

Description of components	Description text (wherever the text says 'minor', it can also be read as elective module)
Title & language	Artful Business Destruction: The Fine Art of Ending Corporate Evil The minor will be taught in English.
Type	X Minor (15) O
Faculty/ programme offering the minor	Faculty of Management & Organization
Contact person	Dr. Jacco van Uden, lector Change Management +31634004290 jcvuden@hhs.nl
General Objectives	<p>At THUAS we encourage our students to leave university with more than just a degree. We want students to become world citizens and make a change. To emphasize this, THUAS has committed itself to integrating the UN Sustainable Development Goals in its programmes.</p> <p>Making a change for the better forces all of us to reconsider the role of business in society. Because let's face it: not all companies are wonderful. There are still too many organisations that build their business model around child labor, that suck the life out of our planet, that violate the rights of vulnerable groups of people and animals, that think privacy is a joke, and so on. What is worse, many companies have gotten pretty good at hiding their foul play, by means of 'green washing', 'purpose washing', meaningless labels or fancy names for dangerous financial products.</p> <p>Becoming a world citizen by stopping bad business isn't easy. It means that you as a student must train your sensitivity to things that just aren't right and acquire the skills and competences to act on your anger in a meaningful and impactful way.</p> <p>This is what we will be doing in Artful Business Destruction: we will learn how to take action against corporate foul-play. Two reasons why we emphasize Artful: (1) we will be developing clever, crafty strategies and (2) we will take a deep dive in the arts, where some of most creative business bashing strategies can be found.</p> <p>In this minor students will receive training in:</p> <ul style="list-style-type: none"> - READING BUSINESS CRITICALLY. Students will learn to look for the dark side of business, and analyse its workings. What's behind the slick corporate language? What part of the business is the corporation trying to hide from us? Why and how does it do so? Who or what is paying the price for business success? - TAKING STRATEGIC ACTION. Having targeted the company that needs a beating, students will be familiarized with the wide range of strategies for bringing down evil corporations – anything from subtle and playful to an all-out war. Teams of students will then design and implement their strategy of artful business destruction. This minor is for real, not only because there is real wrongdoing that needs to be stopped, but also because the proof of the pudding is in the eating. It is only through actually taking action that students will be able to address important activist questions like: what exactly makes the business bad, how and where to hurt bad business, how will our action affect those involved and who could get hurt? Taking action also forces the

	<p>student to (re)consider her of his own position: who I am to take action? What are the risks of taking action? To what extent does who I am and what I am influence the effectiveness of our strategy? In what ways can our Artful Business Destruction strategy backfire? Strategic action against bad business, in other words, is more than just a cool plan. Things (could) get up close and personal.</p> <p>- CRITICALLY REFLECTING THE PRACTICE OF BUSINESS DESTRUCTION. Based on the experiences gained in the minor and the questions raised above, students will reflect on what's it like to take a stance and what's it like to actually go out there and try to make change?</p>
<p>Summary of contents</p>	<p>Artful Business Destruction consists of four blocks, following the structure of the abovementioned learning objectives:</p> <p>(1) <i>Reading business critically (1,5 weeks)</i>;</p> <ul style="list-style-type: none"> • Discussing (academic) articles on corporate wrongdoing; training the eye: what to look for, and where to look. Big question: what makes a business evil in the first place? • Case studies; we study offline and online media, films and documentaries addressing real life evil corporate practices. <p>(2) <i>Taking action (6 weeks)</i>:</p> <ul style="list-style-type: none"> • Luckily, we're not first to take action against corporate misdemeanor. We learn all about the effectiveness of strategies (including legal action, boycotts, protests, naming-and-shaming) and underground actions, such as ad-busting, undercover journalism and sabotage. Think: (guest) lectures and protest site visits. Maybe even a company visit? • In parallel: student teams will target an evil corporation, devise a strategy, and carry it out – artfully. <p>(3) <i>Critical reflections (1,5 weeks)</i>. Collectively and individually we reflect on the past eight weeks.</p> <p>(4) <i>Resits (1 week)</i></p>
<p>Target group</p>	<p>Artful Business Destruction is open to all students from THUAS, its partner universities and "Kies Op Maat" (see entry requirements), especially from studies related to Humanities, Management, Economics, Technology, Design, Social Sciences and Communication. In particular we welcome:</p> <ul style="list-style-type: none"> • Open minded business students who are keen on learning more about the dark side of doing business • Critical, activist and angry students who want to become more effective in putting an end to corporate misbehavior
<p>Entry requirements</p>	<p>Strong English skills (EFR level B2)</p>
<p>Final objectives/ competencies</p>	<p>This minor is related to the Dublin Descriptors:</p> <p>Knowledge & understanding <i>Provides a basis or opportunity for originality in developing or applying ideas often in a research context</i></p> <ul style="list-style-type: none"> • Learning to see and analyze what's behind the corporate self-representation. • Active, hands-on familiarization with the strategies, methods and techniques of making a change for the better.

