

AP/ADMS 1010 3.00

EXPLORING THE FUNCTIONS OF BUSINESS

School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, York University

Winter 2024: Sections U

Note: Midterm and final exams will be held on campus, in-person

Instructor: Dr. Anton Petrenko, petrenko@yorku.ca

Office Hours: Thursday 19:00-22:00 YK DB 0006

Course Website: <https://eclass.yorku.ca>

COURSE DESCRIPTION

This course provides a broad survey of the functional areas of business by engaging students in a critical discourse about management, its sub-disciplines, and the current issues and future challenges facing business. This discourse is reflected in the course readings, which pair classic management articles with writings from alternative or contradictory perspectives. Using a variety of media we will also examine current news stories to illustrate and assess the practical relevance of each of the management ideas presented. Students will be challenged to develop, articulate, and support their own thinking in relation to contemporary business issues. The course is intended to prepare students for success in the upper-level BCom course requirements.

LEARNING OBJECTIVES

By the end of this course students should be able to:

- Describe the scope and central concepts of management and the functional domains of business
- Identify and analyze the interplay of key economic, social, and environmental trends facing business, and their implications for different functional areas
- Critically analyze management texts and be able to describe and formulate alternative perspectives on a given management issue
- Write a clear and persuasive argument to support a chosen position or course of action
- Identify management area(s) and issues that are of particular interest in relation to upper level course concentration

COURSE READINGS AND TEXTS

1. Dyer, L. (2019). *Critical Thinking for Business Students*, 3e. Captus Press.
Available at the York U Bookstore (<https://www.bookstore.yorku.ca/>); An [eText](#) is also available directly from the publisher, [Captus Press](#).
2. Article and chapter readings as listed in the Course Calendar
Available through the course website and York libraries

ORGANIZATION OF THE COURSE

The primary course content will be delivered via weekly modules comprised of lectures, slide presentations, posted readings, and supplementary materials (e.g. videos, news articles) etc.

TECHNICAL REQUIREMENTS FOR TAKING THE COURSE

To fully participate in this course, you are required to:

- Engage with class modules and submit weekly assignments via eClass
- Write the midterm and final exams on campus, in-person at the time scheduled
- Coordinate remotely with group members to develop a group video presentation

To fully participate in this course, please ensure that you have the following tech capabilities:

- Stable, higher-speed internet connection
- Computer with webcam and microphone, and/or smart device with the same

Computing resources:

- [Student Guide to Moodle](#)
- [Computing for Students Website](#)

COURSE COMPONENTS & EVALUATION

<u>Component</u>	<u>%</u>	<u>Date/Due</u>	<u>Mode</u>
Writing assignments	20%	Weekly	Remote
Midterm exam	25%	Friday, February 24	In-person
Group assignment	20%	Friday, April 2	Remote
Final exam	35%	Formal exam period	In-person

Writing assignments (20% of course grade)

These weekly assignments are designed to help you absorb the course material while improving the effectiveness of your writing. Completed assignments are to be 1-page single-spaced maximum and will be graded for content, grammar, writing style, and formatting. Detailed guidelines and assignments will be provided on eClass. The assignments are based on the weekly readings and are due 21:00 (9:00PM) the day before the related lecture material is released. Late submissions will not be accepted.

Assignments must be uploaded to the relevant eClass dropbox. The 20% writing assignment grade is broken down as follows:

- Completion of assignments (10 weeks) 10%
- 2 assignments randomly chosen for grading..... 10% (5% each)

Midterm exam (25% of course grade)

The midterm exam will take place on campus, in-person at the time and place designated. You are required to be physically present for the exam.

The midterm will be written during Week 6 and will test material covered in weeks 1-5 including all assigned readings and all lecture content and may include a combination of multiple choice, short/long written answer, and case-based questions. Additional details will be provided during the term.

Midterm exam conflicts and missed midterm exams

If you are unable to write the regularly scheduled midterm exam for **academically legitimate reasons...**

1. Schedule Conflicts (e.g., religious accommodations; YU sports team participation, another YU exam): You must notify the course director by email at least two (2) weeks (14 days) prior to the set date. Provide full details regarding the conflicting event and relevant contact where applicable (e.g., faith leader, coach, course director).
2. Illness: You must notify the course director by email within forty-eight (48) hours of the exam. You do not need to submit an Attending Physician's Statement (doctor's note).

