

1.) DATE: 11/2/2020	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: 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: HEIDI HUTCHINS PHONE: 4802069383 EMAIL: hutchins@gatewaycc.edu	
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.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <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	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective Current General Studies designation(s): Social Behavioral Sciences [SB] & Global Awareness [G] Requested Effective date: 2021 Spring Course Equivalency Guide Is this a multi-section course? Yes Is it governed by a common syllabus? Yes	
Chair/Director: Scott Stroher & Kendra Swensen, BUS IC Co-Chairs Chair/Director Signature:	

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2021 Spring**

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>Chapters 4, 5, 6, 10, 11 and 12 include material that helps students to understand the world outside the U.S.</p> <p>Chapter 4 includes a discussion of global activism and a case study on KFC vs. PETA.</p> <p>Chapter 5 reviews the Global impact of Merck and analysis of global companies incorporating social responsibility.</p> <p>Chapter 6 examines Global Philanthropy – Global Trends (Gates Foundation) covers global trends. The updated Nike Case Study reviews the history and evolution of this global company's labor practices.</p> <p>A World Melting Away - Global case study on the fate of Polar Bears Polar Bears Extinction is a world issue &</p>

			<p>requires negotiation with Native People Groups.</p> <p>Chapter 10 discusses offshoring and reviews company decisions to do business globally to avoid U.S. regulations.</p> <p>Chapter 11 focuses on Multinational Corporations.</p> <p>Chapter 12 examines Globalization, Trade, and Corruption</p> <p>In conjunction with Chapter 13, A World Melting Away - Global case study examines the fate of Polar Bears. Polar Bears Extinction is a world issue & requires negotiation with Native People Groups.</p>
	<p>2. The course must match at least one of the following descriptions: (check all which may apply):</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>Chapter 11 covers labor force and culture-specific elements in India.</p> <p>Course includes DVD: "One Night in Bhopal" which focuses on India and the labor force serving English speaking countries. DVD "Calcuta Calling" has similar themes.</p> <p>A World Melting Away - Global case study on the fate of Polar Bears Polar Bears Extinction is a world issue & requires negotiation with Native People Groups.</p>
<input type="checkbox"/>	<input checked="" 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 checked="" 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>Chapter 12: World Trade Organization Case examines Politics/regulations outside the US.</p> <p>Group assignment on Lesser Developed Countries & Multinational Corporations that assesses costs and benefits.</p> <p>Harvesting Risk Case Study examines regulation and ethical issues of corporations exporting banned chemicals to Lessor Developed Countries (LDCs)</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)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>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.</p>
<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>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.</p>	<p>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. Additional global issues include an examination of offshoring from a business, governmental and societal perspective (Chapter Case study of the "World Trade Organization" (Chapter 12)</p>
<p>2.a In-depth area studies that are concerned with an examination of culture-specific elements of a region, country, or cultural 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>In depth look into the country of India and how the culture impacts child labor, business, education and personal debt</p> <p>Polar Bears Extinction is a world issue & requires negotiation with Native People Groups.</p>	<p>Assignment and quiz on India analysis of their culture and the global impacts. (Chapter 6).</p> <p>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)</p> <p>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)</p>

<p>2.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>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 cultural perspective.</p>	<p>In the 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 India has a world presence in labor and a growing middle class. Review of call centers and the growing professional labor force in India.</p> <p>Globalization, Trade, and Corruption (Chapter 12) includes a case on the World Trade Organization and a group assignment.</p> <p>Through the "Harvesting Risk Case" (Chapter 14) 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.</p>
	<p>Sample Case Studies Updated for 2020 (attached)</p>	<p>Bhopal Tragedy Nike Case Study American Fur Company A World Melting Away - Polar Bears</p>



Society and Business

Course: **SBU200**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load

First Term: **2016 Summer**

Course Type: **Occupational**

Final Term: **Current**

Load Formula: **S - Standard Load**

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-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)
 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)
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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

MCCCD Governing Board Approval Date: **February 23, 2016**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



GO FAR, CLOSE TO HOME.

