

# Cedar Crest College

## **DRAFT DRAFT DRAFT AS of 1/6/2009**

<b>Title:</b>	Government, Business, and Society
<b>Catalog:</b>	ECO 201
<b>Instructor:</b>	W. Michael Donovan, MBA, CMA Curtis - 221 (x3415) ( <a href="mailto:mdonovan@cedarcrest.edu">mdonovan@cedarcrest.edu</a> )
<b>Office Hours:</b>	MW 10:00 – 11:00am, M 5:45 – 6:45pm
<b>Course Meets:</b>	Thursday, 7:00 – 9:30pm
<b>Credits:</b>	3
<b>Prerequisites:</b>	None
<b>Format:</b>	Lecture/Discussion

Spring 2009

### **Course Description**

Provides a framework for understanding the interrelationships among business, government and society as they affect management decisions. The course examines the roles and responsibilities of business in a market economy; the political, social and economic forces that determine the legal and regulatory environment of business; and ethical issues related to business decisions.

### **Course Objectives**

We attempt in this course to link social and political processes with economic theory. What are the realities of business in the attempt to operate in a market-based society? Many different public policies are examined in light of significant analytical tools such as opportunity cost, marginalism, cost/benefit computations, externality, power, analysis, and social welfare.

### **Outcomes / Assessment**

Upon completion of the course, students are able to:

1. Explain the manner in which market-oriented decisions lead businesses to meet the needs.

2. Describe the processes by which society constrains and directs business decisions through regulation and public policy, and the social and political forces that shape those policies. (case analysis and essays)
3. Analyze and express complex ideas concerning economic policy through written analyses of case studies. (case analysis and essays)
4. Research, document, and synthesize key issues concerning a major policy issue that affects business. (paper)

### **Topical Outline of Instruction**

1. The Policy Process
2. Economic Theory and Policy
  - a. Concepts
  - b. Efficiency and Equity
  - c. Externalities
  - d. Limits of Economics
3. Non-market strategy
4. Externalities
5. Public Goods
6. Asymmetric Information
7. Power and Anti-trust
8. Tax and Fiscal Policy
9. Lobbying and Interest Groups
10. Regulation
11. Topics
  - a. Social Welfare
    - i. Health and Housing
    - ii. Social Security and Pensions
    - iii. Safety
  - b. Competitiveness and Economic Development
    - i. Education
    - ii. Labor
    - iii. Research and Development
    - iv. Economic Development

### **Course Requirements**

Students must complete the following as minimal requirements:

This is a WR2 course, and thus written assignments with first drafts are required. Style and grammar, as well as content are evaluated. With drafts, students will write at least 30 pages.

- ◆ 3 case study analyses (3-5 pages)
- ◆ Major analysis and presentation of an political/economic issue (10 to 15 pages and serves as a final)

- ◆ Class participation and attendance

### **Student Evaluation and Grading**

45% – 3 case study analyses

35 – Major policy analysis (30% written and 5% presentation)

20 – Class participation and attendance

100%

The case study analyses will be 3-5 pages long and consider the key issues that we are studying at each time. Students will use a framework to identify the problem and those options that exist to resolve the issues.

Students will choose a major political/economic issue based on their personal interest. A list of suggested topics is provided, but a personal choice is also appropriate. Students are to research current events and refereed journal articles (at least 5 journal sources) to establish and support a thesis statement. The paper is 10 to 15 pages long. I will help you develop your thesis and paper organization. The APA citation is required. Except as a starting point, Wikipedia is not acceptable as a source and MUST not be cited as a source. Students will make a brief 10 minute presentation of their project on the day scheduled for a final.

Class discussion is evaluated in terms of relevance and contribution to a topic. Please try to develop comments based on lessons on the course and sound, rational thinking that extends our perspective. However, insightful, thought-provoking questions are encouraged and treated favorably in the evaluation. Significant effort is spent having students gain new perspective on the world in which they live. Thus, bringing in news from outside readings is useful.

There are no extra credit opportunities. Students should focus on the course requirements, and they will do fine.

#### *Grading Guidelines for Written Material*

Any written material submitted for grading should contain all of the following elements:

Match the requested style requirements defined by the instructor.

- Have a clear, plausible thesis or focused point stated in the introduction.
- Evidence which is both necessary and sufficient to defend the focused point. Avoid wandering from the focused point.
- As required, in longer pieces, a conclusion which reinforces the thesis or focused point, gives its significance, and places it in a wider context.
- Correct spelling, grammar, and mechanics

- Factual accuracy.
- Thoughtful analysis (the use of relevant tools to examine material) and interpretation throughout.
- Originality; personal discovery of new ideas (concepts).

The following guidelines are used to assign each range of letter grades:

F The paper fails to meet minimum requirements.

