

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Department of Business and Economics

A. Protocol:

Course Name: Business, Government, and Society (on-line edition)

Course Number: BUS 743

Credits: 3 Prerequisites: None

B. Objectives:

- To develop an understanding of how powerful ideas in the business environment shape the business-government-society relationship.
- To appreciate the importance of law and government regulation as a force directing business behavior.
- To study historical patterns in the business-government-society relationship, learning how the past shaped the present, and learning how present trends are shaping the future.
- To learn how forces in and outside of business firms are changing the management task, altering business operations, and modifying stakeholder expectations.
- To explain that many of these environmental forces are global in nature.
- To explain the social responsibilities and ethical duties of business.
- To develop an understanding of the power of business to influence its environment.
- To expose students to analytical methods that are appropriate in studying major issues in the business-government-society relationship.
- To develop in students an ethical and philosophical basis for making business decisions.
- To develop a tolerance for ambiguities in discussing issues about which knowledgeable observers reach different conclusions and to develop an understanding that there are no clear solutions to some problems.

C. Catalog Description:

From a management perspective, this course seeks to explore the interactions among business, government, and society in general. In doing so, it focuses on, among other issues, corporate social responsibility, ethics, globalization, the importance of law and regulation in the business environment, and historical background

D. Outline of the Course:

The course is structured into five parts:

1. General Relationships between Business, Government, and Society
2. Business, Social Responsibility, and Ethics
3. Business and the Legislative Environment
4. Business and its Consumers
5. Business and the International Environment

WEEK	TOPICS AND CASES	CHAPTERS
1	Introduction to the Study of Business, Government, and Society and to the Dynamic Business Environment Case: The American Fur Company	1,2
2	Business Power and Business Critics Cases: John D. Rockefeller and the Standard Oil Trust (assigned written case) A Campaign against KFC Corporation	3,4
3	Corporate Social Responsibility Cases: The Jack Welch Era at General Electric Marc Kasky versus Nike, Inc.	5,6
4	Business Ethics Cases: The Trial of Martha Stewart (assigned written case) HCA–The Healthcare Company Short Incidents for Ethical Reasoning	7,8
5	Midterm Examination Business in Politics Case: Westar Goes to Washington	9
6	Regulation and Regulatory Reform Cases: The FDA and Tobacco Regulation (assigned written case) Microsoft Corporation and Antitrust	10,11
7	Multinational Corporations and Globalization Cases: Union Carbide Corporation and Bhopal	12,13

	The World Trade Organization and Its Critics	
8	Management and Regulation of Industrial Pollution Cases: Owls, Loggers, and Old-Growth Forests Johns Manville Corporation and the Asbestos Nightmare	14,15

9	Consumerism and Global Forces Changing the Workplace Cases: Advertising Alcohol Workplace Drug Testing	16,17
10	Civil Rights at Work/Corporate Governance Cases: <i>Adarand v. Peña</i> Cendant Shareholders Attack Executive Pay Final Examination	18,19

E. Teaching Methodology:

The course is taught on line using Blackboard or E-College formats and software. The methodology engages students in a variety of activities including readings, writing exercises / assignments, taking quizzes, and participating in threaded discussion boards.

F. As indicated, this course is taught using readings, writing exercises / assignments, quizzes, and threaded discussion boards. Grades are posted for each of them in the on-line grade book.

G. Textbook:

Business, Government, and Society: A Managerial Perspective, Text and Cases, 11e, by George A Steiner and John F. Steiner McGraw-Hill; ISBN 0-07-299442-8.

H. Assessment Activities:

A number of on-line activities will be used to evaluate student performance:

- 1. Assignments (25% of the final grade):** Each of the ten weekly Units or Lessons will have an assignment and a posted due date. Each assignment is worth 25 points. The assignment may include doing an exercise or web-based activity. Student final course grades will include the scores on their best 8 of the 10 assignments. There are no make-

ups or time extensions on the assignments for any reasons whatsoever. Computer crashes and other unexpected problems do happen. It is for these reasons that 2 of the assignments will be dropped prior to determining student final grade.

2. **Discussion board topics (25% of the final grade):** The threaded discussions are an opportunity for students to interact and learn from each other and from me (the instructor). For a number of the weekly UNITS, I will pose a question to which students will respond just as in a face-to-face class. The Discussion Board setting is asynchronous so students will have time to compose thoughtful answers any time during the relevant period. Student responses, which should be precise and to the point (quality counts more than quantity), will determine student scores for the discussion topic for the UNIT. Simplistic answers such as “Yeah, I agree” and “No, I disagree” will not earn students any points. Student responses should demonstrate critical thinking and knowledge of the related course material. There will be **4 (four)** Discussion Board Topics. **Student responses** to each question can earn up to **29.66** points, and **students’ first two responses** to their classmates’ postings on the topic can earn up to **6 (six)** points **each**. So the maximum number of points that can be earned for each Discussion Board Topic is **41.66 points**.
3. **Quizzes (40% of the final grade):** There will be a Quiz for each of the assigned chapters. There should be a total of 13 (thirteen) Quizzes, each worth **20 (twenty)** points. All quizzes will be based on assigned chapters, PowerPoint presentation notes, and may also include issues covered in the assignments and discussion boards. Each quiz will consist of **20 (twenty)** multiple choice and / or true-false questions, and it will be taken online and it will be timed and scored as soon as it is submitted. The Quizzes for the Units will be available for 24 hours. Students may start the quiz any time during this period, but once they start a Quiz they must complete it within the time allowed (**40 minutes**). For students who may need special quiz and other arrangements due to disability, see the **Disability Section** in the syllabus. Students’ **final course grade** will include the scores on their **best 10 of the 13** quizzes. There are no make-ups on quizzes for any reasons whatsoever. Computer crashes and other unexpected problems do happen. It is for these reasons that 3 of the quizzes will be dropped prior to determining the final grade.
4. **Final Exam (10% of final grade):** This exam will consist of multiple choice and true-false questions similar to those in the quizzes, and will be based on a number of key chapters (more details will be provided later). **There will be no make up for the final exam, and it cannot be taken before or after the assigned time period.**

I. Gauging Student Progress:

On-line quizzes, discussion board topics, worked problems, scenario planning projects, and assignments will be used to gauge student progress.

J. Accommodations for Students with Disabilities:

The current statement provided by the university will be included in the syllabus.

K. Supportive Instructional Materials, e.g., library materials, internet access, etc.

The textbook is the main source of reading assignments and related materials.

L. Proposed Instructors:

Ismail M. Cole and other qualified faculty in the Business and Economics Department can teach the course.

M. Rationale for the Course:

This is a required graduate-level course.

N. Specialized Equipment or Supplies Needed:

No specialized equipment or materials are needed beyond access to the standard computer.

O. Answer the following questions using complete sentences:

1. Does the course require additional human resources (please explain):
No additional human resources are needed for the course
2. Does the course require additional physical resources (Please explain):
No additional physical resources are needed
3. Does the course change the requirements in any particular major?
The course does not change the requirements in any major.
4. Does the course replace an existing course? (If so, list the course and attach a Course Deletion Sheet)
This course does not replace any existing course.
5. How often will the course be taught?
The course will be taught in the summer sessions or as needed.
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

This course does not duplicate any course in any department or college.

7. The recommended size for this course is 45 – 50 students.
8. If this course is to be dual-listed as a graduate and undergraduate course, please attach the appropriate form, available at the graduate school office.

N / A

P. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education and forward to the Chairperson of the General Education Committee. The UCC will consider the course proposal after consideration by the General Education Committee.

The course is not proposed as a General Education Course