

AP/ADMS 3660 Section T, Winter 2025

Business Ethics and Corporate Social Responsibility

School of Administrative Studies, Faculty of Liberal and Professional Studies

ONLINE COURSE DELIVERY

ASYNCHRONOUS ONLINE COURSE: This course will be delivered asynchronously online with pre-recorded lectures and is structured into modules. You will have one week to complete each module on your own time. If you have questions can reach me by appointment during office hours below. You will have to wait if someone else is speaking with me. To avoid possible wait time, please send me an email and we can set up a specific time.

Course Director: Cedric Dawkins, Ph.D.
eClass site: <https://eclass.yorku.ca/course/view.php?id=120551>
E-mail: cdawkins@yorku.ca
Virtual Office hours: Thursday 3:00 – 5:00 and by appointment

TECHNICAL REQUIRMENTS

Several platforms will be used in this course, specifically eClass, Zoom, through which students will access course materials, and communicate with the instructor, as well as with one another. I may occasionally schedule **non-required** Zoom sessions to address questions and will introduce the class virtually on a voluntary Zoom session.

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 not be recorded during zoom sessions.
- You will need access to high speed internet to follow the Zoom lecture recordings and to complete your online quizzes.

Additional resources and useful links for student computing information and resources 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 AND OVERVIEW

Business is a collection of private, commercially oriented organizations, whereas society is a broad group of people with varying traditions, values, institutions, and collective activities and interests. Hence, Western businesses operate in free markets but are subject to obligations to protect (or do no harm) the common good. Their challenge is to marry the profit motive with responsibility for others and particularly for the vulnerable. Business ethics provides moral systems for aligning these priorities amid what are regularly contradictory or inconsistent sets of goals. This course examines these challenges and the impact of business ethics on companies and managers, and explores the conceptual tools managers can use to better understand and address complex issues that arise from their business' activities.

This course introduces students to the relevance and importance of business ethics and corporate social responsibility. It applies moral theory to the treatment by business of various stakeholder groups including shareholders; employees; consumers; governments; communities; and the natural environment. Prerequisite: AP/ADMS 1000 3.00.

LEARNING OBJECTIVES

Students enrolled in this course will demonstrate the general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about specific philosophical concepts.
- Communicate effectively by developing and expressing ideas through written (if not) verbal communication.
- Gain intercultural competence, a knowledge of civic responsibility, and an awareness of how we might engage effectively in regional, national, and global communities.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

COURSE MATERIAL

- **Textbook:** Text – *An Introduction to Business Ethics*, Joseph DesJardins, 7th Edition. (2024), New York: McGraw-Hill/Irwin. An online version of the textbook is available through eClass, should you choose this option.
- **Supplemental activities** posted on the course website throughout the semester.
- **Power Point** lecturettes.
- **PowerPoint** slidedecks.

IMPORTANT DATES

- **Classes Begin:** January 6, 2025
- **Last Date to Add Courses:** January 20, 2025
- **Reading Week:** February 15 to 21, 2025
- **Examination Period:** April 8 to 25, 2025
- **Last date to drop course without receiving a grade:** March 11th, 2025.
- **Classes End:** April 4, 2025

STUDENT ASSESSMENT

ASSESSMENT	DATE	POINTS TO FINAL GRADE
Quizzes – 5	Periodic	600 points
Forum Posts – 5	Periodic	200 points
Group Project	April 4	200 points
		1000 points