D (D to D+) The material contains major errors of fact or major misunderstanding of key issues. It lacks a clear train of thought or expresses ideas incoherently. Mechanics (grammar, etc.) and structure are poor.

C (C- to C+) The material summarizes facts accurately but fails to state significance, or it has a focused point (thesis) but fails to support it with adequate and appropriate evidence. Structure and mechanics are generally correct. (Definition of “significance.” The quality of being worthy of attention; importance: adolescent education was felt to be a social issue of some significance: The meaning to be found in words or events. Definition of “meaning.” To show, imply, convey – especially to help with understanding.

B (B- to B+) In addition to factual accuracy and correct mechanics and structure expected of “C” work, the material has a point of view and demonstrates an understanding of major concepts developed within the course. The focused point is well developed with adequate and appropriate specific examples. Examples are important!

A (A- to A) In addition to the expectations for “B” work, the material goes beyond the basic requirements of the question. It does not merely summarize what books and/or the instructor have said on the question, but demonstrates original thinking. It sets the problem in a broader context, sees the relationship among ideas, and is written clearly and convincingly. Getting an “A” Does not mean the bare minimum. There must be a demonstration of insight to the lessons of the course and the purpose of the assignment.

*Grading guidelines for class discussion:*

F – Exhibits virtually no involvement in discussions.

D (D to D+) Demonstrates infrequent involvement in discussion. Points that are made do not show understanding of material, adequate preparation, or a willingness to offer original thoughts. Instead, there are repetitious or superficial comments.

C (C- to C+) Demonstrates adequate preparation. Knows basic facts, but does not show evidence of interpretation or analysis. Offers information straight from readings without elaboration or analysis.

B (B- to B+) Good preparation by knowing facts well and thinking about implications. Offers interpretations and analysis of material. Contributes frequently and interestingly to the conversation. Responds to student points. Thinks through own points. Asks questions constructively. Helps to consider alternative points of view.

A (A- to A) Excellent preparation by analyzing material deeply and thoroughly. Relates cases and discussions to readings and other material. Offers analysis, synthesis, and evaluation of material. Brings pieces together to help forward learning in the class. Contributes often. Stays focused. Responds to comments of other students productively. Cooperative in debates.

### **Student Responsibilities**

#### *Attendance:*

***As indicated by college policy, attendance is required.*** Only under special and unique circumstances will absences be allowed. You must communicate these with the instructor.

Students are expected to arrive at class on-time and remain until class has ended. This cannot always be achieved, but out of courtesy to other members of the class please try. If late, however, DO come to class, but please be quiet when you enter.

Required work can be passed in late or made-up if appropriate notification occurs. *if timely notification does not occur, then late work or make-ups will be allowed only at the discretion of the instructor. This opportunity is a privilege and is not to be abused.*

#### *Policy on Collaboration:*

I fully support the Cedar Crest College Honor Code and the Classroom Protocol code as stated in the Customs Book. Students should become familiar with the Honor Code. It is important for your own personal development.

Each student is responsible for maintaining strict standards of academic honesty. Anyone caught cheating will be dealt with severely. In order that every student understand what is (or is not) acceptable, the following guidelines are offered.

Discussions of assignments with other students and members of the teaching staff is both permitted and encouraged as a constructive educational practice. Students are expected to write their papers on their own, based on their individual level of progress with the material. Copying of another's work and representing it as one's own work is a serious academic offense, and will be treated as such.

Homework plays a dual role in your education. They are an essential part of the learning process in that they require the synthesis and extension of concepts. They also help both the student and the instructor evaluate one's progress in mastering the material. The requirement that completed homework be submitted for grading reflects the great importance the instructor attaches to these

functions. Past experience indicates that generally the course material can not be adequately mastered without active involvement on your part. ***Merely attending class and reading the text can create a false sense of understanding.*** In turn, the instructor is denied knowledge of the student's difficulty and can not bring assistance to bear effectively.

Discussion of homework assignments with others who are also struggling with them can be highly beneficial and is encouraged. Most real-life problems are solved by group efforts, and it is important to learn how to solve problems cooperatively. The interaction with others working on the same problem often reveals different approaches to common difficulties. These benefits do not accrue when one interacts with someone who has already untangled the problem and simply demonstrates the solution.

#### *How Not To Do Well:*

A lack of trying will contribute to poor performance and potentially a poor grade. Learning is about effort, diligence, and perseverance. Do not wait until the last minute. Ask questions. Demand understanding, but mutually contribute to its production.

#### *Reading:*

Readings are to be completed before class on the first date listed in the syllabus for each assignment. Come to class prepared to discuss and use the material. I suggest taking a few notes of the key topics. Class sessions will consist of lectures, class discussions, and in-class work. Problems from the textbook will be used to illustrate the important concepts in each chapter.

