AP/ADMS 3660 Section O
Business Ethics and Corporate Social Responsibility

School of Administrative Studies, Faculty of Liberal and Professional Studies

REMOTE COURSE DELIVERY

- Monday: 11:30 am - 2:30 pm. In class sessions are closed until further notice.

Winter 2021: This course will be delivered synchronously and asynchronously online and is structured into modules.

Interactive Zoom Session: Monday, 11:30- 12:30

Course Director: Sophia Kusyk, Ph.D.
Phone: 416-736-5210
E-mail: skusyk@yorku.ca
Virtual Office hours: Scheduled by appointment

TECHNICAL REQUIREMENTS

Several platforms will be used in this course (e.g., eClass, zoom, etc.) through which students will interact with the course materials, the course director/TA, as well as with one another. The class will meet in zoom sessions and office hours will be conducted via zoom.

Please note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. Let the instructor know before the session about your use of nickname/first name.
- You will be recorded during zoom sessions. The system is configured in a way that all participants are automatically notified when a session is being recorded.
- You will need access to high speed internet to follow the zoom sessions and to complete your online quizzes.

Additional resources and some useful links for sstudent computing information, resources and are listed here:

Student FAQs for eClass.

- Zoom@YorkU Best Practices
- Zoom@YorkU User Reference Guide
- Computing for Students Website
- Student Guide to eLearning at York University

COURSE DESCRIPTION

This course introduces students to the relevant issues in ethics and social responsibility in business via three pillars: Good management, good company and good citizenship. After completing this course students leave equipped with conceptual tools to identify, think critically about, and resolve ethical issues at the individual, organizational, and societal levels.

LEARNING OBJECTIVES

- To increase the awareness of the ethical dimension of business and its decision making process across all functions.
- To become familiar with the social standards, values, ethical principles and moral philosophy that provide criteria for decision making.
- The role of business ethics in the Canadian as well as global business environment and to recognize the challenges of business social responsibility.
- To develop critical thinking skills via the application of concepts and theories to business cases.

COURSE MATERIAL

- **Textbook:** Text – *An Introduction to Business Ethics*, Joseph DesJardins, 6th Edition. (2020), New York: McGraw-Hill/Irwin.
- **Supplemental activities** posted on the course website throughout the semester.
- **Powerpoint** slides.

You are expected to prepare course material as indicated on the eClass website before the zoom class.

IMPORTANT DATE

Last date to drop course without receiving a grade: March 12th, 2021.

STUDENT ASSESSMENT

Assignment	Grade Weight	Due/date
1) Quizzes	20%	Completed on eClass course website.
• Quiz 1 (5%)		Module 2 (covers modules 1-2) Jan 21 - Jan 23 (10PM-10PM)
• Quiz 2 (5%)		Module 4 (covers modules 3-4), Feb 04 - Feb 06 (10PM-10PM)
• Quiz 3 (5%)		Module 6 (Covers modules 5-6) Feb 25 until Feb 27 (10PM-10PM)
• Quiz 4 (5%)		Module 8 (Covers modules 7-8) March 11 until March 13 (10PM-10PM)
2) Participation	10%	
• Online zoom sessions (5%)		Modules 1,2,3,4,5,7,9,10 (8 sessions)
• Discussions (5%) (1 randomly selected for grading)		Completed on eClass course website. Discussion 1 (covers modules 1-3) Discussion 2 (covers modules 4-5) Discussion 3 (covers modules 8-10) Summary submitted online via Turnitin course website. Module 11Friday, April 2 (1PM)
3) Short Essay Assignments	30%	Submit online via Turnitin course website.
• Assignment 1 (10%)		Module 3 (covers modules 1-3), Jan 29 (1PM)
• Assignment 2 (10%)		Module 5 (covers modules 4-5), Feb 12 (1PM)
• Assignment 3 (10%)		Module 10 (covers modules 7-10), March 26, (1PM)
4) Final Group Case Analysis Assignment	40%	Submit online via Turnitin course website. Topic due Module 7, March 5 (1PM) Project due Module 12, April 9 (1PM) Peer Assessment due Module 12, April 9 (1PM)
TOTAL	100%	

