GMGT 1010 (3CH)  
BUSINESS AND SOCIETY  
WINTER 2021 (Pandemic edition)  
A04 – Tuesday/Thursday: 2:30pm-3:45pm.  
A05 – Tuesday/Thursday: 4:00pm-5:15pm

CONTENTS

CONTENTS ......................................................... 1  
INSTRUCTOR ..................................................... 1  
COURSE DESCRIPTION .......... Error! Bookmark not defined.  
COURSE OBJECTIVES ............................................. 1  
COURSE FORMAT FOR ONLINE CLASSES............ 2  
COURSE MATERIALS ............................................. 2  
ASSESSMENT OF LEARNING .................................... 3  
COURSE SCHEDULE (Subject to change) ............. 4  
MISSED QUIZZES AND DEFERRED EXAM .......... 5  
CONTACTING ME .......................... .......................... 5  
UM LEARN .......................................................... 6  
CLASS PARTICIPATION AND ATTENDANCE .......... 6  
RE-GRADING REQUESTS ........................................ 6  
SPECIAL LEARNING NEEDS ................................. 6  
UNCLAIMED ASSIGNMENTS ............................... 6  
BIBLIOGRAPHY OF COURSE READINGS ............. 8  
AACSAS ASSURANCE OF LEARNING GOALS AND OBJECTIVES ................................. 8  
STUDENT SERVICES AND SUPPORTS .................. 9

INSTRUCTOR

Name: Sean Buchanan  
Office: 654 Drake (which doesn’t matter for this term)  
Email: sean.buchanan2@umanitoba.ca  
Office hours: Tuesday/Thursday: 1:00pm-2:00pm booked through Cisco Webex

COURSE DESCRIPTION

This course introduces students to the nature and role of business in society with a specific focus on the key social and environmental issues facing business and managers in Canada. This course is designed to provide students with: (1) a general understanding and history of the Canadian business system and management, (2) knowledge of the key social and environmental issues facing managers in Canada and the broader tensions and debates underpinning these issues, and (3) an applied understanding of how to navigate these issues and tensions throughout one’s career. This is a “W” course and fulfills part of the written degree requirements for non-Asper students. Therefore, written work is an important component of the course.
COURSE OBJECTIVES

Students will:
- Gain knowledge about the history of the Canadian business system and its relation to the trajectories of capitalism in other countries
- Understand the historical development of management as a discipline and the key functions of management in the current business environment
- Become aware of the key social and environmental issues related to business with a specific focus on issues in Canada
- Become familiar of the broader tensions and debates underpinning the role and purpose of business and management
- Develop an understanding of indigenous matters related to business and society in Canada
- Acquire skills which will help them navigate social and environmental issues as managers

COURSE FORMAT FOR ONLING CLASSES

This course will be conducted “live” via videoconferencing using Cisco Webex (which can be accessed through UM Learn) and will not involve in-person instruction. Classes will be during the scheduled class time.

To join the class, log in to the UM Learn course and then choose Communication→Cisco Webex from the top menu and then click Join. Detailed instructions are available here.

For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. You are expected to leave your camera on for the duration of the class. Have your microphone muted and unmute yourself only when you speak.

Please note that all classes will be recorded and the video recordings are likely to be shared with other students.

COURSE MATERIALS

As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video.

For quizzes/exams, which will be administered via the Respondus Lockdown browser, you will need a device (computer or iPad; smartphone will not work) with one of the following operating systems:
- Windows 10, 8, or 7 (note: will not work with Windows 10S)
- Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
- iOS: 11.0+ (iPad only)

You will need the Chrome browser. Other browsers such as Safari may not work.
All readings will be available free to students in UM Learn under the heading “readings”. Students will be responsible for knowing all of the assigned readings for quizzes, assignments, and the final exam (see course schedule below).

Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

**ASSESSMENT OF LEARNING**

1) Quizzes (30%)
2) Movie Review (10%)
3) Term Paper (30%)
4) Final Exam (30%)

**Grading scheme**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 – 100</td>
</tr>
<tr>
<td>A</td>
<td>80 – 89</td>
</tr>
<tr>
<td>B+</td>
<td>76 – 79</td>
</tr>
<tr>
<td>B</td>
<td>70 – 75</td>
</tr>
<tr>
<td>C+</td>
<td>66 – 69</td>
</tr>
<tr>
<td>C</td>
<td>60 – 65</td>
</tr>
<tr>
<td>D</td>
<td>50 – 59</td>
</tr>
<tr>
<td>F</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

***In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary.

**UM Learn Quizzes (10% each) – QUIZ DATES: Feb 11th, Mar 18th, Apr 6th**

Each quiz will consist of 20 multiple choice questions. They will be conducted through UM Learn during the first 30 minutes of class. They will be based on class lectures and the readings (textbook and other assigned readings).

