hours, unless you have an appointment.

**Courselink Site:** This class will have a Courselink website, where all powerpoint presentations, handouts, and assignments will be posted. Students may access the site through Courselink, and are required to check the site regularly for announcements. Student grades for the assignments will also be posted on the courselink site.

### **Anti-Harassment Policy (Clipped from the MPSA website):**

The Midwest Political Science Association (MPSA) is committed to upholding the highest standards for respectful, professional norms and behavior and to fostering an inclusive climate. Consequently, harassment and unprofessional behavior at MPSA events is considered to be a serious form of misconduct.

The following Anti-Harassment and Professional Conduct Policy modeled closely on the American Political Science Association Anti-Harassment Policy, outlines expectations for all who attend and participate in MPSA events and meetings.

**1. Purpose.** MPSA is committed to fostering an inclusive, respectful and welcoming environment for all members and participants, regardless of race, gender, sexual orientation, ability, ethnicity, socioeconomic status, age, religion or belief. "Participant" in this policy refers to anyone present at MPSA meetings or other sponsored events, including staff, contractors, vendors, exhibitors, venue staff, MPSA members and all other participants.

**2. Expected Behavior.** All participants at MPSA meetings or events are expected to abide by this Anti-Harassment and Professional Conduct Policy in all meeting venues, including ancillary events and official and unofficial social gatherings. Compliance with this policy includes the following:

- Abiding by the norms of professional respect that are necessary to promote the conditions for free academic interchange.
- Agreement to alert relevant MPSA staff or security personnel if a situation arises where someone might be in imminent danger.

**3. Unacceptable Behavior.** Behaviors that violate the Anti-Harassment and Professional Conduct Policy include, but are not limited to, the following:

- Threats or actions that cause or threaten personal harm
- Threats or actions that cause or threaten professional harm, punishment or retaliation
- Intimidating, harassing, abusive, derogatory or demeaning speech or actions
- Prejudicial actions or comments that coerce others, foment broad hostility or otherwise undermine professional equity or the principles of free academic exchange
- Unwelcome solicitation of emotional or physical intimacy
- Deliberate intimidation, stalking or following
- Harassing photography or recording
- Sustained, unprofessional disruption of talks or other events
- Other intentionally disruptive behavior

Adopted April 6, 2017

American Philosophical Association policy on harassment:

In February 2016, in a statement responding to a case of a philosopher being harassed and threatened for expression of philosophical views, we (the American Philosophical Association) wrote the following:

Philosophers are gadflies, at least some of the time, and we must support those who take intellectual, ethical, and social risks in their work, including their public presentations. Bullying and harassment that target a person's race, gender, class, sexual orientation, or other status are especially abhorrent. We unequivocally condemn such behavior and stand in solidarity with our members who are subjected to this deplorable and discriminatory abuse. The APA condemns the activities of those who seek to silence philosophers through bullying, abusive speech, intimidation, or threats of violence. We also call upon our membership to speak out against such attacks, whether from within the academy or from the public sphere. Today, we reaffirm these statements and our steadfast commitment to academic freedom and respectful scholarly engagement.

Dr. Burke implements the MPSA and APA policies above in PHIL\*2600-01, with the addendum that intentional circulation of second or third personal gossip regarding personal information (social or medical) is considered harassment; privacy violations are harassment; assertions of what others "should do", expression of assumptions re social identity is harassment; it is also harassment to express normative judgment of particular others' biographies. As those of us who follow the news suspect, given the 2016 American presidential election, there is very likely to be a great deal of false information circulating on Facebook. I have and use FTP software and know that it is easy to post false information on the web.

As we will discuss on the first day of class, a political philosophy and applied ethics classroom is expected to be a place where both students and faculty "bring it on", in the sense of vigorously disputing and challenging each others' views, but that should not translate into gossip and harassment on social media or anywhere else.

In general, harassment and bullying has increased across North America in the past 10 years (with the popularity of social media use). It was a problem at the University of Guelph in 2016. The above policies define it so that you know what it is.

## 7.2 No Recording/Distribution Statements

### Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Ryerson University statement on student copyright violations (students usually do not know the rules):

### **Ryerson University FAQ #1: My course materials have been posted on a course sharing site like Course Hero or OneClass – what are my rights?**

You as an instructor own the teaching-related intellectual property that you create as an instructor at Ryerson, unless you have assigned rights to the material to another entity by contract. Some examples of the types of materials that are protected by copyright include lecture notes, PowerPoint presentations, lab manuals, syllabi and streamed lectures. PHIL\*2600-01 course materials may not be posted on the internet or electronically distributed.

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## 8 University Statements

### 8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### 8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

### **8.3 Drop Date**

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for course registration are available in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

### **8.4 Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **8.5 Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

More information can be found on the SAS website

<https://www.uoguelph.ca/sas>

## 8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## 8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>