AP/ADMS 3660 Section E, Fall 2023-2024
Business Ethics and Corporate Social Responsibility

School of Administrative Studies, Faculty of Liberal and Professional Studies

ONLINE COURSE DELIVERY

ASNYNCHRONOUS ONLINE COURSE: This course will be delivered asynchronously online with pre-recorded lectures and is structured into modules. Students have one week to complete each module on their own time. Students with any questions can reach me by appointment during office hours below. Please send me an email and we can set up a Zoom meeting.

Course Director: Sophia Kusyk, Ph.D.
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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. There class will meet occasionally in voluntary zoom sessions and office hours will be conducted via zoom.

Please note the following for the voluntary Q & A zoom sessions:

- 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 session recordings 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.

It is recommended to prepare course material as indicated on the eClass website before attending class.

IMPORTANT DATE

Last date to drop course without receiving a grade: Nov 11th, 2023.

STUDENT ASSESSMENT

EVALUATION & ASSESSMENT OVERVIEW

NUMBER	ASSESSMENT	Date	Percentage of final grade
5	Quizzes	Ongoing	30 %
2	Discussions & Reflection Essays	Ongoing	30 %
1	Group Project	Dec 06th	40 %
			100%

For your convenience an overview of the assessment due dates and how they evolve are listed in the table below.

week	dates	Assignment (Everything is due on a Friday at 17:00)		
		Quiz	Discussion & Reflection	Group Project
1	Sept 07-08			
2	Sep 11 -15	Quiz 1 closes Sept 15		
3	Sep 18-22		Discussion 1 Thread due Sep 22	
4	Sep 25-29	Quiz 2 closes Sept 29	Reply due Sep 29	
5	Oct 02-06		Reflection Essay due Oct 06	
	Oct 09-13	**Reading week**		
6	Oct 16-20	Quiz 3 closes Oct 20		
7	Oct 23-27		Discussion 2 Thread due Oct 27	
8	Oct 30-Nov 03	Quiz 4 closes Nov 03	Reply due Nov 03	Project Topic due Nov 03
9	Nov 06-10		Reflection Essay 2 due Nov 10	
10	Nov 13-17	Quiz 5 closes Nov 17		
11	Nov 20-24			
12	Nov 27- Dec 01			
13	Dec 04- Dec 06			Group Project & Peer Assessment due Dec 06

ASSESSMENT DESCRIPTION

A detailed description of the assessments is found below.

1) Quizzes (30%): Individual open-book timed quizzes

You are expected to complete each quiz individually at your own convenience within 2 weeks. Multiple choice quizzes draw from course discussions and other course material. See the course schedule for quiz times and dates. Quiz material will come from lectures, assigned readings, our textbook and are open book. Quizzes will be conducted on eClass. Quizzes are open for 2 modules 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 for the 2 weeks that the quiz was open. If no proof is available, the grade will be zero as the student has had the opportunity to complete the quiz within 2 modules.

Complete asynchronous quizzes at your own time on eClass course website anytime within the designated modules. (**no quiz extensions**)

• Quiz 1 (6 %) (covers modules 1-2)	anytime Module 1-2 Sep 07th – Sep 15th (17:00)
• Quiz 2 (6 %) (covers modules 3-4)	anytime Module 3-4 Sep 18th– Sep 29th (17:00)
• Quiz 3 (6 %) (covers modules 5-6)	anytime Module 5-6 Oct 02nd – Oct 20th (17:00)
• Quiz 4 (6 %) (covers modules 7-8)	anytime Module 7-8 Oct 23rd – Nov 03rd (17:00)
• Quiz 5 (6 %) (covers modules 9-10)	anytime Module 9-10 Nov 06th – Nov 17th (17:00)

2) Discussion Forum (30%)

This grade component is made up of

- participation in the discussion forum (2 discussions, 20% for one randomly chosen for grading)
- reflection on the discussion forum (2 reflection essays, 10% each)

Part of our course learning will be from each other via the discussion forum. Professional behavior is required from all students in the discussion forum. Discussion instructions and rubric are on our course website.

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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 re-evaluation of any submitted assignment.

- Discussion Contribution (**10%, one discussion selected for grading).
- Discussion Reflection Essay (10% each)

Complete asynchronous discussion at your own time on eClass course website within the designated module(s).(**no late submissions**)

2.1.1.Discussion 1 (**)	Discussion 1 (modules 3,4,5) • Submit original thread, due Module 3, anytime by Friday, Sept 22nd, 2023 (17:00) • Submit original thread reply, due Module 4, anytime by Friday, Sept 29th, 2023 (17:00)
2.1.2. Discussion Reflection Essay 1 (10%)	• Submit discussion reflection essay, due Module 5, anytime by Friday Oct 06th, 2023 (17:00)
2.2.1.Discussion 2 (**)	Discussion 2 (modules 7,8,9) • Submit original thread, due anytime Module 7, by Friday, Oct 27th, 2023 (17:00) • Submit original reply, due anytime Module 8, by Friday, Nov 03rd, 2023 (17:00)
2.2.2.Discussion Reflection Essay 2 (10%)	• Submit discussion reflection essay, due anytime Module 9, by Friday, Nov 10th, 2023 (17:00)

3) 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. (For example. If your group project receives a final grade of 80% and your peer grade is 20/20, your final grade will be 80%. However if your final group project receives a grade of 80% and your peer evaluation is 0/20 (ie. you did not contribute to the project) you will receive a final grade of 60%.)