Society and Business

SBU200 – Section 21915, 3 Credits | Face-to-Face Format

Spring 2020, 9 – 9:50 AM

Monday/Wednesday B317

Final exam: 5/4/20 from 9-10:50

Instructor Information

Instructor Name: Sherlyn Celaya

Instructor Contact Information:

Email: Sherlyn.Celaya@phoenixcollege.edu

Cell Phone: 602-614-6699 / Office Phone: 602-285-7373

Office Location and Hours:

Office hours: Monday & Wednesday 8-9, Tuesday & Thursday 12-1, Friday 9:45-10:45

Communication Policy:

You may contact me via email or phone and I will respond within 24 hours during the week and 48 hours on the weekend. This will be the longest that you could receive a response, however, I usually respond within a few hours. Students are welcome to call or text me if you need a quicker response.

FINAL EXAM: 5/4/20 from 9-10:50. You MUST be in attendance for the final exam and only in emergencies can it be taken early. You cannot take the exam after our scheduled time.

Cell Phone Policy:

Cell phones are to be put on silent or vibrate mode. Put your cell phones away and out of sight during class. If you need to take a call because of a family or work-related issue, please do so by stepping outside so not to distract the lesson or students around you.



Engagement



Excellence



Innovation



Integrity



Respect



Stewardship



PHOENIX
COLLEGE

Course Information

MCCCD Course 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.

Course Attributes:

General Education Designation: Global Awareness – [G]

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

MCCCD Course Competencies

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

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.
3. Explain how corporate social responsibility encompasses economic, legal, ethical, and voluntary components.
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)
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13. Describe governmental roles in environmental issue that affect national and 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)



Open Computer Lab Information (Room B301)

The open computer lab is available to all students registered in a Business Department class (such as this one), and the hours of operation are Monday-Thursday from 9 AM-10 PM and Friday-Saturday from 9 AM-3 PM. You MUST have your Phoenix College ID card.

Advisement

The Business Department recommends that all business students 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.

Textbooks & Materials

Required Textbooks

Business, Government, and Society by Steiner/Steiner 13th Edition ISBN: 978-0-07-811267-6. Available in hard copy from the bookstore but can be purchased or rented from other retailers.

Required Materials

1. Pen/paper to take notes.
2. All students must have access to a computer or device with an Internet connection and web browser.
3. MS Word or other word processor software to complete assignments.

Grading Standards & Practices

Grading Standards

Grading will be on the 90, 80, 70, 60-% scale to determine the final grade.

Additional Grading Expectations

Tell me about you	25
Chapter assignments	230
Case studies	100
Tests (3) & final exam	<u>280</u>
Total	635

Late Work:

All assignments are considered due on or before the due date. Late assignments will not be accepted. If a student has a severe hardship, consideration may be given at the discretion of the course instructor.



Assignment Submission & Format:

Assignments are accessed and submitted via Canvas or in class and will be based on the readings from the text as well as class discussions. Hand written assignments will not be accepted unless previously specified.

Course Content

Assignments: The goal of the written assignments is for the student to critically think about theories, issues, and ideas related to the subject area. Many of the assignments have a global element to them which helps us learn about the world around us. These assignments will validate that you are researching and learning about the content in this course.

Classroom Discussion: Is highly encouraged as we all have different experiences, cultures, and values. Sharing the knowledge you have with the class will benefit us all. Discussions lead to many interesting real-life topics that we may face.

Exams will be text and class oriented. Questions may refer to the book whether discussed in class or not. Questions may include, multiple-choice, true/false, fill-ins, matching, open ended and short answer. You will enjoy them!

College Policies

Student Responsibilities

Syllabus Information: Students are responsible for understanding and adhering to the material presented in this syllabus.

College Policies: Students are responsible for understanding and adhering to the policies in the [Student Catalog and Handbook](http://www.phoenixcollege.edu/academics/course-catalog) (<http://www.phoenixcollege.edu/academics/course-catalog>).

Special Accommodation Services

It is college policy to provide reasonable accommodations to students with disabilities. Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Resources & Services (DRS) office, Hannelly Center (HC) Building, 602-285-7477.

[Disability Resources & Services](http://www.phoenixcollege.edu/student-resources/disability) (<http://www.phoenixcollege.edu/student-resources/disability>)

Notice of Changes to Syllabus

Students will be notified by the instructor of any changes in course requirements or policies.



Course Policies

Attendance Requirements - [Administrative Regulation 2.3.2](#)

An attendance sheet will be circulated at the beginning of class and that is how attendance will be tracked. Regular attendance in this class is important. It is essential that you be in class to receive instruction regarding the lesson as well as directions for assignments. Call or email immediately if you have an emergency and will not be in attendance. Tardiness is discouraged as class will start and end on time. Please silence your cell phone. No shows will be dropped.

