



# AP/ADMS 3660 Section A

## Business Ethics and Corporate Social Responsibility

School of Administrative Studies, Faculty of Liberal and Professional Studies

### IN PERSON COURSE DELIVERY

Note: This course is delivered in person, on York campus, during regularly scheduled class hours. There will be no Zoom meetings and no video recordings for this course. However, all tests quizzes will be done online, through the eClass website.

Meeting Times: Tuesday: 16:00-19:00 (YK HNE 031)

Course Director: Anton Petrenko, Ph.D.  
E-mail: petrenko@yorku.ca  
Office hours: Tuesday 19:00-19:45 PM (by appointment)

### TECHNICAL REQUIREMENTS

Students are expected to have stable internet access and the computing resources. Additional resources and some useful links for student 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, 6<sup>th</sup> 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 DATES**

Last date to drop course without receiving a grade: **July 8, 2024.**

Reading Week: **June 18-21, 2024**

## STUDENT ASSESSMENTS & DATES

Assignment	Grade Weight	Due/date
1) Quizzes	30%	Complete asynchronous quizzes at your own time on eClass course website anytime within the designated modules. <b>(no quiz extensions)</b>
• Quiz 1 (6 %) (covers modules 1-2)		anytime Module 1-2 <b>May 13 - 20</b> (noon)
• Quiz 2 (6 %) (covers modules 3-4)		anytime Module 3-4 <b>May 28-June 2</b> (noon)
• Quiz 3 (6 %) (covers modules 5-6)		anytime Module 5-6 <b>June 11- 16</b> (noon)
• Quiz 4 (6 %) (covers modules 7-8)		anytime Module 7-8 <b>June 25 – July 7</b> (noon)
• Quiz 5 (6 %) (covers modules 9-10)		anytime Module 9-10 <b>July 16-21</b> (noon)
2) Discussion Forum	30%	Complete asynchronous discussion at your own time on eClass course website within the designated module(s).  <b>(no late submissions to discussion forums)</b>
• Discussion Contribution (10%, one discussion is randomly chosen for grading)		
• Discussion Reflection Essay (2 X 10% each)		
• Discussion 1 (see above)		Live Discussion Forum 1 (modules 1,2,3) • Submit original thread, due Module 3, anytime <b>May 24 – May 28</b> (noon)
• Discussion Reflection Essay 1 (10%)		• Submit original thready reply, due Module 4, anytime during discussion due <b>May 30</b> (noon) • Submit discussion reflection essay, due Module 5, due <b>June 10</b> (noon)
• Discussion 2 (see above)		Live Discussion Forum 2 (modules 4,5,6) • Submit original thread, due anytime Module 6, <b>June 12 – June 17</b> (noon)
• Discussion Reflection Essay 2 (10%)		• Submit original reply, due anytime Module 7, anytime during discussion due <b>June 20</b> (noon) • Submit discussion reflection essay, due anytime Module 8, due <b>July 8</b> (noon)
		Module 11, Submit Discussion Forum 1 & 2 for discussion grading (see website for instructions) due <b>July 15</b> (noon)
3) Final Group Case Analysis Assignment	40%	Complete group project within 3 weeks. Submit online via Turnitin course website. <b>(no late submissions)</b> Group Project Members are assigned by Module 8 <sup>th</sup> , Group Project Topic due Module 9, <b>July 8</b> (noon) Group Project due Module 12, <b>August 5</b> (noon) Group Project Peer Assessment due Module 12, <b>August 5</b> (noon)
TOTAL	100%	

### **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 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 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.

### **2) Discussion Forum (30%)**

This grade component is made up of

- participation in the discussion forum (2 discussions, 10% 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.

The short discussion reflection 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.

### **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 peer assessments will be subject to a grade deduction of 5% per late day submission. In module 9 the group is expected to submit their group topic. A late deduction of 3% applies for submitting the topic late.