3. **Accessibility Accommodations:** If you are registered with Accessibility Services and are seeking alternate exam accommodation, you must follow the procedures of the Alternate Exam office (<https://altexams.students.yorku.ca/request-an-alternate-exam>). Be sure to check the required submission dates early in the term.

Approval to write a makeup midterm is at the discretion of the course director or relevant office. If you are approved to write you will be sent details regarding time and/or location of your makeup. If you do not receive an acknowledgement of your request within a few days of submitting documentation you should follow up with the course director. In all cases it is the student's responsibility to proactively address a missed or alternate exam situation. There is only one opportunity to write a makeup exam. Students who do not write either the regular or makeup midterm exam as scheduled will receive a grade of zero (0) on this component. Grades will not be reweighted to the final exam.

Group assignment (20% of course grade)

The group assignment provides an opportunity for you to connect with other students in this large, introductory class so you can work together and help each other navigate the course and your first-year experience at York. You will be randomly assigned to a group of approximately 5 students after the term drop date: typically, in Week 3. The group assignment will have students develop and defend a given position with respect to a current affairs issue and present their work in the form of a coordinated debate and/or multi-media presentation during the latter half of the term. The group is expected to manage all of its organizational and work assignment tasks with fairness and respect. The course director will be happy to mediate group issues provided assistance is requested in a timely manner.

Final Exam (35% of course grade)

The final exam will take place *on campus, in-person* at the time and place designated. *You are required to be physically present for the exam.*

The final exam will be scheduled by the Registrar during the final exam period – details TBA. The format may include a combination of multiple choice, short/long written answer, and case-based questions.

Deferred Exam Requests: <https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>

Bonus Course Credits (Learning Skills Services Workshops)

Students in this course have the opportunity to participate in [Learning Skills Services Workshops](#) for bonus credit, up to a maximum of 2% applied to your final course grade. Full details will be provided early in the term.

COURSE POLICIES

Late Assignments

Assignments not submitted as specified by the due date/time will receive a grade of zero. This is a firm policy for all students in all sections.

The only exception is for students who join the course after the start date, in which case you will have one week after you enroll to get caught up.

Grade Reappraisals

Students may, with sufficient academic grounds, request that a grade in the course be reappraised. A written request for reappraisal must be submitted to the course director within one week of receiving your grade, and must specify (a) what the student would like re-graded (i.e. specific questions, entire exam, etc.) and (b) a clear justification for why re-grading is necessary.

The course director may refuse to reappraise if sufficient academic grounds are not demonstrated. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For further information see:

<http://calendars.registrar.yorku.ca/2014-2015/policies/petitions/index.htm>

Communication with Course Director

Emails to the course director must include the following (Emails not containing this information will not be responded to):

- a professional greeting (e.g., Dear Professor X)
- your name and student number
- the course/section you are enrolled in

Before emailing, please review the FAQs below, which provide answers to common questions. If you email and don't receive a response, it's likely that the answer is provided here. In general, answers to simple questions that can be addressed by email are provided in the course materials (course outline, online materials). If you are not satisfied with the information in the FAQ or have a more involved issue you'd like to discuss, please come see me during office hours.

FAQs (Frequently Asked Questions)

Q. Will you please, please accept my late assignment? (or, My internet froze just as I was submitting and it was only two minutes late; and so forth and so on...)

A. Please review the information on late assignments above. If you feel your personal circumstances are sufficiently extenuating so as to require special consideration, please come see me during office hours.

Q. When are the assignments due? (or, When is the midterm/final exam?)

A. All course information is posted on eClass. For weekly assignments, the dates are indicated in the assignment dropboxes. In general, everything you need to navigate the course should be posted on eClass. If you've really, truly searched, and still can't find what you're looking for, you can send an email.

Q. When are your office hours?

A. Please see the course outline and information posted on eClass.

Q. Do I need an appointment to see you during office hours?

A. No, you do not need an appointment. I meet with students on a first-come first-served basis, so it's best to come early.

Q. I have a class during office hours. Is it still possible to meet with you?

A. Yes, of course. Please send me an email and we will arrange another time.

Q. My turnitin score is X%. Is it too high? I'm worried. (or, What turnitin score is too high?)

A. turnitin scores indicate how much of your submission matches an external source. A high score does not necessarily mean you have plagiarized, providing you have properly cited any external work. The flip side is that a low score does not necessarily mean you are in the clear – a single sentence or key idea copied from someone else's work and represented as your own is a violation of academic honesty policy. It's actually quite simple. If you...

