



**THE UNIVERSITY OF MANITOBA
DEPARTMENT OF BUSINESS ADMINISTRATION
GMGT 1010 - BUSINESS AND SOCIETY
WINTER 2016**

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Office Hours: Tues and Thurs 11:30pm – 12:30pm, or by appointment

Sections:

A02: Tuesday and Thursday – 10am – 11:15am

A05: Tuesday and Thursday – 1pm – 2:15pm

A10: Tuesday and Thursday – 4pm – 5:15pm

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

Learning 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 a working knowledge of how these tensions and issues are manifested in the different functional areas of management
- Acquire skills which will help them navigate social and environmental issues as managers

Pre-requisites and Limitations

All university students will be welcome to take this course, and students planning to enter the Asper School are encouraged to take the course in University 1 or in their first year in the Asper School.

This is a "W" course and fulfills part of the written degree requirements for non-Asper students.





Required Texts*

Sexty, Robert (2014). *Canadian Business and Society: Ethics, Responsibilities & Sustainability*. 3rd edn. Toronto: McGraw-Hill Ryerson.

*There is an e-book version of this text that is \$47 less than the hard copy. The e-book can be purchased through the UM Book store or online. The ISBN number is: CEI 9781259033513

Evaluation

- 1) Class Participation (10%)
- 2) Quizzes (3 x 10% = 30%)
- 3) Movie Review (10%)
- 4) Term Paper (20%)
- 5) Final Exam (30%)

Grading scheme

90 – 100: A+	80 – 89: A
76 – 79: B+	70 – 75: B
66 – 69: C+	60 – 65: C
50 – 59: D	<50: F

Class Participation (10%)

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 the classroom. There are two components of class participation that students will be graded on: attendance and engagement. My expectation is that students attend every class. Attendance will be taken on a random basis.

The second component of class participation is the level of engagement that students show in-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.

In-Class Quizzes (10% each)

Three in-class quizzes, each worth 10%, will constitute 30% of the final grade. These quizzes will consist of a mix of multiple choice and short answer questions. They will be based on the readings (textbook and other assigned readings) and class lectures.

Film Review (10%)

This group assignment involves analyzing key business/society issues in film. In groups of 5-6, students will watch a film and write a 1,000 word review that answers the following questions:

- 1) What are the key social and/or environmental issues or challenges depicted in this film, and how they relate to business?





2) What broader debates (e.g. stakeholder/shareholder; short-termism/long-termism, etc.) are underpinning the issues shown in the film? “Explain/Defend your answer” How does the film address these broader debates?

3) How would you as a manager deal with these issues addressed in the film?

The list of films will be provided in class. I will have DVD copies of the films for groups to borrow.

Term Paper (20%)

The term paper will be a paper between 2,500 and 3,000 words on a topic to be given out in week 3. Students will be evaluated on their 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.).

More detailed instructions will be provided in week 3.

Final Exam (30%)

The final exam will be a 3 hour exam composed of short and long answer questions. It will be a culmination of all the readings and lectures in the course; however, I will give study questions beforehand to help them prepare for the exam.

Policies and Procedures

Deferred Exams

The deferred exam date will be **May 6, 2016 at 1pm in Drake room 104.**

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.

Electronics in Classes

Electronic devices may be used judiciously. If you are using a computer for note taking, please sit in the back rows as the illumination from screens is distracting to people sitting behind you. **Cell phones are to be off. If you require that your phone is to be kept on for a legitimate emergency, please notify the instructor before class.**

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.

Recording and video-recording of classes

The instructor(s) and/or the University hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is





allowed. Course materials (both paper and digital) are for the student's private study and research, and are not to be reproduced, distributed, or posted online without permission. If you have a disability and

require audio or video recordings, or materials in alternative formats, please make arrangements through Student Accessibility Services.

Course Schedule (Subject to change)

Date	Topic	Readings/Activities
Class 1	Introduction to Business and Society	
Class 2	Understanding the Canadian Business System	• Sixty – Ch 1.
Class 3	Canadian Capitalism	• Sixty – Ch 2.
Class 4	Capitalism in the 20 th century 1	
Class 5	Capitalism in the 20 th century 2	
Class 6	Management Thought in the 20 th century 1	• Dyck, B. and M. Neubert (2011). "A short history of management thought." Material drawn from chapter 2 in Dyck, B. & Neubert, M.J. (2010).
Class 7	Management Thought in the 20 th century 2	• Hamel, G. (2009). "Moon shots for management". Harvard Business Review
Class 8	Quiz #1 Functional Departments of Business	• Dyck, B. and M. Neubert (2011). "Fitting Together the Parts of a Business Firm: A Conventional and an Alternative Perspective." Material drawn from chapter 18 in Dyck, B. & Neubert, M.J. (2010).
Class 9	Social issues in Business 1	• Sixty – Ch 15.
Class 10	Social issues in Business 2	
Class 11	Environmental issues in business 1	• Sixty – Ch 14.
Class 12	Environmental issues in business 2	
Class 13	The CSR Debate 1	• Sixty – Ch 7 and 8. • Friedman, M. (1970). "The social responsibility of business is to increase its profits." <i>New York Times Magazine</i> , 13, 32-33.
Class 14	The CSR Debate 2	
Class 15	Quiz #2 The Shareholder/Stakeholder Debate 1	• Sixty – Ch 3 and 4. • Smith, J. (2003). "The Shareholder vs. Stakeholder Debate." <i>Sloan Management Review</i> , Summer 2003.
Class 16	The Shareholder/Stakeholder Debate 2	
Class 17	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." Report for Executives.
Class 18	Short-term/Long-term Debate 2	
Class 19	The Corporate Power Debate 1	• Sixty – Ch 10, pp. 225-233





		• Dyck, B. & Neubert, M.J. (2010, pp 37-38). “The increasing dominance and size of corporations.”
Class 20	Quiz #3 The Corporate Power Debate 2	
Class 21	Issues in Accounting and Finance	In-class case
Class 22	Supply chain management	In-class case
Class 23	Human Resources	In-class case
Class 24	Entrepreneurship	In-class case
Class 25	Marketing Final exam review	In-class case

Academic Integrity

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.

AACSB Assurance of Learning Goals and Objectives.			
The Asper School of Business is proudly accredited by AACSB. 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.			
	Goals and Objective in the Undergraduate Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	Quantitative Reasoning		
	A. Determine which quantitative analysis technique is appropriate for solving a specific problem.		
	B. Use the appropriate quantitative method in a technically correct way to solve a business problem.		
	C. Analyze quantitative output and arrive at a conclusion.		
2	Written Communication		
	A. Use correct English grammar and mechanics in their written work.	✓	Term paper Assignments Exams
	B. Communicate in a coherent and logical manner	✓	Term paper Assignments Exams
	C. Present ideas in a clear and organized fashion.	✓	Term paper Assignments Exams
3	Ethical Thinking		
	A. Identify ethical issues in a problem or case situation	✓	Entire course
	B. Identify the stakeholders in the situation.	✓	Entire course
	C. Analyze the consequences of alternatives from an ethical	✓	Entire course





	standpoint.		
	D. Discuss the ethical implications of the decision.	✓	Entire course
4	Core Business Knowledge	✓	Entire course