Seat Time

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time and six hours on homework weekly. **Accelerated courses will not have as much "seat time" in class and will require additional time per week.**

Withdrawals - [Administrative Regulation 2.3.6](#) and [Appendix S-7](#)

There are two kinds of withdrawal, student initiated withdrawal and instructor initiated withdrawal. You can find the specific withdrawal dates in my.maricopa.edu > Student Center > My Class Schedule > (Course Prefix/Number) > Calendar button under Deadlines. After the last day for student initiated withdrawal, students may ask instructors to withdraw them.

It is your responsibility to initiate the necessary paperwork to be withdrawn from a class. You must complete an official withdrawal form to avoid a failure grade appearing on your Transcript. A "W" is not automatic. Without the paperwork, you will earn an "F" if you do not complete the class.

Students seeking to withdraw from this course should first meet with a Financial Aid advisor in the Hannelly Center to discuss the impact on current and future financial aid awards. Students who do not complete 67% of their attempted courses, or fall below a 2.0 cgpa, may be ineligible for future financial aid. Additionally, students who choose to withdraw from this course may have to return financial aid funds to the college. Please, meet with a Financial Aid advisor and provide documentation of your meeting before requesting to be withdrawn.

As per MCCC regulations (2.3.2) "Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn." See the attendance policy for details.

Additionally, students may be dropped from a course for non-payment of fees. If you are dropped for nonpayment, paying your fees will NOT automatically reinstate you in your classes. Reinstatement requires permission from your instructor and the Department Chair and is not guaranteed.



Student Conduct - [Administrative Regulation 2.5.2](#)

The purpose of the Student Conduct Code is to help ensure a healthy, comfortable and educationally productive environment for students, employees and visitors. The College has both the authority and responsibility to maintain a campus community where the educational programs can flourish for all students and where individual rights, personal and collective safety, and College operations are appropriately protected. It is a choice to attend Phoenix College and by doing so, students assume the obligations (including standards for behavior) imposed by the College. A disruptive student is any student that interrupts the learning atmosphere. Disruptive behavior on the Phoenix College campus or in Canvas will not be tolerated and will be dealt with in accordance with college policy and administrative regulations (AR 2.5.2). Disruptive behavior includes harassment of other students or instructor and inappropriate or unsafe activities with respect to other students, instructors, equipment or supplies. Prohibited conduct also includes inappropriate usage of electronic and mobile devices.

-- Students in violation of the Conduct Code may be asked to leave the classroom. If the student refuses to leave, the instructor may notify campus security.

-- Students in violation of the Conduct Code may be required to meet with the appropriate Dean, before being allowed to return to the class.

Academic Misconduct - [Administrative Regulation 2.3.11](#)

Academic misconduct includes, but is not limited to, cheating and plagiarism. See the Phoenix College Student Handbook for additional details. It is expected that every student will produce his/her original, independent work. Any student cheating on or plagiarizing any assignment will receive an "F" on that assignment and may be reported for disciplinary action. Any assignment assigned a failing grade as a result of academic integrity violation MAY NOT be made up at any time. A second offense will result in failure of the course. All incidents may be reported to the appropriate administrator. For your protection, please avoid even the appearance of academic dishonesty. Other penalties for academic dishonesty might include:

- Lowering of assignment or course grade
- Failure or no credit for plagiarized assignment with no possibility for make up
- Course failure (i.e. an F in the course and written notification or an in-person meeting with the Dean of Arts and Sciences)
- Written notice to student that s/he has violated the academic code
- Additional academic assignments as determined by the instructor
- Academic probation
- College suspension
- Permanent college expulsion from any MCCC college



Etiquette - [Administrative Regulation 2.5.2](#)

Etiquette refers to the generally accepted rules of behavior for communicating in both the face-to-face and the online environment (known as netiquette).

1. Be professional and careful with what you say or post in class. Express your thoughts clearly and concisely.
2. Be careful when using sarcasm and humor. Communications, especially online, are very impersonal and others may take your words as criticism.
3. Be courteous and respectful of other people. If you use abusive or offensive language, you may potentially removed from your course according to AR 2.5.2 of the Student Handbook.
4. Use common sense - is this message something that you want to be said or sent to you?