#### *Policy on Plagiarism*

In the event of suspected plagiarism, I will let the student know of my concerns. Sometimes plagiarism is not intended. However, if a major component of any work is copied, the student risks receiving a failing grade without discussion. She may follow college policy to appeal the grade.

#### *Changes to syllabus:*

Information contained in this syllabus, other than grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor. It is your responsibility to determine changes to the syllabus or assignments announced in your absence.

#### **Text, Tools, and/or Supplies**

The following case studies must be purchased either in the bookstore or online. Students will receive instructions as to how to purchase online:

- Exclusive Resorts: Entrepreneurial Positioning and Nonmarket Defense

- Wal-Mart: Nonmarket Pressure and Reputation Risk (A)
- Google Non-market pressure
- Public Law: The Rules of the Game
- Legal Aspects of Management: Anticipating and Managing Risk, Module Note
- Wal-Mart's Sustainability Strategy
- Cradle-to-Cradle Design at Herman Miller: Moving Toward Environmental Sustainability
- UBS and Climate Change
- Climate Change and Emissions Standards
- Walmart and Katrina (This case will be handed out for free)
- Antitrust Regulations in a Global Setting: The EU Investigation of the GE/Honeywell Merger
- Lobbying
- Free the Grapes--Direct-to-Consumer Shipping in the Wine Industry
- The Politics of Tobacco Control: A History of the U.S. Tobacco Industry
- Note on Regulatory Choices
- AARP and AARP Services, A Multi-Sector Approach to Social Change
- Commonwealth Care Alliance: Elderly and Disabled Care
- Note on Health Insurance Coverage, Coding, and Payment
- U.S. Food and Drug Administration
- Recall 2000: Bridgestone Corp. (A) (Abridged)
- Technical Note: Innovation and Invention--A Patent Guide for Inventors and Managers
- Blizzard v. bnetd.org: Managing Intellectual Property (A)
- The Harvard Stem Cell Institute
- The State of Connecticut: Strategy for Economic Development

Students must have a Cedar Crest College email account, and regularly read a national or international newspaper/magazine/internet news site.

You may also use ECollege email features.

#### OPTIONAL

Strunk, Jr., William and White, E.B. (1959) (Recent version available). *The Elements of Style*.

Any good English handbook.

#### **Cedar Crest College Assistance for Disability Policy**

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center (x3484 or 610-606-4609)

## Detail

	<i>Topic</i>	<i>Reading</i>	<i>Assessment</i>
Week 1 January 22	Course administration  The Policy Process	Power and influence Analysis and politics Elites and business	
Week 2 January 29	Economic Theory and Policy	Opportunity costs Marginalism Cost vs. benefits Equity, efficiency, security, liberty	Bring to class examples: Power and influence Analysis vs. Politics Elites and Business
Week 3 February 5	Non-Market Strategy	Handouts by David Baron  Walmart Non-market pressure Google Non-market pressure	Case 1 Assignment handed out.  Bring to class examples: Opportunity costs Marginalism Costs vs. benefits
Week 4 February 12	Law and the Rules of the Game	Public law  Legal Aspects of Management: Anticipating and Managing Risk	Case 1 Write-up due on Exclusive Resorts
Week 5 February 19	Externalities	Climate Change (Article: Columbia Alumni Magazine)  Walmart's Sustainability Strategy  Cradle-to-Cradle Design at Herman Miller: Moving Toward Environmental Sustainability  UBS  Climate Change and Emissions Standards	Case 2 Assignment distributed  Semester project topic identified.



	<i>Topic</i>	<i>Reading</i>	<i>Assessment</i>
Week 6 February 26	Public Goods and Asymmetric Information  Power and Anti-trust	Technical Note: Innovation and Invention--A Patent Guide for Inventors and Managers  Blizzard v. bnetd.org: Managing Intellectual Property (A)  Antitrust Regulations in a Global Setting: The EU Investigation of the GE/Honeywell Merger	Case 2 Write up due on Walmart and Katrina
Week 7 March 5	Tax and Fiscal Policy	<a href="http://www.gpoaccess.gov/eop/2008/2008_erp.pdf">http://www.gpoaccess.gov/eop/2008/2008_erp.pdf</a> (2008 economic report)  <a href="http://www.whitehouse.gov/omb/budget/fy2008/budget.html">http://www.whitehouse.gov/omb/budget/fy2008/budget.html</a> (2008 Budget)  <a href="http://www.budget.state.pa.us/budget/cwp/view.asp?a=3&amp;q=167632">http://www.budget.state.pa.us/budget/cwp/view.asp?a=3&amp;q=167632</a> (Pennsylvania Budget)  <a href="http://www.cbo.gov/Budgetoffice">http://www.cbo.gov/Budgetoffice</a>  <a href="http://www.ustreas.gov/offices/tax-policy/">http://www.ustreas.gov/offices/tax-policy/</a>	
Tuesday, March 12  No School – Spring Break			
Week 8 March 19	Lobbying and Interest Groups	Lobbying	Panel session of lobbyists  Preliminary bibliography due

