

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. Substantial course time is devoted to examination of world cultures and the global impact.</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>This criterion is met, through case studies, supplemental research and the textbook. [See the attached Chapter Description/Detail] Business has become so global in nature, to properly cover a business topic, the global implications and understanding of the contemporary world must be addressed. Global perspectives are interspersed throughout the text and course. The country of focus in this course is India as it is covered in multiple cases studies and material supplemented outside the textbook. Noted on Syllabus as Criteria Two A</p>

Global Awareness [G]

Page 3

<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>This course studies the impact cultures have upon on global business and world issues. Examination of Non – Governmental Organizations, global activism, global social responsibility and impact of non-US culture on products, services and resources. Noted on Syllabus as Criteria Two D.</p>

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 checklist)	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 using 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 county 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 - continued on next page	The course uses India as one country of study since 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 Mutilnational 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.
	Sample Course Assignments	Attached



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.
- ✓ Describe social and economic reasons for community involvement, corporate philanthropy and community employment responsibilities.
- ✓ 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

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

4/6

Chapter 14

Harvesting Risk Case –
Impact Global Environment

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

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

4/8

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

**Maricopa Community Colleges Course Description
Society and Business**

Course: **SBU200** Lecture **3** Credit(s) **3** Period(s) **3** Load

First Term: **2005 Fall** Load Formula: **S**

Final Term: **Current**

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
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international settings. (III)

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
-

Sample Course Assignments for SBU200

The American Fur Company Case

20 pts.

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.

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?

Union Carbide Corporation and Bhopal

20pts.

The case of Union Carbide and the Bhopal gas leak is a classic. Its dramatic elements keep it alive in the curriculum. Today, we can look back and understand the full scope of the tragedy, the consequences for the company and the people of India, and the changes in the business environment that followed.

Read the case in your text on pages 384 through 394

View DVD – “One Night in Bhopal”

Respond to the following questions:

1. Who is responsible for the Bhopal accident? How should blame be apportioned among parties involved, including Union Carbide Corporation, UCIL, plant workers, governments in India, or others?
2. What principles of corporate social responsibility and business ethics are applicable to the actions of the parties in question?
3. How well did the legal system work? Do you agree with the decision to try the lawsuits in India? Were victims fairly compensated? Was Union Carbide sufficiently punished?
4. Did Union Carbide handle the crisis well? How would you grade its performance in facing uniquely difficult circumstances?
5. Does Dow Chemical Company have any remaining legal liability, social responsibility, or ethical duty to address unresolved health and environmental claims of Bhopal victims?
6. What lessons can other corporations and countries learn from this story?

The Tokyo Bay Steamship Company

The Tokyo Bay Steamship Company is taking advantage of the sanguinary interest of the Japanese public in suicides to expand business. The conventionalist ethic can be used to justify the company's operations. It is making money in the marketplace without violating any laws. But, of course, a business does not always benefit individuals and society simply by meeting market demand. Meeting demand for refrigerators, automobiles, and hamburgers is beneficial. Meeting demand for cheap handguns, video game violence, and obscene lyrics creates a mixture of good and bad and is controversial. Meeting demand for heroin, contract murders, and machine guns subtracts from individual and societal well-being and is wrong (and illegal). Note that if someone has ethical values that uphold suicide as a personal decision in which society has no interest, then the behavior of the company is rationalized.

Several ethical principles lend themselves to condemnation of the company's actions.

- ❑ Aristotle's theory of responsibility is that a person or a company is responsible for permitting harm or evil unless ignorance or incapacity prevent action. Although the Japanese culture views suicide more charitably than American culture, the Japanese still try to prevent it. If suicide is an evil, then it is the obligation of the company to stop it, not facilitate it. The company cannot claim ignorance or incapacity. Therefore, it is culpable.

- ❑ The principle of proportionality invites reasoning that also leads to condemnation of the volcano tours. Suicide is a major evil involving the loss of life without proportionate, compensating social benefit. The harm to persons here outweighs the benefits for curious tourists and stockholders. There is no evidence that the company would fail if it declined suicide-related business. It is certain that evil effects will accompany the island business (in part because efforts to stop the suicides are only partly effective). And the company has influence over these evil effects because it provides transportation for the suicides.

- ❑ The practical imperative can also be applied. It admonishes that people be treated as ends in themselves, not as objects of manipulation for the selfish ends of others. The Tokyo Bay Steamship Company is using suicidal individuals to build its revenues. They could be carried as "goodwill" on its balance sheet. The practical imperative, however, teaches that the company should be working to help individuals, not to assist self-destruction.

Write a reflection paper on this topic. What do you think of the Tokyo Bay Steamship Company and their business expansion based on the Japanese Cultural belief on suicide? Would you invest in this company? Why or why not?