1) Quizzes (20%): Individual open book timed quizzes

You are expected to complete each quiz individually. Multiple choice quizzes draw from zoom course discussions and other course material. See the course schedule for quiz times and dates. Quiz material will come from zoom lectures, assigned readings, our textbook and are open book. Quizzes will be conducted on eClass. Quizzes are open for 48 hours and once opened you have 2 minute per question to complete each question in sequential order. In the event you miss a quiz you must provide proof of technical difficulties. The instructor will also seek information technology proof that student was

online and experiencing difficulties. If no proof is available, the grade will be zero as the student has had the opportunity to complete the quiz within 48 hours.

2) Individual Participation (10%): Zoom sessions and Discussions

We are in training for active engagement and professional behavior in the work force. Active engagement is a proven success factor in this course. Professional behavior is required from all students which includes attendance to meetings. Students are expected to attend and participate in zoom class meetings. Students should come to class not only having read and viewed the materials assigned for that day but also prepared to both discuss the readings. Much of the learning from the course comes from the analysis and discussion of the material. Absences should occur only under exceptional circumstances.

This grade component is made up of

- participation in the discussion forum (3 discussions, 5%)
- participation in course activities (attendance at 8 zoom lectures, 5%)

Discussion instructions and rubric are on our course website.
Participation is based on zoom attendance.

3) Individual Short Essay Assignments (30%): 3 Individual open book assignments (10% each)

The short essay assignments of 600 words each will be open-book, written assignments that cover the discussion forum questions. Detailed instructions of how to complete and submit the assignments are included in the corresponding module. Late assignments will receive a grade of zero. Students have one week to request a reevaluation of any submitted assignment.

4) Case Analysis Assignment (40%): Group Project

This grade component is made up of:

- Group assignment (40%)
- Peer assessment (possible 20% deduction)

The case analysis assignment will cover all of the material in the course. Instructions will be provided on how to submit the assignment. Late assignments and late peer assessments will be subject to a grade deduction of 5% per late day submission.

This assignment will be completed in groups and the final assignment mark has two components: Final paper assignment mark worth 80% of total assignment grade and peer assessment mark worth 20% of total assignment grade. The maximum mark for your total mark is fixed at the assignment grade as marked by the instructor. The peer assessment score confirms or reduces the overall assignment grade depending on the student performance in the group as graded by the group. This mark distribution penalizes those students who receive less than 8/10 on their combined peer assessments score. (See *Final Assignment Grade Example: 80% Assignment Grade and Range of Peer Assessment Grades* below.)

Final Assignment Grade Example:
80% Assignment Grade and Range of Peer Assessment Grades

For example your final assignment score is 80%, depending on your peer evaluation you will receive the following grade:

assignment grade	peer grade	final grade
80%	20/20	80%
80%	10/20	70%
80%	0/20	60%

5) Student conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the Code of Student Rights and Responsibilities. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any disruptive and/or harassing behaviour will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the student guide to e-learning.

If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.

CLASS SCHEDULE

GOOD MANAGEMENT: ETHICS AND RESPONSIBILITY

	Modules	Learning Journey	Milestones
Module 1	**Navigating a VUCA World** Week of Jan 11th Topics: • Getting ready for a VUCA World • Introduction for business ethics & the need for responsible/ visionary/ethical leadership • Introduction to final group assignment	• **EClass website onboarding:** Familiarize yourself with the course & complete pledge (30 min) • **Read:** DesJardins (2020). Chapter 1 (60 min) • **Read:** Visser, W. (2014) The failure of CSR 1.0. CSR 2.0: Transforming Corporate Social Responsibility. Heidelberg: Springer. Course Link. (pg 21-34) (30 min) • **Watch:** It's a VUCA world. (May 05, 2017) Deloitte. Centre for Executive Education (CEE). (3 min) • **Review:** Lecture slides (30 min)	**Attend:** Interactive zoom lecture. (60 min) Monday, Jan11th 11:30AM-12:30PM **Start:** Selecting your final group members.
	Session Summary: The goal of the introductory session is to familiarize students with the course and the main reasons for learning business ethics.		
Module 2	**What is good?** Week of Jan 18th Topics: • Ethical frameworks • Ethical reasoning	• **Watch:** Apple CEO Tim Cook on Ethical Leadership (May 20, 2013). Duke University The Fuqua School of Business Leadership Series at (3 min) • **Read:** DesJardins (2020). Chapter 2 (60 min) • **Read:** Hogenboom, M. Traits that make human beings unique. (July 06th, 2015). British Broadcasting Corporation. (BBC) (20 min) • **Review:** Lecture slides (30 min)	**Attend:** Interactive zoom lecture. (60 min) Monday, Jan18 11:30AM-12:30PM **Complete Quiz 1:** Opens Thursday Jan 21 until Jan 23, 10PM-10PM **Contribute to Discussion**: Original thread by Thursday **Submit:** Final group members.
	Session Summary: What is ethics and morality? The session then begins to introduce several of the moral standards one can use to engage in ethical decision-making, which forms the central building block or tool of analysis for the course. We explore ethics with an in-class exercise.		

