

1.) DATE: 4/7/2015	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: SBU Number: 200 Title: Society and Business Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: CINDY CLOUD PHONE: 602-285-7534 FAX: 602-285-7559	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Select core area... Awareness Areas: Global Awareness (G)	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective Current General Studies designation(s): SB, G Effective date: 2015 Spring Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director:	Chair/Director Signature:

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>Through case study, evaluation and discussion of media and research materials including the required textbook.</p> <p>Noted in Syllabus as Criteria One.</p>
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	<p>This course has components of both Two a and d.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	<p>Through case study and the textbook. Business has become so international that one cannot ignore the global implications when covering any business topic. The country of focus in this course was India as it was covered in multiple cases and material supplemented outside the textbook. Noted on Syllabus as Criteria Two A</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	<p>Social Responsibility is a global issue and how developed countries respond and take action is very much related to culture of the host and home countries. Noted on Syllabus as Criteria Two D.</p>
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Course Prefix	Number	Title	Designation
SBU	200	Society and Business	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	This course examines issues world wide and leads students to evaluate and analyze business, government and society from a global perspective. The global relevance and discussion are throughout the course.	Through case study students will review the global economy from historical cases such as "American Fur Company" (Chapter 2) to more current issues such as importing chickens from other countries (Chapter 4). Global labor issues as studied in the "Marc Kasky vs Nike Case" (Chapter 6) Study of Global Philanthropy with Gates as a model; with students doing a research project on a philanthropist. Case study of the "World Trade Organization" (Chapter 12)
2a	In depth look into the country of India and how the culture impacts child labor, business, education and personal debt.	Assignment and quiz on India analysis of their culture and the global impacts. (Chapter 6). Case study of Union Carbide reveals how business issues really have global relevance and how the country of India fits into the world discussion and decision making process on Global Concerns and the Global Economy. (Chapter 11) Case study of the Polar Bear "One World Melting Away" with focus on the Native People of Canada and their customs and culture. (Chapter 13)
2d	The course uses India as a country of study as India plays a major role in the global economy. Cultural has a huge impact on how India participates world wide and how the people view and react to global issues from their	Case study of "Union Carbide and Bhopal" Students examine the case from the cultural perspective of India examining regulation, social responsibility, environmental issues, ethics, globalization and the power of Multinational Corporations (Chapter 11). In examining Multinational Corporations

	cultural perspective.	India has a world presence in labor and a growing middle class. Review of call centers and the growing professional labor force in India. Through the "Harvesting Risk Case" there is an analysis of how countries culture and view on ethics, corruption and social responsibility impact business and the countries/cultures of the world.

Society and Business

Course: **SBU200**

Lecture **3** Credit(s) **3** Period(s) **3** Load

First Term: **2005 Fall**

Course Type: **Academic**

Final Term: **Current**

Load Formula: **S**

Description: The study and scientific inquiry of issues and demands placed on business enterprise by owners, customers, government, employees and society. Included are social, ethical and public issues and analysis of the social impact of business responses

Requisites: Prerequisites: None

Course Attributes:

General Education Designation: Global Awareness - [G]

General Education Designation: Social and Behavioral Sciences - [SB]

MCCCD Official Course Competencies

1. Define business and society and their interrelationship. (I)
 2. Explain the major social and behavioral criticisms of business and characterize business's general response. (I)
 3. Explain how corporate social responsibility encompasses economic, legal, ethical, and voluntary components. (I)
 4. Define business ethics and describe the complexities of making ethical judgments. (II)
 5. Identify and describe the ethical elements of moral judgment. (II)
 6. Describe the major ethical challenges of operating in a multicultural environment. (II)
 7. Define government regulation and explain the major reasons for regulation, the types of regulation, and social issues arising out of regulation. (III)
 8. Describe major types of regulatory reform and their characteristics. (III)
 9. Describe the evolution and current strategic approaches business uses in political participation in local and global venues. (III)
 10. List and describe the major controversial advertising abuse issues, and the role of the Federal Trade Commission. (III)
 11. Describe product issues related to quality and safety, and role of the Consumer Product Safety Commission and the Food and Drug Administration. (III)
 12. Describe causes of environmental problems and their social impact. (III)
 13. Describe governmental roles in environmental issue that affect national and international settings. (III)
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14. Describe social and economic reasons for community involvement, corporate philanthropy and community employment responsibilities. (III)
 15. Explain employee rights movement and underlying principles. (IV)
 16. Describe the social impact of freedom-of-speech and whistle-blowing issues. (IV)
 17. Describe concerns surrounding employees' right to privacy. (IV)
 18. Explain right to safety in the workplace and the role and responsibilities of OSHA. (IV)
 19. Describe employment issues as they relate to race, color, national origin, sex, age, religion, and physically challenged. (IV)
 20. Define the social and behavioral postures with respect to affirmative action. (IV)
 21. Define the concept of corporate public policy and relate it to strategic management. (V)
 22. Describe issues relating to corporate ownership, corporate governance, and responsiveness to corporate stakeholders. (V)
-

