

York University
Faculty of Liberal arts and Professional Studies
School of Administrative Studies

ADMS 3660, Section M
Blended
Winter, 2026.
Tuesdays 4-7pm
CLH J.

Course Director: JS Pinter, PhD. jspinter@yorku.ca
Office hours: 1 hr before start of class. Please make an appointment.
Please include student number in your correspondence with me.

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Land Acknowledgement.

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. Understanding the Land Acknowledgement.

Please note: this is a blended class. This means that we meet in person and online. Sometimes I schedule Q&A sessions online and some weeks might be asynchronous. This does not change my availability for you in the event that you would like to discuss something related to the course. We expect to meet 5-7 times in person.

Common Policies in ADMS 3660.

- ▶ About course registration: Please direct all registration questions to the main office of the School of Administrative Studies (apsas@yorku.ca). Course Directors (instructors) cannot enroll or approve your enrollment to the course. If the section is full, the best strategy to enroll in the class is to visit the online course registration system regularly until a space becomes available. Students are expected to keep up with the course submission deadlines regardless of timing of enrolment.
- ▶ The outline and textbook for this section might vary from other sections in this course. Students bear the sole responsibility for keeping up with the material covered in the section in which they are registered.

- ▶ *COURSE ANNOUNCEMENTS: Notices and updates will be posted to the Course Announcements forum on the course website. You will receive an e-mail notice when an announcement is posted (sent to your preferred email on your eClass profile).*
- ▶ *Additional policies are found at the end of this course outline. Please review these; they are important for your work in this course and at the university.*

1. Course descriptions. There are several documentary contexts for the course description; here you have a sense of these.

Taken from School of Administrative Studies, Management stream page:

Our students engage with an eclectic group of academics and practitioners, taking a holistic view of organizations and the management of people. We address important issues such [as] strategic management, leadership, managing teams, globalization, sustainability, gender, diversity and inclusivity and entrepreneurship.

Taken from York calendar:

[ADMS 3660] introduces students to the relevance and importance of business ethics and corporate social responsibility. The course 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.

Adapted course description (ie ours):

Building on the above, I want to underline that the course intends to

- Be engaging;
- Present different and eclectic viewpoints;
- Be more focused on the practical aspects of ethics, with a focus on public- and private-sector organizations;
- Develop a holistic view of organizations and their ethical commitment;
- Assess the relevance of business ethics in real-world settings;
- Examine cases of ethical violations and consequences;
- Outline shifting views of a corporation's responsibility to society;
- Develop a diverse understanding of stakeholders and their interests.

In brief, we want to develop your interest and engagement with ethics as an integral aspect of business operations. We want to build up the practice of ethical management such that it is understood to be an essential element of business and how it performs its responsibilities in society. It is important to understand that we don't want to say that the maximum value ethical engagement may have is as a screen for other,

less-pleasant behaviours, but we want to say that ethical engagement must inform all behaviours. In other words, business cannot be *responsible* if it doesn't embody a meaningful commitment to ethics.

2a. Course Learning Objectives

By the end of the course, students should be prepared to think critically and strategically about the ethical issues confronting business leaders and organizations, while being conscious of ethical principles, personal and company values, and socially responsible management practices.

2b. Course Format and Organization

We will accomplish this objective through a variety of methods, including readings, current issue briefs, class discussions and debates, case studies, and quizzes/examinations. Substantial student involvement is welcome and appreciated. Participation in class discussions is welcome and is likely to add to your success in this course.

3. Course text: the cost of the text is \$156.95 + HST.

Required Texts: An Introduction to Business Ethics, 7th edition. AUTHOR: DeJardins. ISBN 9781260548082. Alternative formats are available; please search for the option that suits you best.

In addition to discussions flowing from this book, we will add: examination of ethics cases in public and private sectors, reading through disciplinary reports compiled by self-regulating professional organizations, and lastly, we will briefly examine perspectives relating to the changes in contemporary social organization.

4. Assessments

- a. 5 quizzes @ 6 points each: 30 points
- b. 2 Reflection assignments @ 15 points each: 30 points
- c. Group case analysis: 30 points
- d. Individual comment on how you made your group better, ie: problem identification and problem-solving. 10 points

Notes: The case is a central aspect of your evaluation for the course. It involves coordination between group members and effective presentation of arguments and ethical perspectives related to the case you've selected. I will discuss this in more detail as we move along.

The individual reflection at the end of the term is based on how you contributed to making the group work better; it's not a chance to comment on others' work or attitudes. This usually involves how you identified problems or obstacles, what specifically you did about this, and how you defined whether your suggestions for changes were successful.

It's expected that you will follow the School AI policy. We will review this in the coming weeks.