This assignment will be completed in groups and the final assignment mark has two components: Final paper assignment mark worth 100% of total assignment grade and peer assessment mark worth a possible 20% deduction from the 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 (see dates in Assessments, pg. 3)**

**GOOD MANAGEMENT: ETHICS AND RESPONSIBILITY**

Modules	Learning Journey	Milestones	
<b>Module 1</b>	<p><b>Navigating a VUCA World</b></p> <p><b>Week 1</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Getting ready for a VUCA World</li> <li>• Introduction for business ethics &amp; the need for responsible/ visionary/ethical leadership</li> <li>• Introduction to final group assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> DesJardins (2020). Chapter 1 (60 min)</li> <li>• <b>Read:</b> 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)</li> <li>• <b>Watch:</b> It's a VUCA world. (May 05, 2017) Deloitte. Centre for Executive Education (CEE). (3 min)</li> </ul>	<b>Quiz 1: opens Monday (noon)</b>
<p><i>Session Summary:</i> The goal of the introductory session is to familiarize students with the course and the main reasons for learning business ethics.</p>			
<b>Module 2</b>	<p><b>What is good?</b></p> <p><b>Week 2</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Ethical frameworks</li> <li>• Ethical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> Apple CEO Tim Cook on Ethical Leadership (May 20, 2013). Duke University The Fuqua School of Business Leadership Series at (3 min)</li> <li>• <b>Read:</b> DesJardins (2020). Chapter 2 (60 min)</li> <li>• <b>Read:</b> Hogenboom, M. Traits that make human beings unique. (July 06th, 2015). British Broadcasting Corporation. (BBC) (20 min)</li> </ul>	<b>Quiz 1: closes Friday (noon)</b>
<p><i>Session Summary:</i> 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.</p>			

<b>Module 3</b>	<p><b>Accountability &amp; Organizational Responsibility</b></p> <p><b>Week 3</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Social responsibility theory</li> <li>• Stakeholder theory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> DesJardins (2020) Chapter 3 (60 min)</li> <li>• <b>Read:</b> Milton Friedman’s “The Social Responsibility of Business is to Increase its Profits”. (available at the library) (60 min)</li> <li>• <b>Read:</b> Bonini, S. M., Mendonca, L. T. Oppenheim, J.M. (2006). When social issues become strategic. McKinsey Quarterly (2): 19-31. (30 min)</li> </ul>	<p><b>Contribute to Discussion 1:</b></p> <p>Original thread by Friday (noon)</p> <p><b>Quiz 2: Opens</b></p> <p>Monday (noon)</p>
	<p><i>Session Summary:</i> 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.</p>		

**THE GOOD COMPANY: MANAGING ORGANIZATIONAL ETHICS**

<b>Module 4</b>	<p><b>Managing by Values: Image or Identity</b></p> <p><b>Week 4</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Organizational Mission, Vision and Values</li> <li>• Compliance</li> <li>• Organizational Identity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> DesJardins (2020). Chapter 4 (60 min)</li> <li>• <b>Prepare case:</b> Toy Wars Velasquez, M. (1986) Business Ethics: Concepts and Cases. (20 min)</li> <li>• <b>Read:</b> Lencioni, P. (2002) Make your values mean something. Harvard business review: 113-117. (30 min)</li> <li>• <b>Read:</b> Pruzan, P. (2001) Corporate Reputation: Image and identity. Corporate Reputation Review (4), 50–64. (30 min)</li> </ul>	<p><b>Submit Discussion 1:</b></p> <p>Original reply by Monday (noon)</p> <p><b>Quiz 2: Closes</b></p> <p>Friday (noon)</p>
	<p><i>Session Summary:</i> In this class we explore how 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.</p>		

<b>Module 5</b>	<p><b>Adding Value &amp; institutionalizing Ethics</b></p> <p><b>Week 5</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Community Engagement</li> <li>• Socially Responsible Investments</li> <li>• Social Accounting Triple Bottom Line</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> DesJardins Textbook (2020) Chapter 8 (60 min)</li> <li>• <b>Watch:</b> Business Roundtable Goals for changing role of corporations. (2019) (7 min)</li> <li>• <b>Read:</b> 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)</li> </ul>	<p><b>Discussion Reflection Essay 1</b> Due Friday (noon)</p> <p><b>Quiz 3:</b> Opens Friday (noon)</p>
	<p><i>Session Summary:</i> 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.</p>		

<b>Module 6</b>	<p><b>Market Place: Protection &amp; Marketing</b></p> <p><b>Week 6</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Product recalls</li> <li>• Marketing ethics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> DesJardins Textbook (2020) Chapter 9 (60 min)</li> <li>• <b>Watch:</b> Smartest Guys in the Room (2006, trailer). Magnolia Pictures (2 min) for in class case discussion.</li> <li>• <b>Explore:</b> The Global Reporting Initiative (GRI). (N/A current) <a href="https://www.globalreporting.org">https://www.globalreporting.org</a> (15 min)</li> </ul>	<p><b>Contribute to Discussion 2:</b> Original thread by Friday (noon)</p> <p><b>Quiz 3:</b> Closes Friday (noon)</p>
	<p><i>Session Summary:</i> 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).</p>		