Safe Classroom Environment Statement Disagreement within the classroom does not equal disrespect, you are encouraged to have different points of view, different opinions and values, however, it is required that students monitor their language within discussions. Racist, sexist, or homophobic language will not be tolerated. Consult the student handbook for college policies regarding these types of behavior.

Instructional Grievance Process - [Administrative Regulation 2.3.5](#) and [Appendix S-6](#)

Your instructor attempts to provide excellent instruction in a manner that is fair to all students. If, however, you feel that you have not been dealt with fairly and/or instruction has been inadequate, procedures exist for handling such complaints. The complete process and timeline is described in Administrative Regulation 2.3.5. and Appendix S-6 and is summarized below. It is your responsibility to understand and comply with established timelines.

1. Speak with your instructor first. Perhaps he/she is unaware that a problem exists. He/she may be able to resolve the problem.
2. If the problem is not or cannot be resolved, speak with the Department Chair.
3. If the problem is still not resolved, a written complaint should be sent to the Department Chair and the Dean of Arts and Sciences and a meeting with the Dean will be arranged.

Phoenix College Resources & Information

CARE Early Alert Program Statement

The CARE (Early Alert) program provides an opportunity to increase student success through coordination and communication among instructors, students who are having difficulty in class, and college support services. Since the CARE program provides essential notices by email, please check your email account frequently. If you receive a notice from the CARE program, please follow the instructions in the notice as quickly as possible.



Student and Academic Services

Phoenix College wants you to be successful in meeting your educational goals. The campus provides a variety of services from reduced cost bus passes to counseling services, food assistance, tutoring and more. This resource referral guide can help you find out about the services at the college. Food Pantry As a Phoenix College family, we ensure students who face hunger are successful in class and life. Faculty, staff, and students actively work to defeat hunger at PC. 64 percent of Phoenix College students cannot afford to eat balanced meals and nearly 50 percent skip meals because they do not have enough money for food. There is a sack lunch program where you can grab a cup of noodles if you are in need and there is a food pantry available for food to take home and cook if you are unsure where your next meal will come from. It is located in the Student Union where you can get information from the front desk. We also offer Free Produce Days at least once a month on the north side of the Student Union available to everyone. Scholarship Opportunities PC students have access to hundreds of scholarships that are available to assist both academically deserving students and those who demonstrate financial need. Visit phoenixcollege.edu/scholarships to learn more.

General Education Assessment Statement

The faculty and staff at Phoenix College believe your college education should not only include learning content, but also the development of important lifelong skills. We call these general education outcomes. The five (5) general education outcomes we have identified that should be developed throughout your college career are:

1. Writing - develop effective writing skills to communicate.
2. Numeracy - learn to use numerical concepts and data effectively.
3. Critical Thinking - learn to apply critical thinking skills to solve problems, make informed decisions, and interpret events.
4. Oral Presentation - plan and deliver an oral presentation to a target audience.
5. Information Literacy - learn to locate, evaluate, and use information effectively, ethically, and legally.

Learning College Statement

The Learning College concept engages students as full partners in the learning process. Students are responsible for their learning and are guided by faculty and staff through four learning college principles:

- Evaluation
- Communication
- Collaboration
- Responsibility



FINANCIAL AID STATEMENT

Financial aid is designed to help remove the cost barriers that may prevent you from pursuing your education. Whether or not you receive financial aid will depend on your financial need and other requirements. We encourage all students (full-time and part-time) to apply for financial aid every academic year. [If you are awarded aid in the form of a student loan, PC urges wise money management in order](#) to help you reduce future repayment amount, reduce interest that will accrue on your loans, and make funding available for your entire educational career.

[Making any changes to your course enrollment](#) may impact your ability to continue to receive aid and your ability to meet future loan repayment obligations. Therefore, it is important that you talk to a PC Financial Aid staff member about these issues. To learn more, visit <https://www.phoenixcollege.edu/pay-college/financial-aid>.

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student is in need of academic adjustments/accommodations, the qualified student is required to work with the Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS by using the information listed [here](#). The DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent with federal and state law.

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Resources & Services (DRS) office, Hannelly Center (HC) Building, 602-285-7477.