Module 3	**Accountability & Organizational (Ir)Responsibility** Week of Jan 25th Topics: • Social responsibility theory • Stakeholder theory	• **Read:** DesJardins (2020) Chapter 3 (60 min) • **Read:** Milton Friedman's "The Social Responsibility of Business is to Increase its Profits". (available at the library) (60 min) • **Read:** Bonini, S. M., Mendonca, L. T. Oppenheim, J.M. (2006). When social issues become strategic. McKinsey Quarterly (2): 19-31. (30 min) • **Review:** Lecture slides (30 min) • **Discussion Forum Reading:** Handy, C. (2002). What's a business for? Harvard Business Review, Dec. https://hbr.org/2002/12/whats-a-business-for	**Attend:** Interactive zoom lecture. (60 min) Monday, Jan 25 11:30AM-12:30PM **Submit:** Individual Assignment 1 Friday, Jan 29, 1PM **Contribute to Discussion**: Original reply by Tuesday **Review** your final group members on the course website.
	Session Summary: This session moves the discussion from moral standards to the debate over the proper extent of a business firm's obligations towards society. We assess CSR in light of several business cases.		

THE GOOD COMPANY: MANAGING ORGANIZATIONAL ETHICS

Module 4	**Managing by Values: Image or Identity** Week of Feb 01st Topics: • Organizational Mission, Vision and Values • Compliance • Organizational Identity	• **Read**: DesJardins (2020). Chapter 4 (60 min) • **Prepare case**: Toy Wars Velasquez, M. (1986) Business Ethics: Concepts and Cases. (20 min) • **Read**: Lencioni, P. (2002) Make your values mean something. Harvard business review: 113-117. (30 min) • **Read:** Pruzan, P. (2001) Corporate Reputation: Image and identity. Corporate Reputation Review (4), 50–64. (30 min) • **Review:** Lecture slides (30 min) • **Discussion Forum Reading:** McCoy, Bowen H. (1997). The parable of the Sadhu. Harvard Business Review, July/Jun97, (75)3: p. 2	**Attend:** Interactive zoom lecture. (60 min) Monday, Feb 01 11:30AM-12:30PM **Contribute to Discussion**: Original thread by Thursday **Complete Quiz 2:** Opens Thursday Feb 04 until Feb 06, 10PM-10PM
	Session Summary: In this class we explore how to CSR can be managed within an organization. The case Toy Wars demonstrates the role of structure, values and mission in steering employee behavior and we complete an in-class values audit exercise.		

Module 5	**Adding Value & institutionalizing Ethics** Week of Feb 8th Topics: • Community Engagement • Socially Responsible Investments • Social Accounting Triple Bottom Line	• **Watch:** Business Roundtable Goals for changing role of corporations. (2019) (7 min) • **Read:** Porter, M. and Kramer, M. (2006) Strategy and society: The link between competitive advantage and corporate social responsibility. Harvard Business Review 84 (12): December. (available at the library) (30 min) • **Watch:** Smartest Guys in the Room (2006,trailer). Magnolia Pictures (2 min) for in class case discussion. • **Explore:** The Global Reporting Initiative (GRI). (N/A current) https://www.globalreporting.org (15 min) • **Review:** Lecture slides (30 min)	**Attend:** Interactive zoom lecture. (60 min) Monday, Feb 08 11:30AM-12:30PM **Contribute to Discussion**: Original reply by Tuesday **Submit:** Individual Assignment 2 Friday, Feb 12, 1PM
	Session Summary: In this class we explore how to CSR can be managed within an organization for value creation beyond shareholders towards stakeholders. In particular we will look how ownership can evolve to corporate citizenship.		