MCCCD Official Course Outline

- I. Business Social Issues
 - A. Interrelationship of business actions and society needs
 - B. Special Interests and Criticisms
 - C. Corporate Social Responsibility
 1. Economic
 2. Legal
 3. Ethical
 4. Environmental
 - II. Moral and Ethical Issues
 - A. Business Ethics and Ethical Judgments
 - B. Moral Judgments
 - C. Organizational Climate
 - D. Multicultural Issues
 - III. External Social Issues
 - A. Government Regulation
 1. Types
 2. Regulatory Issues
 - B. Political Participation
 - C. Advertising
 1. Abuse
 2. Federal Trade Commission
 - D. Product Liability
 1. Quality and Safety
 2. Consumer Product Safety Commission
 3. Food and Drug Administration
 - E. Environmental
 1. Causes
-

- 2. Affect on society
 - 3. Government`s Role
 - 4. Impact of multinationals
 - F. Corporate Community Issues
 - 1. Community Involvement
 - 2. Corporate Philanthropy
 - 3. Employment Responsibilities
 - IV. Internal Social Issues
 - A. Employee Rights
 - B. Freedom of Speech
 - C. Whistle-Blowing
 - D. Right to Privacy
 - E. Right to Safety
 - F. Role of OSHA
 - G. Discrimination
 - H. Affirmative Action
 - V. Public Policy Issues
 - A. Strategic Management
 - B. Corporate Governance
-



Course Syllabus *SBU200 Society and Business*

Spring 2015 Section 10432 MW 9am Classroom: B317

Mrs. Cloud Office: B351 602-285-7534 office
602-462-5414 home

c.cloud@phoenixcollege.edu

Office Hours: MWF 11 – 11:50pm TR 10:30 – 11:30am

Business Computer Open Lab B301: Mon-Thurs 9am-10pm
Fri-Sat 9am-3pm

Bring your PC ID The business open lab is closed finals week.

Text: *Business, Government, and Society* by Steiner/Steiner 13th Edition

Supplies: Required Text Book, paper and pen to take notes. Students will be required to complete and submit assignments via Canvas.

Class Management

- Attendance is required. Call if you will not be in attendance. No shows will be dropped. Students may be required to sign a roll sheet each class session. Tardiness is discouraged.
- It is the student's responsibility to initiate a withdrawal from class should the need arise. I may or may not withdraw you based on your absences. Last date for withdrawal without instructor signature is March 10th.
- No food or drinks are allowed in the classrooms!

Course Summary

The study and scientific inquiry of issues and demands placed on business enterprise by owners, customers, government, employees and society. Included are social, ethical and public issues and analysis of the social impact of business responses.

Course Attributes:

General Education Designation: Global Awareness - [G]

General Education Designation: Social and Behavioral Sciences - [SB]

MCCCD Official Course Competencies

At the conclusion of this course, the student should be able to:

- ✓ Define business and society and their interrelationship.
- ✓ Explain the major social and behavioral criticisms of business and characterize business's general response.
- ✓ Explain how corporate social responsibility encompasses economic, legal, ethical, and voluntary components.
- ✓ Define business ethics and describe the complexities of making ethical judgments.
- ✓ Identify and describe the ethical elements of moral judgment.
- ✓ Describe the major ethical challenges of operating in a multicultural environment.
- ✓ Define government regulation and explain the major reasons for regulation, the types of regulation, and social issues arising out of regulation.
- ✓ Describe major types of regulatory reform and their characteristics.
- ✓ Describe the evolution and current strategic approaches business uses in political participation in local and global venues.
- ✓ List and describe the major controversial advertising abuse issues, and the role of the Federal Trade Commission.
- ✓ Describe product issues related to quality and safety, and role of the Consumer Product Safety Commission and the Food and Drug Administration.
- ✓ Describe causes of environmental problems and their social impact.
- ✓ Describe governmental roles in environmental issue that affect national and international settings.
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- ✓ Explain employee rights movement and underlying principles.
- ✓ Describe the social impact of freedom-of-speech and whistle-blowing issues.
- ✓ Describe concerns surrounding employees' right to privacy.
- ✓ Explain right to safety in the workplace and the role and responsibilities of OSHA.
- ✓ Describe employment issues as they relate to race, color, national origin, sex, age, religion, and physically challenged.
- ✓ Define the social and behavioral postures with respect to affirmative action.
- ✓ Define the concept of corporate public policy and relate it to strategic management.
- ✓ Describe issues relating to corporate ownership, corporate governance, and responsiveness to corporate stakeholders.

Please Note:

- All provisions in this syllabus are subject to revision by the instructor, such revisions will be announced in class and all students will be responsible for such revisions.
- Students are expected to comply with all Phoenix College Student Policies – refer to the Student Handbook or the web site; www.pc.maricopa.edu for more information.
- The Business Department will provide support for students with disabilities either via the instructor and the department or by referral to Special Services. Special Services provides a variety of support services for students with disabilities such as interpreters, test accommodations, tutors, accessibility, assistance with taped and brailled books note takers and adaptive equipment. Services are furnished upon request depending on the student's individual needs. If you need assistance or accommodations contact the Special Services Office located in the Learning Center or call 285-7477.
- The Business Department recommends that you seek advisement from a full-time Business Department Faculty Member or a designated Business Advisor. Failure to seek professional advisement may delay your graduation or result in improper course selection.

Testing

- Exams will be text and class oriented. That is questions may refer to the reading whether discussed in class or not and items discussed in class, but not covered in the text will be test material. Questions may include, multiple-choice, true/false, fill-ins, matching, open ended and essay.
- Exams will concentrate on the section covered, however due to the nature of the subject, concepts from one section are often a basis for the next and to this extent they will be comprehensive. The final exam will be comprehensive.
- **No provisions are made for making up missed exams.** Previously scheduled absences will be dealt with on an individual basis >> consult with the instructor.
- **Quizzes will be given the first ten minutes of the class period and may not be made up.** Call me if an emergency prevents you from attending class.

Grading

Exams 2 @ 100 each	200	<u>Points</u>	<u>Grade</u>
Final Exam - Comprehensive	150	630-700	A
Quizzes 10 @ 10 each	100	560-629	B
Class Projects & Presentations	<u>250</u>	490-559	C
	700	420-489	D
		419-less	F

- Hand written assignments will not be accepted, unless I specify that it is okay, as you have access to the computer lab to create documents. Late Assignments will lose 20% of the possible points. Some in class assignments/projects due to their nature must be done during class time and may not be made up.

SBU200 - Daily Course Schedule MW

Date Planned Activity [Please have the chapter read by the date indicated]

1/21	Introduction to Course	
1/26	Chapter 1	Exxon Mobile Case – environmental social responsibility
1/28	Chapter 2	American Fur Company Case – Historical Global Trading Strategies/Ethics
2/2	Chapter 3	Rockefeller and Standard Oil Case
2/4	Chapter 4	KFC vs. PETA Case Study Special Interest Groups/Ethics Debate Assignment (Include Importation of chickens)
2/9	Chapter 5	Jack Welch at General Electric Case Group Assignment applying GE to Principles of Social Responsibility
2/11	Chapter 6	Global Philanthropy – Global Trends (Gates Foundation) Marc Kasky vs. Nike Case “Fighting the Tide” DVD Developing Nations and Globalization, India Working to End Child Labor – study of child labor in India
2/16	President’s Day – no classes	
2/18	Chapter 7	Trial of Martha Stewart Case Business Ethics Presentation Global Corruption
2/23	Chapter 8	
2/25	Finish Lecture Material for Exam 1	
3/2	Exam 1 (Chapters 1 through 8)	
3/4	Chapter 9	
3/9		
3/11	Chapter 10	“Modern Meat” DVD Look at importing beef into the US and issues surrounding cost/health/regulation
3/16	Week of Spring Break	
3/23	Chapter 11	Union Carbide Corporation and Bhopal Case DVD “One Night in Bhopal” Focus on India and the labor force serving English speaking countries “Calcutta Calling” DVD