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?
7. What do you think is a fair wage to factory workers in a foreign country? Why?

A WORLD MELTING AWAY

Case 25pts

This case focuses on the fate of one species listed as threatened under the law—the polar bear. This large mammal is threatened now and likely to be endangered in the future because of Arctic warming. So the case invites discussion of global climate change. Some students are skeptics of climate change. The evidence of recent Arctic warming is presented in the case. The significance of this evidence can be discussed.

Can the polar bear be saved from extinction? Since habitat warming is the main cause of its peril, any significant protective action is also an action that drastically reduces greenhouse gas emissions. Such an action is improbable today. Read the case on pages 464 – 475 of your text.

Case Questions

- 1. Do you believe that polar bears are endangered as a species now or in the future? Why or why not?**
- 2. What is the value of the polar bear to the United States? To the World?**
- 3. Is it important that humanity act to save the polar bear? Why or why not?**
- 4. Can the bear be saved? What actions are required?**
- 5. Should more be done now? If so, what is feasible?**
- 6. Would the economic and noneconomic benefits of saving the bear exceed the costs?**
- 7. What considerations should be given to the Inuit Cultural tradition of subsistence hunting of the polar bear?**

Required Text

Additional readings and research required for completion of Case Studies in the course.

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

TABLE OF CONTENTS

PREFACE		4
CHAPTER 1	THE STUDY OF BUSINESS, GOVERNMENT, AND SOCIETY	27
CHAPTER 2	THE DYNAMIC ENVIRONMENT	33
CASE NOTE	THE AMERICAN FUR COMPANY	37
CHAPTER 3	BUSINESS POWER	44
CASE NOTE	JOHN D. ROCKEFELLER AND THE STANDARD OIL TRUST	47
CHAPTER 4	CRITICS OF BUSINESS	53
CASE NOTE	A CAMPAIGN AGAINST KFC CORPORATION	58
CHAPTER 5	CORPORATE SOCIAL RESPONSIBILITY	63
CASE NOTE	JACK WELCH AT GENERAL ELECTRIC	69
CHAPTER 6	IMPLEMENTING CORPORATE SOCIAL RESPONSIBILITY	74
CASE NOTE	MARC KASKY VERSUS NIKE	78
CHAPTER 7	BUSINESS ETHICS	83
CASE NOTE	THE TRIAL OF MARTHA STEWART	87
CHAPTER 8	MAKING ETHICAL DECISIONS IN BUSINESS	93
CASE NOTE	SHORT INCIDENTS FOR ETHICAL REASONING	97
CASE NOTE	TANGLED WEBS	104
CHAPTER 9	BUSINESS IN POLITICS	108
CASE NOTE	<i>CITIZENS UNITED V. FEDERAL ELECTION COMMISSION</i>	112
CHAPTER 10	REGULATING BUSINESS	117
CASE NOTE	GOOD AND EVIL ON THE RAILS	121
CHAPTER 11	MULTINATIONAL CORPORATIONS	124
CASE NOTE	UNION CARBIDE CORPORATION AND BHOPAL	127
CHAPTER 12	GLOBALIZATION, TRADE, AND CORRUPTION	135
CASE NOTE	DAVID AND GOLIATH AT THE WTO	140
CHAPTER 13	INDUSTRIAL POLLUTION AND ENVIRONMENTAL REGULATION	145
CASE NOTE	A WORLD MELTING AWAY	149
CHAPTER 14	MANAGING ENVIRONMENTAL QUALITY	155
CASE NOTE	HARVESTING RISK	160
CHAPTER 15	CONSUMERISM	163
CASE NOTE	ALCOHOL ADVERTISING	168

CHAPTER 16	THE CHANGING WORKPLACE	175
CASE NOTE	A TALE OF TWO RAIDS	180
CHAPTER 17	CIVIL RIGHTS, WOMEN, AND DIVERSITY IN THE WORKPLACE	185
CASE NOTE	<i>ADARAND V. PEÑA</i>	192
CHAPTER 18	CORPORATE GOVERNANCE	198
CASE NOTE	HIGH NOON AT HEWLETT-PACKARD	204

Chapter 1 – The Study of Business, Government and Society

This chapter introduces the BGS (Business-Government-Society) model. The chapter explains how economies today are so intertwined that the BGS relationship must be discussed from a global perspective.

Global Concepts

- The ExxonMobil Corporation, the largest publically traded petroleum and petrochemical enterprise in the world.
 - ExxonMobil does business on a global scale.
 - This impacts the governments and the societies of most of the countries in the world.
 - The ExxonMobil attempt to purchase the Yukos Oil Company of Russia.
 - ExxonMobil's stance on global warming.
- Russian societal problems brought on by switching to a market economy with no safety nets for the citizens.