5. Assignment submission and related.

Papers must be submitted digitally via eClass. They are normally due at 9pm on the Friday of the particular week specified. So, for example, if you have an assignment to submit in Week 4, the paper is due at 9pm on the Friday of week 4.

Late work is late work if it is submitted after the deadline. Late work is subject to a penalty of not less than 10% of the value of the assignment. Please make use of the "late work" drop box on eclass. I DO NOT accept assignments over email, in any form. I do not use an Apple computer so please export apple files as microsoft office files, ie Excel and Word. When I receive a file I am unable to open, I am unable to accept the work as being on time; a grade of 0 will be recorded until an appropriate submission is received. Please proactively speak to me if you anticipate any challenges.

Missed quizzes: there are typically no make-up opportunities for quizzes.

Grading The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University Academic Calendar.

[Grades and Grading Schemes / Notes et système de notation | 2022-23 Undergraduate Academic Calendar | York University](#)

You may expect a 2-week turnaround for the grading of your work. In some cases, depending on volumes, more time might be required for grading.

6. Some additional thoughts:

Use Citations

Use accepted citation practices; these are very important supports for academic integrity. They help create a "chain of certainty" by linking

information back to an identifiable source, title, year of publication and AND PAGE.

You can use any of the following three styles of citation, but you cannot mix them: See SPARK Student Papers & Academic Research Kit, especially Chicago Style Overview, MLA Style Overview and APA Style Overview •

Review: [SPARK | York University](#)

Drop-in Research Support is available at the Writing Centre

All students are expected to familiarize themselves with the following information: • Student Rights & Responsibilities • Academic Accommodation for Students with Disabilities

Academic Integrity. In all courses at York, one strives to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity tutorial. We'll also spend time discussing these questions in class. In a class on business ethics, it is imperative that we place integrity at the top of our work.

Breaches of academic honesty. Depending on severity, these may be reported to the appropriate University authorities and be dealt with according to the Senate Policy on Academic Honesty.

Responsible AI use. More information on this will be coming shortly. Critical and responsible AI (better to call it Machine Intelligence) is going to be a fundamental aspect of the work we do in class. A few informal thoughts: Remember that machine intelligence is not embodied, not embedded in experience. Even though it learns, we learn differently. Vastly differently. While you represent the very flower of humanity, machine intelligence is the leading edge of a sweeping technological change that may very well, according to experts, have profound implications on our futures. Make no mistake—using this technology irresponsibly makes one subject to its imperatives.

The above list is not exhaustive. Issues and events may emerge that we will have to deal with as they come up. Please remember that in all aspects of our work, responsible use of material and sustaining academic integrity are determining values.

7. Class Schedule and assignment dates.

The table below lists week numbers and corresponding dates. (ASYN = asynchronous and you are asked to complete work according to the course schedule.)

Week 1. January 6 (in class)	Week 7. Feb. 17 (York break)
Week 2. Jan. 13 (in class)	Week 8. Feb. 24 (in class)
Week 3. Jan. 20 (asyn)	Week 9. March 3 (in class)
Week 4. Jan. 27 (zoom)	Week 10. Mar 10 (asyn)
Week 5. February 3 (in class)	Week 11. Mar 17 (in class)
Week 6. Feb. 10 (asyn)	Week 12. Mar. 24 (zoom Q&A)
Week 13. Mar 31 (in-person or online, venue to be determined)	

NB. There is no class in week 7, Feb. 17, as this is York's reading week.

Assignment due dates:

- a. quizzes. 6 points: distributed over the term, dates TBA. You'll have a window of 3 days per quiz.
- b. 2 reflection assignments: Weeks 4 and 8.
- c. Group case analysis: Week 12.
- d. Individual reflection on contributions: week 13.

In the schedule below, JD refers to Joseph DesJardins *An Introduction to Business Ethics*. As the term moves along, students will also have opportunities to participate in various activities and groups can use class time to meet and work together. There will be ample discussion of additional reading and films, etc.

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Week 1.

Review course documents and issues. I will create groups for the case analysis.

Week 2.

Introduction to ethics and ethical theories.

- JD chapters 2 and 5
- I will discuss case sources and other relevant materials, ie self-regulating professional associations, corruption in government contracts in procurement and construction contracts, esp the Quebec Charbonneau Commission (2011) and its consequences.

Week 3.

Corporate social responsibility.

JD chapter 3; H. Smith (2003) "[The shareholders vs stakeholders debate](#)" *MIT Sloan Management Review* 15 July 2003

- Documents (get to know these):
 - file:///C:/Users/lewst/OneDrive/Desktop/2018CanLIIDocs51.pdf
 - <https://www.toronto.ca/legdocs/mmis/2017/gm/bgrd/backgroundfile-106799.pdf>

- https://www.oecd.org/en/publications/oecd-foreign-bribery-report_9789264226616-en.html
- <https://www.toronto.ca/city-government/accountability-operations-customer-service/accountability-officers/integrity-commissioner/reports/reports/annual-reports/>
- <https://www.toronto.ca/legdocs/mmis/2025/cc/bgrd/backgroundfile-255303.pdf>

Week 4. Looking at cases.