Chapter 2
and American
Fur Case
Covers:
Criteria One

Chapter 4
and KFC /
PETA Case
Covers:
Criteria One

Chapter 6 -
Covers
Philanthropy
, Nike which
Covers:
Criteria One

Nike Case and Study
of India, world’s 2nd
largest work force
and how that impacts
the rest of the
world and people
within India.
Covers: Criteria 2A

Chapter 10 -
To avoid
Regulation
companies
will seek to
do business
Globally
Covers:
Criteria One

Chapter 10&11
Bhopal Case
study Covers:
Criteria One
and Global
Labor force in
India Covers:
Criteria 2A

3/25 Chapter 12 World Trade Organization Case Politics/ Regulations outside the US
Group Assignment on Lessor Developed Countries and Multinational
Corporations that assesses the costs and benefits

3/30
4/1 Chapter 13 World Melting Away Case
Polar Bear extinction and how it is a world issue
Group Project and Presentation on Cases

4/6 Chapter 14 Harvesting Risk Case –
Impact Global Environment

4/8 Regulation/Ethical
issues of
corporations
exporting banned
chemical to LDC.
Covers: Criteria
One and 2D

4/13 Chapter 15 Alcohol Advertising Case

4/15 Finish Lecture Material for Exam 2
4/20 **Exam 2** (Chapters 9 through 15)

4/22 Chapter 16 A Tale of Two Raids Case

4/27
4/29 Chapter 17 Civil Rights and Diversity in the Workplace
Group Project and Presentation

5/4 Chapter 18 Trends in CEO pay

5/6 Review for Final [Material from Chapters 16, 17 & 18 tested on Final Exam]
All assignments due by the end of this class session!

Final Exam Time

MW 9 May 11th @ 9-10:50 B317

World Trade Organization Case and the Global impact on trade and Lessor Developed Countries (LDC). Covers: Criteria One

Polar Bears Extinction is a world issue & requires negotiations with Native People Groups. Covers: Criteria One and 2A

The American Fur Company Case

20pts.

Please read the case in your text pages 47 through 54. This case study tells the story of a dominant company in the fur trade. In its era, the fur trade was a global industry so important that it might be compared with the energy industry today. The American Fur Company is not a forgotten company that deserves only to be a historical footnote. Rather, it is a company that arguably did as much or more to shape American history than any other.

In Chapter 2 after reviewing the Historical Forces and Key Environments respond to the following questions.

- 1. How would you evaluate Astor in terms of his motive, his managerial ability, and his ethics? What lesson does his career teach about the relationship between virtue and success?**
- 2. How did the environment of the American Fur Company change in the 1830s? What deep historical forces are implicated in these changes?**
- 3. What were the impacts of the fur trade on society in major dimensions of the business environment, that is, economic, cultural, technological, natural, governmental, legal, and internal.**
- 4. Who were the most important stakeholders of the nineteenth-century fur industry? Were they treated responsibly by the standards of the day? By the standards of today?**
- 5. On balance, is the legacy of the American Fur Company and of the fur trade itself a positive legacy? Or is the impact of these companies predominantly negative?**
- 6. Does the story of the American Fur Company hint at how and why capitalism has changed and has been changed over the years?**

Reference for Committee as they may not have the text

The seven key environments of business are these.

- ❑ Economic. It includes forces influencing market operations. It is changing today as output grows, corporate operations become more international, and markets expand.

- ❑ Technological. Developments in nanotechnology, biotechnology, and digital technology generate turbulence in the environment of many businesses. These new technologies will create unforeseeable threats and opportunities for managers.

- ❑ Cultural. Business expansion has many impacts on the values, norms, customs, and rituals of societies. Industrialization encourages the rise of postmodern values based on assumptions of affluence that lead to demands for quality-of-life improvements.

- ❑ Government. Two strong trends today are first, the expansion of government activity (including more regulation of business) and second, the rise of more democratic regimes.

- ❑ Legal. Laws and regulations codifying corporate duties and responsibilities are now more numerous, complex, and global. Today soft law, or principles and standards in global codes of conduct, is of growing importance. Corporations should anticipate new legal requirements.