Complete group project within 3 weeks. Submit online via Turnitin course website. (**no late submissions**)

- Group Project Members Assigned, Module 7, Monday, Oct 23rd -> Assigned by instructor
- Group Project Topic due Module 8, Friday, Nov 03rd (17:00)
- Group Project due Module 12, Dec 06th: Final Paper & Project Peer Assessment

NOTE: 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

Module 1: Navigating a VUCA World

Topics:

- Getting ready for a VUCA World
- Introduction for business ethics & the need for responsible/ visionary/ethical leadership
- Introduction to final group assignment

Session Summary: The goal of the introductory session is to familiarize students with the course and the main reasons for learning business ethics.

• **EClass website onboarding:** Familiarize yourself with the course (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:**
  • Video intro (2 min)
  • Lecture slides (30 min)
  • Zoom recording (90 min)
	Quiz 1: opens

Module 2: What is good?

Topics:

- Ethical frameworks
- Ethical reasoning

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.

• **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:**	**Quiz 1: closes**

• Video intro (2 min) • Lecture slides (30 min) • Zoom recording (90 min)	

Module 3: Accountability & Organizational (Ir)Responsibility

Topics:
- Social responsibility theory
- Stakeholder theory

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.

• **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
• **Review:**
  • Video intro (2 min)
  • Lecture slides (30 min)
  • Zoom recording (90 min)
	Contribute to Discussion 1:
	• Original thread by Friday (17:00)
	
	Quiz 2: Opens

THE GOOD COMPANY: MANAGING ORGANIZATIONAL ETHICS

Module 4: Managing by Values: Image or Identity

Topics:

- Organizational Mission, Vision and Values
- Compliance
- Organizational Identity

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.

• **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:**
  • Video intro (2 min)
  • Lecture slides (30 min)
  • Zoom recording (90 min)
	Contribute to Discussion 1:
	• Original reply by Friday (17:00)
	
	Quiz 2: Closes

Module 5: Adding Value & institutionalizing Ethics

Topics:

- Community Engagement
- Socially Responsible Investments
- Social Accounting Triple Bottom Line

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.

• **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:**
  • Video intro (2 min)
  • Lecture slides (30 min)
  • Zoom recording (90 min)
	Submit Discussion Reflection Essay 1 Friday (17:00)
	
	Quiz 3: Opens

Module 6: Market Place: Protection & Marketing

Topics:

- Product recalls
- Marketing ethics

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).

• **Read**: DesJardins Textbook (2020) Chapter 8 (60 min) • **Read**: DesJardins Textbook (2020) Chapter 9 (60 min) • **Complete:** • Watch video intro (2 min)	**Quiz 3:** Closes

• Interactive on-line module with activities. See power point slides for embedded activities. (90 min)	

READING WEEK: February 18th – 24th

GOOD CITIZENSHIP AND STAKEHOLDER MANAGEMENT: PEOPLE. PLANET. PROFIT

Module 7: Employee Duties: Professional Obligations

Topics:
- Greed and conflicts of interest
- Insider trading
- Theft and fraud
- *Whistle*-blowing

Session Summary: In this session we cover employee obligations when confronted with conflict of interest and corporate crime.

• **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:**
  • Video intro (2 min)
  • Lecture slides (30 min)
  • Zoom recording (90 min)
	Contribute to Discussion 2:
	• Original thread by Friday (17:00)
	
	Quiz 4: Opens

Module 8: Employee Rights

Topics:
- Discrimination and harassment
- Privacy
- Health and safety

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.

• **Read**: DesJardins Textbook (2020) Chapter 6 (60 min) • **Read**: DesJardins Textbook (2020) Chapter 11 (60 min) • **Complete:**	**Quiz 4:** Closes **Contribute to Discussion 2**: • Original reply Friday (17:00)

• Review video intro (2 min) • Interactive on-line module with activities. See power point slides for embedded activities. (90 min)	

Module 9: Global Business Ethics

Topics:

- International business ethics
- Corruption
- Human rights and supply chain management

Session Summary: In this session we cover employee obligations when confronted with conflict of interest and corporate crime.

• **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:**
  • Video intro (2 min)
  • Lecture slides (30 min)
  • Zoom recording (90 min)
	Submit Discussion Reflection Essay 2
	Friday (17:00)
	
	Quiz 5: Opens
	
	Group Project:
	• Submit project **company/issue topic proposal.**
	Monday (17:00)

Module 10. Planet: Sustainable Organizations

Topics:
- Homocentric vs. Eco-centric view
- Business and the natural environment

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.

• **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:**
  • Video intro (2 min)
  • Lecture slides (30 min)
  • Zoom recording (90 min)
	Group Project:
	Work on your group project.
	
	Quiz 5: Closes

Weeks 11-13. In GOOD Company?

Group Project: Work on your group project.

Submit: Group Project **due** Friday, Dec 06th (17:00)

Submit: Individual Peer Assessment **due** Friday, Dec 06th (17:00)

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.

INTELLECTUAL PROPERTY NOTICE

All materials prepared for ADMS 3600 at York University are the intellectual property of the Dr. Sophia Kusyk unless otherwise stated. Course materials should only be used by students enrolled in this course. This can include the following material: lecture handouts, spoken and written presentations, audio and video recordings, PowerPoint slides, as well as questions and/or solution sets for assignments, quizzes, tests and final exams, among other pieces of intellectual property. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course, or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty. In addition, you may face legal consequences for any violation of copyright law.