Disability Resources & Services (<http://www.phoenixcollege.edu/student-resources/disability>)



Title IX Syllabus Statement:

Addressing Incidents of Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking

In accordance with Title IX of the Education Amendments of 1972, MCCCDC prohibits unlawful sex discrimination against any participant in its education programs or activities. The District also prohibits sexual harassment—including sexual violence—committed by or against students, District employees, and visitors to campus. As outlined in District policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by District policy.

District policy requires all college and District employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator. MCCCDC will provide on its [Title IX Coordinators web page](#), a link to all the [Title IX Coordinators](#) in the district. Reports may also be reported at: <https://district.maricopa.edu/consumer-information/reporting>.

SBU200- Daily Course Schedule Monday/Wednesday

1/13 - Introduction to course

1/15 – Chapter 1: Exxon Mobile Case – environmental social responsibility

1/20 – NO SCHOOL

1/22 – Chapter 2: American Fur Company Case – Historical Global Trading Strategies/Ethics

1/27 – Chapter 3: Rockefeller and Standard Oil Case

1/29 – Chapter 4: Critics of business. Discussion of global activism

2/3 – KFC vs. PETA Case Study.

Special Interest Groups/Ethics Debate assignment (Includes importation of chickens)

2/5 – Chapter 5: Jack Welch at General Electric Case Study

Group assignment applying GE to Principles of Social Responsibility

2/10 – Global impact of Merck.

Analysis of global companies incorporating social responsibility

Chapter 2 &
American Fur
Case Covers:
Criteria One

Chapter 4 and KFC
vs PETA Covers:
Criteria One

Chapter 5,
global CSR &
Merck Covers:
Criteria One



Engagement



Excellence



Innovation



Integrity



Respect



Stewardship



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2/12 – Test #1 (Chapters 1-5)

2/17 – NO SCHOOL

2/19 – Chapter 6: Global Philanthropy – Global Trends (Gates Foundation)
Marc Kasky vs. Nike Case Study

Chapter 6,
Philanthropy, Nike
Covers: Criteria One

2/24 – Global philanthropists' presentations

2/26 – Chapter 7: Global ethics & variations in cultures
Trial of Martha Stewart Case Study

World's 2nd largest work force and how
it impacts the rest of the world and
people within India. Covers: Criteria 2A

3/2 – Chapter 8: Making ethical decisions in business

3/4 – Chapter 9: Business in politics. Discussion on global corruption and impact of lobbyists

3/9 – NO SCHOOL

3/11 – NO SCHOOL

3/16 – Test #2 (Chapters 6-9)

Chapter 10 – To avoid regulations,
companies will see to do business
globally. Covers: Criteria One

3/18 – Chapter 10: "Modern Meat" DVD. Importing beef into the US and issues surrounding costs of regulations vs our health. Discussion of pro/cons of offshoring.

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. Watch "Calcutta Calling" DVD

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

3/25 - Chapter 11:



Engagement



Excellence



Innovation



Integrity



Respect



Stewardship



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3/30 – Chapter 12: World Trade Organization Case. Politics/regulations outside the US.
Group assignment on Lesser Developed Countries & Multinational Corporations that assess the costs & benefits

4/1 – Chapter 12: Globalization of McDonald's Corporation
Discussion on the pros/cons of free trade agreements

WTO Case & the global impact on trade and Lessor Developed Countries (LDC). Covers: Criteria One

4/6 – Chapter 13: A World Melting Away Case Study
Polar Bear extinction and how it is a global issue

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

4/8 - Test #3 (Chapters 10-13)

4/13 – Chapter 14: Harvesting Risk Case Study
Discussion of the impact to the global environment

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

4/15 – Chapter 15: Alcohol Advertising Case Study.
Global awareness of rules/regulations other countries impose

4/20 – Chapter 16: The Changing Workplace

4/22 – Chapter 17: Civil Rights and Diversity in the Workplace

4/27 – Chapter 18: Discussion on trends and pay among the world's highest paid CEO's



Engagement



Excellence



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American Fur Company – 25 Points

Please read the case in your text pages 47-54. 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 only deserves to be a historical footnote. Rather, it is a company that arguably did as much or more to shape American history than any other.

After reviewing the Historical Forces and Key Environments in chapter 2, respond to the following questions.