READING WEEK: FEB 13-19

Module 6	**Market Place: Protection & Marketing** Week of Feb 22nd Topics: • Product recalls • Marketing ethics	• **Read**: DesJardins Textbook (2020) Chapter 8 (60 min) • **Read**: DesJardins Textbook (2020) Chapter 9 (60 min) • **Complete:** Interactive on-line module with activities. See power point slides for embedded activities. (90 min)	**Complete:** Interactive on-line module with activities. See power point slides for embedded activities. (90 min) **Attend:** Interactive group Q &A (60 min) Monday, Feb 22 11:30AM-12:30PM **Complete Quiz 3:** Opens Thursday Feb 25 until Feb 27, 10PM-10PM
	Session Summary: This fully remote interactive online session covers ethical issues involved in marketing products and services to consumers with case examples. Various positions on manufacturer's obligations are presented, including the contract view (i.e., buyer beware), due care (i.e., seller take care), or social cost (i.e., seller beware).		

GOOD CITIZENSHIP AND STAKEHOLDER MANAGEMENT: PEOPLE. PLANET. PROFIT

Module 7	**Employee Duties: Professional Obligations** Week of March 1st Topics: • Greed and conflicts of interest • Insider trading • Theft and fraud • Whistle-blowing	• **Read:** DesJardins (2020) Chapter 7 Textbook (60 min) • **Watch**: Subprime. Crisis in a nutshell – 2008, Financial meltdown explained. January 13, 2014. (12 min) • **Watch**: Jewish Learning Institute (JLI). (Jan. 13, 2012) The Ethics of Insider Trading. Money Matters Lesson One Preview. (3 min) • **Review:** Lecture slides (30 min)	**Attend:** Interactive zoom lecture. (60 min) Monday, March 1 11:30AM-12:30PM **Submit:** Group project company and issue topic. Friday, March 5, 1PM
	Session Summary: In this session we cover employee obligations when confronted with conflict of interest and corporate crime.		

Module 8	**Employee Rights** Week of March 8th Topics: • Discrimination and harassment • Privacy • Health and safety	• **Read**: DesJardins Textbook (2020) Chapter 6 (60 min) • **Read**: DesJardins Textbook (2020) Chapter 11 (60 min)	**Complete:** Interactive on-line module with activities. See power point slides for embedded activities. (90 min) **Complete Quiz 4:** Opens Thursday March 11 until March 13, 10PM-10PM
	Session Summary: This session deals with the rights of employees from an ethical perspective and covers important topics including discrimination, sexual harassment, right to health and safety of employees and work-life balance.		

Module 9	**Global Business Ethics** Week of March 15th Topics: • International business ethics • Corruption • Human rights and supply chain management	• **Read**: DesJardins 92020) Chapter 12 Textbook (60 min) • **Watch**: Source: FCPA compliance. FCPA Video Training Series: Episode 1. Featuring Tom Fox. Jan 14, 2014 (6 min) • **Watch**: The 2 Euro T-Shirt - A Social Experiment (2015) Fashion Revolution. (2min) • **Review case:** Charles Veillon, S.A. (A). Sharp Paine, L. (2007) Harvard Business School Case. 9-307-002. (Case summary available on course website) (10 min) • **Review:** Lecture slides (30 min)	**Attend:** Interactive zoom lecture. (60 min) Monday, March 15 11:30AM-12:30PM **Contribute to Discussion**: Original thread by Thursday
	Session Summary: In this session we cover employee obligations when confronted with conflict of interest and corporate crime.		