	<i><b>Topic</b></i>	<i><b>Reading</b></i>	<i><b>Assessment</b></i>
Week 9 March 26	Regulation	The Politics of Tobacco  Note on regulation  Chapter on Regulation in “Business and its Environment”  <a href="http://www.aei-brookings.org/admin/authorpdfs/page.php?id=136">http://www.aei-brookings.org/admin/authorpdfs/page.php?id=136</a>  <a href="http://www.gpoaccess.gov/usbudget/fy04/pdf/2003_erp.pdf">http://www.gpoaccess.gov/usbudget/fy04/pdf/2003_erp.pdf</a>	
Week 10 April 2	Topics:  Health Care	Commonwealth Care Alliance: Elderly and Disabled Care  Note on Health Insurance Coverage, Coding, and Payment  U.S. Food and Drug Administration	Case 3 Write-up due on Free the Grapes
Week 11 April 9	Social Security and Pensions	AARP and AARP Services, A Multi-Sector Approach to Social Change  <a href="http://www.cbo.gov/showdoc.cfm?index=3581&amp;sequence=0">http://www.cbo.gov/showdoc.cfm?index=3581&amp;sequence=0</a> <a href="#">Aging</a>  <a href="http://www.urban.org/publications/311192.html">http://www.urban.org/publications/311192.html</a> <a href="#">Social Security</a>  <a href="http://www.cbo.gov/showdoc.cfm?index=6376&amp;sequence=0">http://www.cbo.gov/showdoc.cfm?index=6376&amp;sequence=0</a> <a href="#">Social Security</a>	Thesis statement for semester paper due.

	<i>Topic</i>	<i>Reading</i>	<i>Assessment</i>
Week 12 April 16	<p>Topics:</p> <p>Race and Employee Relations</p> <p>Education</p> <p>Workforce Development and Labor</p>	<p><a href="http://www.eeoc.gov/policy/vii.html">http://www.eeoc.gov/policy/vii.html</a></p> <p><a href="http://www.williams.com/careers/eeo_policy.aspx">http://www.williams.com/careers/eeo_policy.aspx</a></p> <p><a href="http://www.naa.org/Public-Policy/Employee-Relations-Issues.aspx">http://www.naa.org/Public-Policy/Employee-Relations-Issues.aspx</a></p> <p><a href="http://www.educationnext.org/20023/9.html">http://www.educationnext.org/20023/9.html</a> <a href="#">Education</a></p> <p><a href="http://www.ecs.org/html/issue.asp?issueID=149">http://www.ecs.org/html/issue.asp?issueID=149</a></p> <p><a href="http://www.ecs.org/">http://www.ecs.org/</a></p> <p><a href="http://www.smithfieldfoods.com/responsibility/employee.aspx">http://www.smithfieldfoods.com/responsibility/employee.aspx</a></p> <p><a href="http://www.paworkforce.state.pa.us/paworkforce/site/default.asp">http://www.paworkforce.state.pa.us/paworkforce/site/default.asp</a></p> <p><a href="http://www.osha.gov/">http://www.osha.gov/</a></p> <p><a href="http://www.dli.state.pa.us/">http://www.dli.state.pa.us/</a></p>	

	<i>Topic</i>	<i>Reading</i>	<i>Assessment</i>
Week 13 April 23	Topics: Safety  Housing	Bridgestone  <a href="http://www.cpsc.gov/">http://www.cpsc.gov/</a>  <a href="http://www.attorneygeneral.gov/consumers.aspx?id=3179">http://www.attorneygeneral.gov/consumers.aspx?id=3179</a>  The Crisis  <a href="http://www.thisamericanlife.org/extras/radio/355_transcript.pdf">http://www.thisamericanlife.org/extras/radio/355_transcript.pdf</a>  <a href="http://marketplace.publicradio.org//display/web/2009/01/01/pm_housing_2008_q/?refid=0">http://marketplace.publicradio.org//display/web/2009/01/01/pm_housing_2008_q/?refid=0</a>  <a href="http://www.nytimes.com/2008/12/11/opinion/11husock.html?_r=1&amp;scp=10&amp;sq=housing%20crisis&amp;st=cse">http://www.nytimes.com/2008/12/11/opinion/11husock.html?_r=1&amp;scp=10&amp;sq=housing%20crisis&amp;st=cse</a>	
Week 14 April 30	Topics: Economic Development  Research and Development  Competitiveness	Connecticut  Harvard Stem Cell	
TBA	Presentations		Major Analysis Due