Reading

J. Heath (2006) "[Business Ethics Without Stakeholders](#)," *Business Ethics Quarterly*, 16(3): 533-557 (read from the last paragraph of p. 537 to the middle of p. 552).

Review: [Business Ethics Cases - Markkula Center for Applied Ethics](#)

- Arthur Andersen cases: read minicases 1-3
<https://johnhooker.tepper.cmu.edu/ethics/aa/arthurandersen.htm>

Week 5. . Corporate culture and ESG (environmental, social, corporate governance) reporting. Online.

- JD chapter 4
- College of Physicians and Surgeons of Ontario, Hearings and Outcomes. [OPSDT: Outcomes](#)

Additional readings:

Business Roundtable (2019) "[Statement on the Purpose of a Corporation](#)
A. Raghunandan and S. Rajgopal (2021) "[Do socially responsible firms walk the talk?](#)"

N. Buck (2023) "[The Climate Blockers: BASF quietly lobbies against strong climate policy while talking a big game](#)" *Corporate Knights* 25 Jan 23

Week 6. Medicine, pharma and ethics. The example of Purdue Pharma and the Sackler family.

- https://samgroupil.org/uploads/3/5/3/4/35342423/opioid_crisis_-_new_yorker_10-30-17.pdf
- Self-regulating professions and discipline:
<https://opsdt.ca/hearings/outcomes>

Week 7. In-class. Rights, retail and care.

Employee rights. Ch 6 in JD.

Costco, big-box retail and an ethic of care.

[A daughter, a father and a family's struggle with 'American Bulk' | On Point](#)

Week 8. Catch-up week.

Use the time to work on your cases, catch up on reading or start preparing your reflection paper.

Week 9. Sustainability

JD chapter 10

W Streeck, take 1.

<https://newleftreview.org/issues/ii87/articles/wolfgang-streeck-how-will-capitalism-end>

Zizek on capitalism: [Slavoj Zizek: What is the Question? - Open Source with Christopher Lydon](#)

Additional reading:

P. Ekins and D. Zenghelis (2021) "[The costs and benefits of environmental sustainability](#)" *Sustainability Science* 16:949–965

Banking on Climate Chaos [Fossil fuel finance report 2022 summary](#).

E. Ellmen (2023) "[Stronger climate regulations for banks might not actually cut emissions](#)" *Corporate Knights* 14 March 2023

N. Buck (2023) "[The Climate Blockers: BASF quietly lobbies against strong climate policy while talking a big game](#)" *Corporate Knights* 25 Jan 23

Weeks 10 & 11

Group work for case.

Week 12. Course review and concluding issues.

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REMOTE LEARNING INFORMATION

Several platforms might be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. Students are required to have access to minimum technology requirements to complete online activities and assignments.

TECHNICAL REQUIREMENTS & SUPPORT:

When meeting online or completing coursework online, please ensure that you have access to a stable, higher-speed Internet connection and an appropriate computer/device that can support your learning.

Please note that smartphones/smart devices apps (such as the eClass and Zoom apps) may have different/limited functionality compared to their use on a laptop or desktop. A webcam/camera and microphone may be needed for certain communication.

Check out these links for e-learning information and quick help:

- **York U's Student Guide to eLearning:** <https://www.yorku.ca/scld/remote-learning/>
- **Technology requirements and FAQs for eClass:** <https://lthelp.yorku.ca/95440-student-faq>
- **Student Guide to eClass:** <https://lthelp.yorku.ca/eclass>
- **Zoom meeting etiquette:** <https://lthelp.yorku.ca/zoom-students/zoom-meeting-etiquette>

Additional computing support:

- Computing for Students Website: <https://www.yorku.ca/uit/student-services/>
- Check your internet connection speed: www.speedtest.net

Disclaimers:

- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session (inform the course director in advance).
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

IMPORTANT SCHOOL AND UNIVERSITY POLICIES & INFORMATION

COMMON COURSE POLICIES

Check out common course policies for ADMS/DEMS courses on the School website:

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

Including information regarding:

- Academic Accommodation for Students with Disabilities
- Religious Accommodation
- Services for Mature and Part-time Students
- and more

COURSE REAPPRAISAL POLICY

General reappraisal policies are listed in the **Common Course Policies**.

Specific for AP/ADMS3600:

- INSERT...