Module 10	**Planet: Sustainable Organizations** Week of March 22nd Topics: • Homocentric vs. Eco-centric view • Business and the natural environment	• **Watch**: An inconvenient Truth The Sequel. (2017) Paramount Pictures Trailer. (5 min) • **Read**: DesJardins (2020) Textbook Chapter 10 (60 min) • **Read**: Pielke, R. (Oct 27, 2019) Forbes. The World Is Not Going To Halve Carbon Emissions By 2030, So Now What? (20 min) • **Review Case:** AES Global Values.Sharp Paine, L. (2000) Harvard Business School Case. 9-307-002. (Case summary available on course website.) (10 min) • **Review:** Lecture slides (30 min)	**Attend:** Interactive zoom lecture. (60 min) Monday, March 22 11:30AM-12:30PM **Contribute to Discussion**: Original reply by Tuesday **Submit:** Individual Assignment 3 Friday, March 26, 1PM
	Session Summary: This session focuses on the strategic opportunities of resource management and interrelated ethical choices. It also deals with the concept of our environmental footprint and how new choices for sustainability offer a new horizon of business options.		

Modules 11- 12	**In GOOD Company?** Weeks of March 29th - April 9th	**Submit:** Discussion Summary Friday April 2, 1PM **Submit:** Group Project Friday April 9, 1PM **Submit:** Peer Assessment Friday April 9, 1PM

RELEVANT UNIVERSITY REGULATIONS

Academic Honesty

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty. The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defense against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you, as a student, may also be subject to criminal charges.

Students should review the York Academic Honesty policy for themselves at: http://www.yorku.ca/secretariat/policies/document.php?document=69
Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: http://www.yorku.ca/tutorial/academic_integrity/

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Liberal Arts and Professional Studies at York University supports the International Center for Academic Integrity's definition of academic integrity. That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons.
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.

- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practicing a valuable professional skill that is important in all workplaces.
- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Turnitin

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Religious Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:
https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs

Academic Accommodation for Students with Disabilities

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information please visit the Disabilities Services website at http://www.yorku.ca/cds/

During regular course delivery York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit http://www.yorku.ca/altexams/

Please note that with the move to an online/virtual learning environment, accommodated tests and exams will not be coordinated by Alternate Exam & Test Scheduling during the term. Instead, test and exam accommodations, such as additional time, will need to be put in place by course instructors.

Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.

NOTICE REGARDING ZOOM MEETINGS

Your course may involve the use of Zoom. Zoom is an online videoconferencing software that can be used to host lectures, tutorials or virtual office hours in real time.

Please note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g., video, audio and text chat) has been restricted to only pass through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit Zoom at YorkU. (https://lthelp.yorku.ca/94581-zoom/zoom-meeting-etiquette).

Privacy At the moment, the name you use with Zoom and metadata about how you use the application will be stored on servers outside of Canada. If you have privacy concerns, you can disable both audio and video. You can also provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your instructor or TA know immediately.

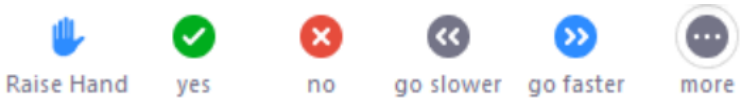
You can rename yourself in 4 easy steps.

1. After entering the Zoom meeting, click on the **Participants** icon at the bottom of the window.
2. Find your name in the **Participants** list on the right side of the Zoom window
3. Hover over your name and click the **Rename** button**.**
4. Enter the name that you would like to use in the Zoom meeting, and click **OK**.

Please note that lectures and/or tutorial sessions may be recorded so that they can be made available to students who are not able to attend class. Zoom is configured in such a way that all participants will be automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. If you do not wish to be seen or heard during a recorded session, please keep your camera and/or microphone turned off.

Participation. Your course instructor will enable you to ask questions through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated.

You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the **Participants** icon at the bottom of the window. Once the **Participants** sidebar is opened, you will see the option to **Raise Hand.** By clicking on **Raise Hand,** a blue hand will be raised. Please click on the **Raise Hand** button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor and/or TA will reserve the right to remove anyone who does not behave accordingly.



INTELLECTUAL PROPERTY NOTICE

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