- ❑ Natural. The World Wide Fund's Living Planet Index suggests that economic growth brings ecological decline. Corporations face stronger demands for environmental protection.

- ❑ Internal. It consists of four groups. These are the board of directors, managers, owners (shareholders), and employees. These groups have diverse goals. Today, their power is constrained in many ways by forces in the external environment.

There are nine deep historical forces, each a cause of change in the business environment.

- ❑ Industrial revolution refers to a series of changes that create industrial economies. World GDP between 1950 and 2000 exceeded all that came previously in human history. This industrial growth places social institutions under great strain.

- ❑ **Inequality** is a timeless motive force in all political systems. Income inequality between industrialized and undeveloped nations is pronounced and growing. However, although income inequality is slowly rising, the percentage of people living in poverty worldwide is declining. And the **Human Development Index**, a statistical tool used by the United Nations to measure human progress, shows increases in overall human welfare since 1900.

- ❑ **Population growth** will remain rapid and is faster in less industrialized, non-Western nations. It will peak in 2075, decline for a century, then rise again.

- ❑ **Technology** is a powerful force for change today. Since the late 1700s there have been five waves of innovation, each bringing economic growth but also changes that disrupt society.

- ❑ **Globalization**, defined as growing networks of economic, political, social, military, scientific, or environmental interdependence, is a long-term environmental force going back to prehistoric times. Today it exposes transnational corporations to demands of more varied stakeholders, including anticorporate, antiglobalization activists.

- ❑ **Nation-states** are international actors that define many rules and incentives in global markets. In the past, nations sought to expand their wealth and power by seizing territory. Today, many nations instead seek aggrandizement through international trade.

- ❑ **Dominant ideologies** are a persistent force. An **ideology** is a set of reinforcing beliefs and values that creates a worldview. Ideologies such as constitutional democracy, progress, social Darwinism, and the Protestant Ethic have reinforced industrial capitalism. With globalization has come a Darwinian competition in the marketplace for ideas and the elimination or marginalization of many religions, languages, and cultural beliefs.

- ❑ **Great leadership** is found in all historical eras. Two views about it exist. One is historian Arnold Toynbee's idea that leaders are situated by fortune to rise at the intersection of powerful social forces. The other is that of essayist Thomas Carlyle, who wrote that great leaders are masters of their own fate and shape history themselves rather than simply representing irresistible causes.

- ❑ **Chance** is a force that may explain otherwise inexplicable environmental changes.

Nike Case

25pts

Please read the case in your text pages 183 through 193. When a company allows elements of its global supply chain to violate increasingly strong international norms, it becomes vulnerable to attack by nongovernmental organizations. The case explains how this happened to Nike. It illustrates a common pattern of learning as the company first takes a defense posture, but gradually comes to be more proactive in its social responsibilities. An additional element of the case is a unique California law that allowed a social activist to sue Nike for statements it made in defense of its labor practices. The lawsuit led to a California Supreme Court decision that still stands and may chill corporate speech.

After reading the chapter and the case, please respond to the following questions.

1. What responsibility does Nike have for workers at the factories making its products? Has it carried out these responsibilities well? Should it do more?
2. Could Nike have better carried out its social programs to avoid or ease conflicts with advocacy groups? If so, what should it have done?
3. Should Nike be subject to false advertising lawsuits based on statements in editorial advertising, letters written by its executives, and press releases responding to issues raised by critics? Why or why not?
4. Did the California Supreme Court make the correct decision? Why or why not?
5. How should the line between commercial and noncommercial speech be drawn?
6. Should Nike have settled the case with Marc Kasky or should it have continued to fight?

Reflection after viewing "Fighting the Tide" DVD and Lecture regarding Labor Force in India

20pts.

1. Do the children in India need to work to survive?
2. What could be done to change the cycle of poverty in such a populated country as India?
3. What are some of the cultural factors that lead to the class of poverty in India?
4. What part could Multinational Corporations play in reducing child labor in India?

Business, Government, and Society: A Managerial Perspective

Thirteenth Edition

John F. Steiner

Professor of Management, Emeritus
California State University, Los Angeles

George A. Steiner

Harry and Elsa Kunin Professor of Business and Society
and Professor of Management, Emeritus
University of California, Los Angeles

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