ACADEMIC CONDUCT, HONESTY & INTEGRITY

Academic Honesty/Integrity: Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable [on-campus resources](#) that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Conduct](#). **Please familiarize yourself with the meaning of academic integrity at York.** You can learn more about upholding academic integrity in your courses by exploring [Guiding Principles for LA&PS](#) and [Academic Integrity for Students](#).

Suspected breaches of academic conduct and honesty will be investigated and pursued; significant penalties will be applied when a breach has been found to have occurred. **Following these simple rules will help you avoid breaches of academic honesty:**

- Complete your work well in advance of the deadline
- Write your entire work yourself (each and every word!) from the ground up
- DO NOT: “consult” others or search online for “ideas”
- DO NOT use tutoring or editing services to prepare your work

Policy on Use of Generative AI Tools for THIS course: **The use of generative artificial intelligence (AI) in our course is PROHIBITED.** Submitting any work created (in whole or part) through the use of generative AI tools will be considered a violation of York University’s [Senate Policy on Academic Conduct](#). Using AI apps such as ChatGPT, GPT-3, DALL-E, translation software or others to complete academic work in this course is considered a breach of academic honesty/integrity. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

Turnitin: To promote academic integrity in this course, students will normally be required to submit their online submissions of written work through 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.

STUDENT CONDUCT IN THE LEARNING ENVIRONMENT

All students are expected to conduct themselves in accordance with University code of conduct norms, as captured in the [Code of Student Rights & Responsibilities](#), the policy on [Disruptive and/or Harassing Behaviour in Academic Situations](#), and related policies.

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, physically safe and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

COPYRIGHT & INTELLECTUAL PROPERTY

Course materials are designed for use as part of this course at York University and are the intellectual property of the instructor unless otherwise stated. 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. **Students may not** publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Conduct](#), and/or legal consequences for copyright violations. More information: <https://copyright.info.yorku.ca/>

FORMS OF IDENTIFICATION (STUDENT ID)

Photo identification with YU-Card **must be presented** at exams to write the exam (students without ID would not be allowed to write the exam). **As of Fall 2025, YU-cards (either physical or mobile versions) will be the ONLY official student identification accepted for exams.** Passports, driver's license and other forms of identification are NO LONGER accepted.

Mobile devices are **not** permitted during a test except for the purposes of mobile YU-card identification validation. **Earbuds/earphones/smartwatches/cameras are prohibited in the exam room.** When using a mobile YU-card identification validation, your device must be on airplane-mode and you must adhere to the instructions provided. After your mobile YU-card identification is validated, your phone **must be shut down** and returned to the corner of your desk, face down (or put away, if permitted by the instructor/inquillator).

Important Note: Check our eClass and course notices before any exam in this course regarding any updated to the use of Mobile YU-cards for verification for our exam – devices should be completely off (turned off, not silenced or in “airplane mode”) during the exam and while in the examination hall/room.

SUPPORT

Getting support when you need it: Following is a selection of resources (academic and non-academic):

- Learning Skills Services: <https://www.yorku.ca/sclد/learning-skills/>
- Learning Commons: <http://learningcommons.yorku.ca/>
- Writing Centre: <https://www.yorku.ca/laps/writing-centre/>
- ESL Open Learning Centre: <https://www.yorku.ca/laps/eslolc/>
- Student Accessibility Services: <https://students.yorku.ca/accessibility>
- Student Counselling & Development: <https://students.yorku.ca/counselling>
- Mental Health and Wellness at York: <https://www.yorku.ca/well-being/>
- Sexual Violence Response & Support: <http://thecentre.yorku.ca/>
- Community Safety: <https://www.yorku.ca/safety/>
- Office of Student Community Relations: <http://oscr.students.yorku.ca/>
- York International: <https://yorkinternational.yorku.ca/>
- My Online Services: <https://myonlineservices.students.yorku.ca/>
- Manage your Academic Record: <http://myacademicrecord.students.yorku.ca/>
- Additional LA&PS student resources: <https://www.yorku.ca/laps/services/>

For **important sessional dates**, please refer to: <http://registrar.yorku.ca/enrol/dates/>

CAMPUS HEALTH & SAFETY

A Community of Care Commitment:

As part of York's Community of Care Commitment, all members of the York community share in the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, our joint commitment includes:

- **Observing** health and safety regulations while on our campuses.
 - **Supporting** community well-being through healthy personal behaviours and actions.
 - Maintaining **compassion, kindness, and empathy** towards one another amid times of uncertainty and difficulty.
 - **Respecting** personal health and privacy in balance with the protection of public health., students must observe all University health and safety protocols.
- ▶ **Better Together:** <https://www.yorku.ca/bettertogether/>
- ▶ **Getting Around Campus:** <https://www.yorku.ca/safety/getting-around-campus/>