Chapter 2 – The Dynamic Environment

Global Concepts

- Royal Dutch Shell PLC and its impact on global energy.
- Industrial Revolution – Historically and Now.
- Industrial growth and how it remakes societies with its ubiquitous inequalities as well as technological advances that further these inequalities.
- Trans-national corporations as central forces of current economic globalization.
- The concept of Nation-States fostering international competition.
- Global Economy.
- Global Factories – duplicates at a global level the efficiencies of specialization and outsourcing that is used on a national level.
- The divide between the culture of Western economic development and other national cultures.
- The global socioeconomic rise of democracies in countries given to post materialist values.

Chapter 3 - Business Power

Global Concepts

- Economic globalization is causing the rise of multinational firms.
- Globalization causing a rise in a transnational power elite.
- Global society represented by social interest groups.

Chapter 4 – Critics of Business

Global Concepts

- Cultural attitudes toward business.
- NGO's – Non Governmental Organizations.
- International liberalism and Neoliberalism.
- The agenda of the global justice movement.
- Global Activism.

Chapter 5 – Corporate Social Responsibility

Global Concepts

- Merck & Co., Inc. – River Blindness.
 - An international epidemic.
 - Provided drug for free.
- Unilever studies the overall impact of its Indonesia branch.
- Corporate social responsibility on a global context.
- The problem of cross-border corporate power.
- The rise of new global values.
- Global corporate responsibility.
- Government actions.
- Civil society vigilance by NGO's
- Assessing the evolving global CSR system.

Chapter 6 – Implementing Corporate Social Responsibility

Global Concepts

- The Bill and Melinda Gates foundation – global view.
- New forms of philanthropy around the world.
- Is Cause-Related Marketing an Ethically Compromised Form of Philanthropy {Safe drinking water for Africa}.
- Nike Case – the sweatshop labor issue.

Chapter 7 – Business Ethics

Global Concepts

- The rise of ethics around the globe.
- Ethical variations in cultures.
- Corruption and how cultural impacts "Rule of Law" for a country.

Chapter 8 – Making Ethical Decisions in Business

Global Concepts

- The Tokyo Bay Steamship Company.

Chapter 9 – Business in Politics

Global Concepts

- Business must adapt to the political environment and the culture of a country will impact the political environment.

Chapter 10 – Regulating Business

Global Concepts

- Issues of outsourcing and foreign direct investment as related to the culture of regulation in the countries of the world.
- Pressure to go into other countries often stems from crushing regulation in home countries.

Chapter 11 – Multinational Corporations

“In this chapter we discuss the nature of multinational corporations, their strategies for internationalization, the impacts of their foreign investment, and their efforts to show responsibility...”

Global Concepts

- The Coca-Cola Company
 - India – An environmental dispute.
 - Columbia – Coca-Cola is alleged to be complicit in the murder of a union organizer.
 - Global environmental initiatives.
- The multinational corporation.
- How transnational is a corporation?
- Breaking the bonds of country: Weatherford International.
- Foreign direct investment.
- Investment in developing economies.
- International codes of conduct.
- The OECD (Organization for Economic Co-operation and Development) guidelines for multinational enterprises.
 - The story of Vedanta Resources.
- The United Nations global compact.
 - The Drummond Company on trial.
- The Union Carbide Corporation and Bhopal.
 - India Court System.
 - Culture – value of life in India.

Chapter 12 – Globalization, Trade, and Corruption

Global Concepts

The whole chapter deals with the topics outlined in the chapter title.

- The Impact of Globalization on Nation-State Sovereignty
- The Impact of American Entertainment Products on Foreign Cultures.

Chapter 13 – Industrial Pollution and Environmental Regulation

Global Concepts

- Greenhouse gases – global warming.
- Arctic warming.
- Environmental forces are global in nature.

Chapter 14 – Managing Environmental Quality

Global Concepts

- Examination of Environmental Protection Agency.
- Lack of strong environmental controls in lessor developed countries.
- Culture/Wealth impact importance placed on environment.

Chapter 15 – Consumerism

Global Concepts

- The global rise of consumerism.
- Consumerism framed through culture.

Chapter 16 – The Changing Workplace

Global Concepts

- Ford Motor and global competition.
- Work and worker protection in Japan and Europe.
- Labor regulation in perspective.

Chapter 17 – Civil Rights in the Workplace

Global Concepts

- Cultural impact on laws related to civil rights.
- Corruption in hiring and discrimination in other countries.

Chapter 18 – Corporate Governance

Global Concepts

- CEO Salaries compared globally as percentage of average worker.