For quizzes, we will be using university-approved Respondus Monitor, which will require you to have your camera and microphone on for the entire duration of the exam. As the software detects any unusual movements, please sit in a location where there are no people/pets or other moving objects in the camera’s view during the exam.

**Film Review (10%) - DUE DATE: Mar 26th**

This **group** assignment involves analyzing key business/society issues in movies. In randomly assigned groups of 5-6, students will watch a movie (list of options to be provided) and write a 1,500-2,000 word review.

*Note: In cases when the majority of group members contact me about the conduct of a member (or members), I reserve the right to lower the grade of this/these individual(s). Detailed instructions on the movie review can be found on UM Learn under the “Assignments” heading.

**Research Paper (30%) – DUE DATE: Apr 9th**

The term paper will be between 2,500 and 3,000 words and will be evaluated on the student’s ability to develop ideas and to integrate course concepts into their arguments. This involves both the content of
the paper (ideas, arguments, etc.) as well as the presentation (grammar, spelling, clarity of writing, etc.).

Detailed instructions on the term paper can be found on UM Learn under the “Assignments” heading.

Final Exam (30%) – Exam date to be determined by Registrar’s Office
The final exam will be a 2 hour open-book exam administered online. It will be a culmination of all the readings and lectures in the course; however, I will give study questions beforehand to help students prepare for the exam.

COURSE SCHEDULE (Subject to change)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 19</td>
<td>Introduction to Business and Society</td>
<td></td>
</tr>
</tbody>
</table>
| 2     | Jan 21 | Understanding the Canadian Business System | • Sexty (7-10)  
• Carroll et al. (104-106)                                      |
| 3     | Jan 26 | Canadian Capitalism                        | • Sexty (24-34)                                                  |
| 4     | Jan 28 | History of Capitalism and Management 1     | • Heilbroner, R. and Milberg, W. Readings from “The making of economic society”. |
| 6     | Feb 4  | History of Capitalism and Management 3     |                                                                  |
| 7     | Feb 9  | History of Capitalism and Management 4     |                                                                  |
| 8     | Feb 11 | Quiz #1 Functional Departments of Business | • Dyck, B. and M. Neubert. “Fitting Together the Parts of a Business Firm”. |

Feb 15-19 – Reading week (No classes)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Feb 23</td>
<td>Social issues in Business 1</td>
<td>• Lawrence &amp; Weber (124-131)</td>
</tr>
<tr>
<td>10</td>
<td>Feb 25</td>
<td>Social issues in Business 2</td>
<td></td>
</tr>
</tbody>
</table>
| 11    | Mar 2  | Environmental issues in business 1         | • Carroll et al (462-482)  
• Sexty (284-288)                                           |
| 12    | Mar 4  | Environmental issues in business 2         |                                                                  |
| 13    | Mar 9  | The CSR Debate 1                           | • Sexty (156-165)  
• Carroll et al (30-42)  
• Lawrence & Weber (58-61)  
• Friedman – “The Social Responsibility of Business is to Increase its Profits”. |
| 14    | Mar 11 | The CSR Debate 2                           |                                                                  |
| 15    | Mar 16 | The Shareholder/Stakeholder Debate 1       | • Lawrence & Weber (6-18)  
• Carroll et al (115-116)  
• Smith, J. “The Shareholder vs. Stakeholder Debate”. |
16
Mar 18
Quiz #2
The Shareholder/Stakeholder Debate 2

17
Mar 23
The Short-Term/Long-term Debate 1
• Forbes – “Why can’t we end short-termism?”
• Network for Business Sustainability (2014). “Long-Term Thinking in a Short-Term World”.

18
Mar 25
Short-term/Long-term Debate 2

Mar 26
Film Review Due (UM Learn)

19
Mar 30
The Corporate Power Debate 1
• Sexty (199-201)
• Carroll et al (370-394)
• Dyck, B. & Neubert, M.J. “The increasing dominance and size of corporations”.

20
Apr 1
The Corporate Power Debate 2

21
Apr 6
Quiz #3
Indigenization and Business and Society 1
• Wuttunee, W. Living Rhythms: Lessons in Aboriginal Economic Resilience and Vision – Introduction

22
Apr 8
Indigenization and Business and Society 2
• Wuttunee, W. Living Rhythms: Lessons in Aboriginal Economic Resilience and Vision – Chapter 1

Apr 9
Research Paper Due (UM Learn)

23
Apr 13
Indigenization and Business and Society 3
• Neechi Commons case

24
Apr 15
Navigating social and environmental issues
• Ford Pinto case

MISSED QUIZZES AND DEFERRED EXAM

With the exception of deferred final exams, which have their own policy (see below), it is not possible to complete a quiz that is missed. However, because the lowest score of the three quizzes will be dropped, students can miss one quiz without it affecting their grade. In extenuating circumstances (e.g. medical situations), a make-up quiz will be offered.