1. do your own work, and
 2. cite all external sources properly
- ...you should have nothing to worry about. See additional info under Academic Honesty below.

Q. I missed the exam / have an exam conflict. What should I do?

A. Please see the course outline.

AI and Turnitin

In this course students are required to submit work containing only their own (i.e., self-generated) ideas, analysis, and writing with full and proper citation of any external content. The use of AI tools to generate submissions is not permitted.

In this course all electronic submissions to eClass dropboxes will be screened using turnitin prior to evaluation. turnitin is a plagiarism detection service that faculty use on a voluntary basis. Additional student information can be found at https://lthelp.yorku.ca/assignments-students/submit-turnitin-assignment?from_search=58566697

UNIVERSITY RESOURCES & SUPPORT LINKS

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

<https://laps.yorku.ca/student-resources/student-services/>

<https://writing-centre.writ.laps.yorku.ca/>

<https://currentstudents.yorku.ca/student-forms>

<https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

IMPORTANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

There are a number of important policies that apply to all ADMS and DEMS courses. As a student in this course **it is your responsibility to carefully review, understand, and follow these regulations**. These policies cover the following topics:

- **Deferred exams**
- **Academic Honesty**
- **Grading Scheme and Feedback Policy**
- **In-Class Tests and Exams – the 20% Rule**
- **Reappraisals**
- **Accommodation Procedures**
- **Religious Accommodation**
- **Academic Accommodation for Students with Disabilities (Senate Policy)**

Complete details can be found here:

<https://www.yorku.ca/laps/sas/academic-resources/common-course-policies/>

*****Please review these policies immediately to ensure you are familiar with them.**

Academic Honesty (AH)

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Be aware that penalties for AH violations can be much more severe than the grades allotted to the assignment in question. Submitting a single writing assignment that is plagiarized could very likely lead to failure in the course. To ensure you are fully aware of York's AH policies and your responsibilities as a student, you are required to complete an online AH course module before you can access any of the writing assignments in this course.

Please take this very seriously. We strongly encourage and expect you to hand in each and every assignment, but if the choice is between handing in someone else's work and handing in nothing at all, it is better to submit nothing than to submit something that violates AH policy. Too many ADMS 1010 students have come to regret submitting work that was taken from friends or online sources – changing a few words and/or the order ideas are presented does NOT make the submission yours. Please be careful, and if in doubt, ask your instructor.

Following these simple rules will help you avoid AH missteps:

- Be familiar with [Senate Policy on Academic Honesty](#)
- Complete your work well in advance of the deadline
- Write your entire assignment yourself (each and every word!) from the ground up

And by all means, DO NOT...

- look online to get 'ideas' based on previous student submissions.
- have 'your friend's' work stored on your computer - many of these are 'accidentally' uploaded.
- use AI tools to generate your submission.

COURSE CALENDAR & READINGS

Week 1. Getting engaged: Introduction to critical thinking & contemporary business issues

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 1: What is critical thinking)

[Parker, M. \(2018: April 27\). Why we should Bulldoze the Business School. *The Guardian*.](#)

Week 2. So, you want to be a manager? (Management)

Mintzberg, H. (1990). The Manager's Job: Folklore and Fact. *Harvard Business Review*, 68(2), 163–176.

Drucker, P. F. (2005). Managing Oneself. *Harvard Business Review*, 83(1), 100–109.

Week 3. Getting organized (Organization Theory)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 2: Claims)

Chandler, A. D. (1990). The Enduring Logic of Industrial Success. *Harvard Business Review*, 68(2), 130–140.

Schumacher, E. F. (1973). *Small is beautiful: A study of economics as if people mattered*. London: Blond and Briggs. (Part I/Chapter 5: A question of size)

Week 4: Current issues, future challenges (Business ethics; Corporate social responsibility; Sustainability; Emergency management)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 3: Evidence)

Friedman, M. (1970, September 13). The social responsibility of business is to increase its profits. *New York Times*, pp. 32–33, 122, 124, 126.

[Posner, E. \(2019: August 22\). Milton Friedman Was Wrong. *The Atlantic*.](#)

Watch:

[What is IPCC's Sixth Assessment Report?](#)

[IPCC Sixth Assessment Report - The numbers behind the science](#)

[IPCC Sixth Assessment Report - Climate Change 2021: The Physical Science Basis](#)
[IPCC Climate Change 2022: Impacts, Adaptation & Vulnerability](#)
[IPCC Climate Change 2022: Mitigation of Climate Change](#)

Recommended:

Porter, M. E. and Kramer, M. (2011) Creating Shared Value. *Harvard Business Review*, 89(1), 62–77.