COURSE SCHEDULE

**MODULE &
DATE**

TOPICS: READING AND REVIEW

**ASSIGNMENTS AND DUE
DATES**

<p>MODULE 1 January 6 – 10</p>	<p>APPLES, BARRELS, AND ORCHARDS</p> <p>Optional live Zoom Session class introduction and orientation with Professor Dawkins Thursday Jan 9 6:00 – 7:30 pm. See eClass for Zoom invitation.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Do you ever wonder why good and smart people do bad and dumb things? We'll have a look at this question. • Introduction to business ethics and the need for ethical and responsible leadership. <p><i>Session Overview:</i> The goal of the introductory session is to familiarize students with the course and the main reasons for learning business ethics.</p> <p>Read</p> <ul style="list-style-type: none"> • DesJardins (2024). Chapter 1 • Robert E. Rubin: <u>Philosophy Prepared Me for a Career in Finance and Government</u> <p>Review:</p> <ul style="list-style-type: none"> • Course onboarding: thoroughly familiarize yourself with the syllabus and eClass site. • Lecture slides • Zoom recording 	<p>IMPORTANT: Due times for forums are on Thursdays at 5 pm. Due times for quizzes are Fridays at 5 pm. (except for Quiz 1)</p> <ul style="list-style-type: none"> • Quiz 1 opens Jan 10
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<p>MODULE 2 January 13 – 17</p>	<p>ETHICS AND CAPITALISM</p> <p>Topics:</p> <ul style="list-style-type: none"> • Free Market Capitalism • The Role of Regulation <p><i>Session Overview:</i> This session gives the origins and current standing of free markets and efforts to coordinate self-interest with the general welfare. Theories of business ethics, which we will cover in the next module, help us to navigate this quandary.</p> <p>Read (available on eClass):</p> <ul style="list-style-type: none"> • <u>Philosophy Prepared Me for a Career in Finance and Government</u> • <u>The Social Purpose of Business</u> – M. Friedman. • <u>The Tragedy of the Commons</u> – G. Hardin. • <u>The Economist Manifesto</u> – A. Sen <p>Read:</p> <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (90 min) 	<ul style="list-style-type: none"> • eClass Forum Post 1 due Jan 16 Read the case at the beginning of Chapter 1. Is the free market separate from ethical behavior, or should companies consider responsibility to society in their business practices (as Friedman, and others, suggest)? (180-word max). • Quiz 1 closes Jan 20 at 5:00 pm.
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<p>MODULE 3 January 20 – 24</p>	<p>ETHICAL THEORY AND BUSINESS</p> <p>Topics:</p> <ul style="list-style-type: none"> • Ethical frameworks • Ethical reasoning <p><i>Session Overview:</i> This session addresses ethics at a fundamental level. 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> <ul style="list-style-type: none"> • Read: DesJardins (2024) Chapter 2 (60 min) • Review: <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (90 min) 	<ul style="list-style-type: none"> • Quiz 2 opens Jan 21
<p>MODULE 4 January 27 - 31</p>	<p>CORPORATE SOCIAL RESPONSIBILITY</p> <p>Topics:</p> <ul style="list-style-type: none"> • Social responsibility theory • Stakeholder theory <p><i>Session Overview:</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> <ul style="list-style-type: none"> • Read: DesJardins (2020) Chapter 3 (60 min) • Review: <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (60 min) 	<ul style="list-style-type: none"> • Forum Post 2 due Jan 30 What ethical argument can you make to restrict CEO compensation, or (conversely) to justify it? (180-word max). • Quiz 2 closes Jan 31

<p>MODULE 5 February 3 – 7</p>	<p>CORPORATE CULTURE AND ETHICAL LEADERSHIP</p> <p>Topics:</p> <ul style="list-style-type: none"> • Culture • The impact of leadership <p><i>Session Overview:</i> This unit delves into corporate culture and ethical leadership, highlighting how leadership shapes organizational values and ethical decision-making. It introduces strategies for building a value-based corporate culture that fosters integrity, accountability, and alignment with ethical principles to achieve long-term success.</p> <ul style="list-style-type: none"> • Read: DesJardins (2024) Chapter 4 (60 min) • Review: <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (60 min) 	<ul style="list-style-type: none"> • Quiz 3 opens Feb 3
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<p>MODULE 6 February 10 – 14</p>	<p>THE MEANING OF WORK</p> <p>Topics:</p> <ul style="list-style-type: none"> • The various meanings of work in our lives • Business tasks and meaningful work <p><i>Session Overview:</i> What is work, a means to an end or an activity that is inseparable from the worker. Theory X, we're lazy and require direction or Theory Y, work is natural and engaging as play. We'll explore these themes.</p> <ul style="list-style-type: none"> • Read: DesJardins (2024) Chapter 5 (60 min) • Review: <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (60 min) 	<ul style="list-style-type: none"> • Forum Post 3 due Feb13 Does the employer have any ethical obligation to make employees' work more meaningful, why or why not? (180-word max). • Quiz 3 closes Feb 14
<p>February 17 – 21</p>	<p>READING WEEK</p>	