Please refer to University of Manitoba’s Policy 1305 – Exam Regulations (http://umanitoba.ca/admin/governance/governing_documents/academic/454.htm) or the Undergraduate Program Office for rules and regulations concerning deferred exams.
Winter 2021 Deferred Exam is tentatively set for: Friday, May 14, 2021

CONTACTING ME

The best way to get in touch with me is by email. I will be happy to answer questions over email within 24 hours. When I cannot answer questions sufficiently over email, I will suggest that we arrange a time to meet over Zoom or phone. However, I will not respond to any emails less than 24 hours before a
scheduled quiz, exam, or assignment due date. In other words, if a student has questions about a quiz, exam, assignment, please contact me more than one day before the scheduled due date/quiz date.

**UM LEARN**

UM Learn is a very important resource for this course. It is the location where students can find the course outline, required readings, class slides, and assignment instructions. It will also be the place where students will upload completed course assignments. If students are unsure how to use UM Learn, an on-line tutorial can be found here: https://universityofmanitoba.desire2learn.com/d2l/le/content/6606/viewContent/679598/View

**CLASS PARTICIPATION AND ATTENDANCE**

The content and structure of this course involves discussion, debate, and conversation. As a result of this, it is critically important that everyone participates in class. My expectation is that students attend every class.

The classroom will be a place where everyone should be treated with dignity and respect, especially during class discussions. Don't make belittling remarks, but rather be liberal with constructive comments. Also, during class discussions do your part to encourage everyone to participate, especially classmates who have not had been as active in discussion as others. While it is normal for some students to participate more than others, those high-participators should be sensitive to creating space for others as appropriate.

**RE-GRADING REQUESTS**

Requests for re-grading must be made in writing. Your written request should be made on a separate typed sheet. You must clearly identify the question you wish remarked and provide detailed justification. Please note the instructor reserves the right to remark the entire test or assignment so your mark may go up or down.

**SPECIAL LEARNING NEEDS**

Students with special learning needs (i.e., those who have legitimate reasons to require extra time, special aids or other supports) should advise me of this fact within the first two weeks of the course or immediately upon their registration with Student Accessibility Services (SAS). I am happy to make arrangements to support your success, but you need to tell me in advance. Please include appropriate documentation from SAS.

**UNCLAIMED ASSIGNMENTS**
Pursuant to the FIPPA Review Committee’s approved recommendations as of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

ACADEMIC INTEGRITY POLICY

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach.

Any dishonesty in our academic transactions violates this trust. Section 8 of the University Policies, found in The University of Manitoba Calendar, addresses the issue of academic dishonesty. Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

Group Projects and Group Work

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean's office in order to ensure consistency of treatment.
BIBLIOGRAPHY OF COURSE READINGS


AACSBS ASSURANCE OF LEARNING GOALS AND OBJECTIVES

AACSBS Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSBS. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 of 10
<table>
<thead>
<tr>
<th></th>
<th>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td></td>
</tr>
</tbody>
</table>

2 Written Communication

<table>
<thead>
<tr>
<th></th>
<th>A. Use correct English grammar and mechanics in their written work.</th>
<th>Term paper Assignments Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Communicate in a coherent and logical manner</td>
<td>Term paper Assignments Exams</td>
</tr>
<tr>
<td></td>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>Term paper Assignments Exams</td>
</tr>
</tbody>
</table>

3 Ethical Thinking

<table>
<thead>
<tr>
<th></th>
<th>A. Identify ethical issues in a problem or case situation</th>
<th>Entire course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Identify the stakeholders in the situation.</td>
<td>Entire course</td>
</tr>
<tr>
<td></td>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>Entire course</td>
</tr>
<tr>
<td></td>
<td>D. Discuss the ethical implications of the decision.</td>
<td>Entire course</td>
</tr>
</tbody>
</table>

4 Core Business Knowledge | Entire course

### STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Undergraduate Program Office.

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>...follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree and major requirements</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td>Library Resources</td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>Support and advocacy for students with disabilities to help them in their academic work and progress</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td>Student Discipline</td>
</tr>
<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
</tr>
<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
<td>Live Well @ UofM</td>
</tr>
<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
</tr>
<tr>
<td>Concerns involving violence or threats, protocols for reporting, and how the university addresses them</td>
<td>Violent or Threatening Behaviour</td>
</tr>
</tbody>
</table>