Week 5. Questions of value (Economics; Strategy)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 4: Underlying assumptions)

[Corporate Finance Institute \(2021\). Neoclassical Economics and Assumptions](#)

[Ragan, C. \(2015: June 16\) Adam Smith's greatest legacy is his balanced approach. *The Globe and Mail*](#)

Fox, J. (2015) From “Economic Man” to Behavioral Economics. *Harvard Business Review*, 93(5), 78–85.

Fox, J. (2012) The Economics of Well-Being. *Harvard Business Review*, 90(1), 78-83.

Watch:

[Behavioral Economics: Crash Course](#)

Recommended:

Video: [Thinking Fast and Slow \(Daniel Kahneman\)](#)

Video: [Predictably Irrational \(Dan Ariely\)](#)

Layard, P. R. G. (2005). *Happiness: Lessons from a new science*. New York: Penguin Press. (Chapter 9: Does economics have a clue?)

Week 6. MIDTERM EXAM (No Class; Details will be provided)

Week 7. Value measurement and intermediaries I (Accounting)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 5: Causal claims)

Explore this website: <https://www.cpacanada.ca/en/>

[Accounting Principles: Part I \(Canadian Accountant\)](#)

Pucker, K. P. (2021). Overselling Sustainability Reporting. *Harvard Business Review*, 99(3), 134–143.

Recommended:

[Soyer, E. and Hogarth, R.M. \(Dec. 17, 2020\). Don't Let a Good Story Sell You on a Bad Idea. *Harvard Business Review \(Online\)*, 2-5.](#)

Week 8. Value measurement and intermediaries II (Finance)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 6: Techniques of persuasion)

Mazzucato, M. (2018) *The Value of Everything*. Public Affairs, New York, NY. (Preface: Stories About Wealth Creation, pp. xiii-xix; Introduction: Making versus Taking, pp. 1-15)

Watch:

[Crash Course: Money and Finance](#)

[Bank of Canada: Count on Us](#)

Recommended:

Video: [What is Economic Value \(Mazzucato TED Talk\)](#):

Film: *The Big Short* (2015); Available through York Libraries at [Criterion-on-Demand](#)

Film: *Inside Job* (2010); Available through York Libraries at [Criterion-on-Demand](#)

Week 9. Value chains (Management science; Operations & Supply chain management; International business)

Martin, R. (2019). The High Price of Efficiency. *Harvard Business Review*, 97(1), 42–55.

Watch:

[The Story of Stuff](#)

[CBC Marketplace: Here's where your Amazon returns go](#)

[Fordism and Taylorism](#)

[Scientific Management](#)

Recommended:

Film: Modern Times (Charlie Chaplin, 1936); Available through York Libraries at [Kanopy](#)

Week 10. The human factor (Human resources management; Organizational behaviour)

Dyer, L. (2019). *Critical Thinking for Business Students*. Captus Press. (Chapter 7: Writing a persuasive essay)

Herzberg, F. (1987). One more time: How do you motivate employees? *Harvard Business Review*, 65(5), 109–120.

Watch:

[What Money Can't Buy \(Michael Sandel\)](#)

[Drive \(Daniel Pink\)](#)

[The Economics of Happiness \(Crash Course\)](#)

Recommended:

Sandel, M. J. (2012). *What money can't buy: the moral limits of markets*. New York: Farrar, Straus and Giroux. (Chapter 2: Incentives)

[The Science of Happiness, Motivation and Meaning](#)

Week 11. Getting the word out (Marketing; Public relations; Communications)

Klein, N. (2000). *No logo: Taking aim at the brand bullies*. New York: Picador. (Chapter 1: New branded world)

Sidibe, M. (2020). Marketing Meets Mission. *Harvard Business Review*, 98(3), 134–144.

Watch:

[The Explainer: Don't Just Sell Stuff — Satisfy Needs \(Marketing Myopia\)](#)

Week 12: Business for the future

[Alperovitz, G. \(2011, May 25\). The New-Economy Movement.](#)

Kiechel III, W. (2012). The Management Century. *Harvard Business Review*, 90(11), 62–75.

Notes:

**All readings listed are required unless marked "Recommended." Recommended readings will not be specifically tested but will provide additional insight related to the course learning objectives.*