- 1) Do you think Astor was ethical? Why or why not? (Think about the how ethics were viewed in the 1800's vs today).
- 2) How would you evaluate Astor in terms of his motive and his managerial abilities? What lesson does his career teach about the relationship between virtue and success?
- 3) Astor manipulated Congress to pass laws that greatly impacted global competitors. What was the impact to these Canadian and British companies when they could no longer trade furs in U.S. territories?
- 4) How did the environment of the American Fur Company change in the 1830s from a global perspective? What deep historical forces are implicated in these changes?
- 5) What were the impacts of the fur trade on society in major dimensions of the business environment? Business environment is dealing with economic, cultural, technological, natural, governmental, legal, and internal factors.
- 6) Who were the most important stakeholders of the nineteenth-century fur industry? Were they treated well by the standards of the day? Were they treated well by the today's standards?
- 7) What are the positives & negatives regarding the legacy of the American Fur Company?
- 8) Does the story of the American Fur Company hint at how and why capitalism has changed over the years?
- 9) Did you know who Astor was before this case study? Did anything surprise you about him or this story?

Nike Case Study – 25 Points

Please read the case in your text pages 183-193. 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 it 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) Research the most influential Nike sponsored athletes and you will see they are from all over the world. List a few of the athletes and how much Nike pays them.
- 3) The book lists how much workers get paid in Indonesia per day. Research and find out if Nike has increased their employees pay over the last few years.
- 4) What do you think is a fair wage to factory workers in a foreign country? Why?
- 5) Could Nike have better carried out its social programs to avoid or ease conflicts with advocacy groups? If so, what should they have done?
- 6) Did the California Supreme Court make the correct decision? Why or why not?
- 7) How should the line between commercial and noncommercial speech be drawn?
- 8) Should Nike have settled the case with Marc Kasky or should it have continued to fight?

Union Carbide Corporation and Bhopal – 20 Points

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. Keep in mind that people in the town could have protected themselves from the gas by hanging up wet sheets in the doorways and windows. Unfortunately, Union Carbide didn't educate the town on what to do in the case of a potential gas leak.

- Read the case study in your book on pages 384-394.
- Watch the video of the Bhopal disaster that happened in 1984.
- Answer the below questions.

- 1) Did the people of Bhopal know what “pesticide” translated to?
- 2) List the four safeguards that were set up to make sure this could have been prevented.
- 3) Who is responsible for the Bhopal accident? How should blame be apportioned among parties involved, including Union Carbide Corporation, UCIL, plant workers, and the government in India?
- 4) What principles of corporate social responsibility and business ethics are applicable to the actions of the parties in question?
- 5) How well did the legal system work? Do you agree with the decision to try the lawsuits in India?
- 6) Were victims fairly compensated? Was Union Carbide sufficiently punished?
- 7) Did Union Carbide handle the crisis well? How would you grade its performance in facing uniquely difficult circumstances?
- 8) This tragedy happened in 1984, but I want you to research and list the problems that still exist today.
- 9) Does Dow Chemical Company have any remaining legal liability, social responsibility, or ethical duty to address unresolved health and environmental claims of Bhopal victims?
- 10) What lessons can other corporations and countries learn from this story?

A World Melting Away – 25 Points

This global case study focuses on the fate of polar bears. This species has a conservation status of vulnerable, meaning the population is decreasing. This large mammal is threatened on some level now and likely to be endangered in the future because of Arctic warming. This can sometimes be a controversial topic, but we will have a healthy discussion about global climate change.

- Read the case on pages 464-475 of your text and answer the below questions.

Case Questions

- 1) Arctic warming is a global issue. Is there anything we could do or have done to work with other countries to reduce greenhouse gases?
- 2) Find an article within the last year about Arctic warming. What were the major findings and does the article further support what we have learned in this case study?
- 3) Do you believe that polar bears will be an endangered species in the future? Why or why not?
- 4) What is the value of the polar bear to the United States? To the World?
- 5) Is it important that we, as humanity, step in and act to save the polar bear? Why or why not?
- 6) What else could be done in order to help save the polar bears?
- 7) Would the economic and non-economic benefits of saving polar bears exceed the costs?
- 8) 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

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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.

American Fur Company *Note: Updated for 2020 (see attachments)*

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. *Note: Updated for 2020 (see attachments)*

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.

Note: Bhopal Tragedy Assignment: Updated for 2020 (see attachments)

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.

A World Melting Away - Polar Bears *Note: Updated for 2020 (see attachments)*

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.