**READING WEEK: June 21– 24**

**GOOD CITIZENSHIP AND STAKEHOLDER MANAGEMENT:**



PEOPLE. PLANET. PROFIT

<b>Module 7</b>	<p><b>Employee Duties: Professional Obligations</b></p> <p><b>Week 7</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Greed and conflicts of interest</li> <li>• Insider trading</li> <li>• Theft and fraud</li> <li>• Whistle-blowing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> DesJardins (2020) Chapter 7 Textbook (60 min)</li> <li>• <b>Watch:</b> Subprime. Crisis in a nutshell – 2008, Financial meltdown explained. January 13, 2014. (12 min)</li> <li>• <b>Watch:</b> Jewish Learning Institute (JLI). (Jan. 13, 2012) The Ethics of Insider Trading. Money Matters Lesson One Preview. (3 min)</li> </ul>	<p><b>Contribute to Discussion 2:</b> Monday (noon)</p> <p><b>Quiz 4:</b> Opens Monday (noon)</p>
-----------------	--	--	---

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

<b>Module 8</b>	<p><b>Employee Rights</b></p> <p><b>Week 8</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Discrimination and harassment</li> <li>• Privacy</li> <li>• Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> DesJardins Textbook (2020) Chapter 6 (60 min)</li> <li>• <b>Read:</b> DesJardins Textbook (2020) Chapter 11 (60 min)</li> </ul>	<p><b>Quiz 4:</b> Closes Friday (noon)</p> <p><b>Submit Discussion Reflection Essay 2</b> due Friday (noon)</p> <ul style="list-style-type: none"> <li>• Review your final <b>group members</b> on the course website.</li> </ul>
-----------------	---	---	---

*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.

<b>Module 9</b>	<p><b>Global Business Ethics</b></p>	<ul style="list-style-type: none"> <li>• <b>Read:</b> DesJardins (2020) Chapter 12 Textbook (60 min)</li> </ul>	<p><b>Quiz 5:</b> Opens Monday (noon)</p>
-----------------	--------------------------------------	---	---

<b>Module 9</b>	<p><b>Week 9</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• International business ethics</li> <li>• Corruption</li> <li>• Human rights and supply chain management</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> Source: FCPA compliance. FCPA Video Training Series: Episode 1. Featuring Tom Fox. Jan 14, 2014 (6 min)</li> <li>• <b>Watch:</b> The 2 Euro T-Shirt - A Social Experiment (2015) Fashion Revolution. (2min)</li> <li>• <b>Review case:</b> Charles Veillon, S.A. (A). Sharp Paine, L. (2007) Harvard Business School Case. 9-307-002. (Case summary available on course website) (10 min)</li> </ul>	<p><b>Group Project:</b></p> <ul style="list-style-type: none"> <li>• Submit project <b>company/issue topic proposal.</b> Friday (noon)</li> </ul>
-----------------	---	---	--

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

<b>Module 10</b>	<p><b>Planet: Sustainable Organizations</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> An inconvenient Truth The Sequel. (2017) Paramount Pictures Trailer. (5 min)</li> <li>• <b>Read:</b> DesJardins (2020) Textbook. Chapter 10 (60 min)</li> <li>• <b>Read:</b> Pielke, R. (Oct 27, 2019) Forbes. The World Is Not Going To Halve Carbon Emissions By 2030, So Now What? (20 min)</li> <li>• <b>Review Case:</b> AES Global Values. Sharp Paine, L. (2000) Harvard Business School Case. 9-307-002. (Case summary available on course website.) (10 min)</li> </ul>	<p><b>Group Project:</b> Work on your group project.</p> <p><b>Quiz 5:</b> Closes Friday (noon)</p>
	<p><b>Week 10</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Homocentric vs. Eco-centric view</li> <li>• Business and the natural environment</li> </ul>		

*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.

<b>Modules 11-12</b>	<p><b>In GOOD Company?</b></p>	<p><b>Group Project:</b> Work on your group project.</p> <p><b>Submit:</b> Group Project due Friday (noon)</p> <p><b>Submit:</b> Peer Assessment due Friday (noon)</p>
	<p><b>Weeks 11 and 12</b></p>	

## 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/](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**

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.