<p>MODULE 7 February 24 – 28</p>	<p>MORAL RIGHTS IN THE WORKPLACE</p> <p>Topics:</p> <ul style="list-style-type: none"> • Employment at will (EAW) • Labor unions • Workplace surveillance <p><i>Session Overview:</i> Should managers be able to fire an employee without due cause? What about matters of conscience that conflict with the corporate mission? This unit explores moral rights in the workplace, focusing on the ethical tensions surrounding employees' rights to security, privacy, and collective representation.</p> <ul style="list-style-type: none"> • Read: DesJardins (2024) Chapter 6 (60 min) • Review: <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (60 min) 	<ul style="list-style-type: none"> • Quiz 4 opens Feb 24 • Project Group Assignments by Feb 24
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<p>MODULE 8 March 3 – 7</p>	<p>SUSTAINABILITY AND THE NATURAL ENVIRONMENT</p> <p>Topics:</p> <ul style="list-style-type: none"> • Homocentric view vs. Eco-centric view • Business and the natural environment <p>Session Overview: This unit examines sustainable development and its ethical implications for business. It also considers the business case for sustainability while contrasting free-market approaches with regulatory frameworks to address environmental challenges and promote long-term ecological balance.</p> <ul style="list-style-type: none"> • Read: DesJardins (2024) Chapter 10 (60 min) • Review: <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (60 min) 	<ul style="list-style-type: none"> • Forum Post 4 due March 6 Is the natural world a stakeholder for corporations? For example, if there is no discernable impact on human beings, is destroying polar bear habitat an acceptable means of increasing profits. Why or why not? • Quiz 4 closes March 7 • Project Topic Assignments by March 3
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<p>MODULE 9 March 10 – 14</p>	<p>EQUITY, DIVERSITY, AND INCLUSION</p> <p>Topics:</p> <ul style="list-style-type: none"> • Equality vs equity • Arguments for and against hiring preferences • Diversity and inclusion <p><i>Session Overview:</i> We explore workplace diversity and discrimination, focusing on equal employment opportunity (EEO), affirmative action, and equity-driven initiatives. By examining the ethical and legal dimensions of these practices, the unit highlights strategies to create inclusive environments that balance fairness, representation, and organizational effectiveness.</p> <ul style="list-style-type: none"> • Read: DesJardins (2024) Chapter 11 (60 min) • Review: <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (60 min) 	<ul style="list-style-type: none"> • Quiz 5 opens March 10
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<p>MODULE 10 March 17 – 21</p>	<p>GLOBALIZATION AND INTERNATIONAL BUSINESS</p> <p>Topics:</p> <ul style="list-style-type: none"> • Ethical imperialism versus ethical relativism • Sweatshops • Hypernorms <p><i>Session Overview:</i> This unit examines the ethical challenges and opportunities of international business in a globalized economy, focusing on cultural diversity, labor practices, and environmental sustainability. It explores how globalization impacts stakeholders across borders, highlighting the need for ethical frameworks to guide multinational operations and address global disparities.</p> <ul style="list-style-type: none"> • Read: DesJardins (2024) Chapter 12 (60 min) • Review: <ul style="list-style-type: none"> • Lecture slides (30 min) • Zoom recording (60 min) 	<ul style="list-style-type: none"> • Forum Post 5 due March 20 If, for example, bribery is acceptable in certain parts of the world, is it ethically acceptable for Wal-Mart to engage in bribery (they did so in Mexico). Why or why not? • Quiz 5 closes March 21
<p>MODULE 11 March 24 – 28</p>	<p>GROUP PROJECT WORK</p> <p>Voluntary Group Meetings with Professor on Zoom</p>	
<p>MODULE 12 March 31 – April 4</p>	<p>GROUP PROJECT WORK</p> <p>Voluntary Group Meetings with Professor on Zoom</p>	<p>Group Project & Peer Assessment due April 04 at 5:00</p>

ASSESSMENT DESCRIPTION

QUIZZES (600 POINTS): INDIVIDUAL OPEN-BOOK TIMED QUIZZES

You are expected to complete each quiz individually at your own convenience within about two weeks (except Quiz 1, for which you will have one week). Dates are posted here and on eClass. Quizzes will be conducted on eClass. The quizzes will be **approximately** 30 – 40 multiple choice and drawn from course discussions, readings, posted lectures, and other course material. Quizzes are open for **90 minutes** and once opened you have two minutes per question to complete each question in sequential order. In the event you cannot complete a quiz you must provide proof of technical difficulties (e.g., screenshot, email to 'askit'). The instructor will also seek information technology proof that student was online and experiencing difficulties during the time that the quiz was open. If no proof is available, the grade will be no credit for the quiz.

Because, you can complete asynchronous quizzes at your own time on eClass course website anytime within the designated modules, **I will not give extensions or deferrals for quizzes**. Do not wait to the last day to complete a quiz and this will reduce the chance of unforeseen events delaying an on time submission.

• Quiz 1 (120 pts)	Module 1-2 Jan 10 - Jan 17 (5:00 pm)
• Quiz 2 (120 pts)	Module 3-4 Jan 22 – Feb 02 (5:00 pm)
• Quiz 3 (120 pts)	Module 5-6 Feb 05 – Feb 16 (5:00 pm)
• Quiz 4 (120 pts)	Module 7-8 Feb 26 – Mar 08 (5:00 pm)
• Quiz 5 (120 pts)	Module 9-10 Mar 11 – Mar 22 (5:00 pm)

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.

In addition to the being posted here, FORUM POST prompts and detailed instructions for the GROUP PAPER ASSIGNMENT are posted on eClass.

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.