	<p>Making judgements <i>Ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data</i></p> <ul style="list-style-type: none">• Finding and accessing information that companies are not keen on sharing• Making sense of information with questionable objectivity (be it fancy or 'spinned' corporate communication or deeply biased activists' analyses)• Making an informed call. Deciding what information to act on. <p>Applying knowledge & understanding <i>Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)</i></p> <ul style="list-style-type: none">• Demonstrating that he or she is capable of combining (flawed) information, insights and beliefs in a meaningful and actionable way.• Students will have to show<ul style="list-style-type: none">○ which elements of the program they have found useful and why○ how these elements have found their way into the final products (the devised and implemented strategy and an reflective essay) <p>Communication <i>Communicate the conclusions, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)</i></p> <ul style="list-style-type: none">• The proof the pudding is largely in the eating in this minor. Students will demonstrate what they have actually <u>done</u> to stop corporate wrongdoing;• A reflective essay in which students take a step back to reflect on the nature of corporate evil, their project, their role in the project it, and lastly: how this minor relates to their programmes. <p>Learning skills <i>Study in a manner that may be largely self-directed or autonomous</i></p> <ul style="list-style-type: none">• Work effectively in multicultural and interdisciplinary groups on sensitive and possibly explosive issues,• Apply both critical (what's happening behind the fancy, cleaned-up corporate language) and creative thinking (what can we/I actually <i>do</i> to stop evil business)• World Citizenship Soul Searching: what's it like to be a kill-joy? What does it take (cognitively, socially and emotionally) to be wayward, deviant or even militant?
<p>Description of tests and minimum pass rate</p>	<p>First opportunity <i>Group assignment (60%):</i></p> <p>Each student team (maximum of four students) will</p> <ul style="list-style-type: none">• Target and analyze an evil corporate practice (30%)• Develop a strategy on how to put an end to the corporate misconduct (30%)• Put the strategy into action (40%) <p>The group assignment consists of both a project report and class presentations.</p> <p><i>Individual Essay (40%),</i></p>

	<p>The essay has two components</p> <ul style="list-style-type: none"> • Students critically reflect on their ABD minor project, including one's own role/development in it, in including critical reflection on the question of what makes a business evil to begin with? To what extent is evil a property of the business itself, and to what extent is evil 'in the eye of the beholder'? Can a business both be good and bad at the same time? • Drawing from their experiences in the ABD minor, students zoom out and reflect critically on the programme in which they are enrolled. To what extent does the programme challenge students to think critically about business and its role in society? How can the programme be improved from an ABD perspective? <p>Resits Project & essays/manifesto: students will receive grades on both their project (teamwork) and essay (individual) in week 9. If can they don't pass, they have 5 workdays days to resubmit (week 10).</p>				
<p>Teaching methods + study load</p>	<p>15 ects x 28 hours = 420 hours</p> <ol style="list-style-type: none"> Reading business critically (80 hours) <ul style="list-style-type: none"> • Literature studies • Classes / guest lectures • Case studies Taking action (260 hours) <p><i>Getting informed</i></p> <ul style="list-style-type: none"> • Classes / guest lectures • Film & documentaries • Field trips • Literature studies <p><i>Devising and carrying out strategy: project work (including presentations)</i></p> Critical reflections (80 hours) <ul style="list-style-type: none"> • Class / group discussions • Individual essays 				
<p>Contact hours per week</p>	<p>On average 15 hours per week. 80% mandatory attendance</p>				
<p>Study and other aids</p>	<p>A syllabus of relevant articles will be compiled (mandatory reading)</p>				
<p>Partners</p>	<p>To be determined</p>				
<p>Minimum and maximum participation</p>	<p>This minor requires a minimum of 12 students. Maximum number of students is 24</p>				
<p>Full-time/ part-time and term</p>	<p>Artful Business Destruction Is a full-time minor, and will take place in Semester 1, Term (blok) 2</p>				
<p>Subject themes (more than one possible)</p>	<p>Students can search for minors in OSIRIS student based on the following themes. Indicate within which category/ categories the minor falls by ticking one or more of the following options:</p> <table border="1" data-bbox="531 1955 1399 2016"> <tr> <td><input checked="" type="checkbox"/> Economics and Market</td> <td><input checked="" type="checkbox"/> People and Culture</td> </tr> <tr> <td><input type="checkbox"/> Health and Sports</td> <td><input checked="" type="checkbox"/> Law, Security and Society</td> </tr> </table>	<input checked="" type="checkbox"/> Economics and Market	<input checked="" type="checkbox"/> People and Culture	<input type="checkbox"/> Health and Sports	<input checked="" type="checkbox"/> Law, Security and Society
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	X ICT and Media X International themes X Management and Organisation	X Technology and Design X Work, Welfare and Education
Miscellaneous	none	
OSIRIS code	Indicate the OSIRIS code so that students can easily find the minor in OSIRIS.	