

MGT 4345
Social Responsibility of Management
Credit: 3 hr
Location: SHB 335
Department of Management & Marketing
Fall 2017

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Course Objectives

- 1) Understand the definition of corporate social responsibility and the arguments for and against corporate social responsibility
- 2) Understand the role of government in regulating business and the resources available to business to influence government
- 3) Understand the impact of globalization on society and the arguments of protesters and supporters of globalization
- 4) Understand the structure of corporate governance and explain the criticisms and supporting arguments for CEO compensation
- 5) Understand basic principles of ethical conduct and factors that influence managerial ethics

Textbook: 1) *Business, Government and Society, 13th ed.* by Steiner & Steiner – in bookstore. Readings as listed on page 5-6 and in tentative schedule.

Course Description: This course will study the relationship between business, government, and society, and discuss whether business has an obligation to help society. There will be a strong focus on history in examining the ethical, environmental, and cultural implications of business activity on the societies in which they operate. The main objective is to learn the different societal attitudes held about business activity and how those attitudes impact business operations.

Class format: The class will consist of lectures and class discussion. Several cases and readings will be assigned during the semester to illustrate corporate social responsibility. Students are expected to read the assigned material before class so that meaningful discussions in class can take place.

Grades:

Exams (2)	100 points	A = 351 points or higher
Quizzes (10)	100 points	B = 312-350 points
Term paper	100 points	C = 273-311 points
Homework	50 points	D = 234-272 points
Participation	25 points	
Attendance	15 points	

Exams: There will be two exams worth 50 points each. There are no makeup exams. Exams are closed book.

Quizzes: Several quizzes will be given during the semester at the beginning of class and will cover reading material assigned such as articles and case studies. Each quiz is worth 10 points, and there are no makeups. Students who are late to class and miss the quiz will receive a zero for the quiz grade.

Term Paper Assignment: The term paper is worth 100 points. Please choose a topic from below. No more than three people may choose the same topic. Students should write a term paper with no less than 5 pages and no more than 7 pages using 12-point Times New Roman font, double-spaced, with 1” margins. Papers are due as assigned in the syllabus. Term papers will be graded as follows:

Format: 10 points

- All format instructions listed above **MUST** be followed.

Writing style: 30 points

- Spelling, grammar, and other structural writing problems **MUST** be fixed before turning in for a grade. Each writing error will result in a 2 point loss (2 errors = 4 point deduction, 3 errors = 6 point deduction, etc.). ***Papers with more than 10 writing errors will receive an automatic zero for the entire paper.***
- Appropriate citations are used (use at least 5 citations in addition to the textbook)
- Students are encouraged to let others proofread their papers, to use online resources such as those in Blackboard or Grammarly, to use the rubric on the last page of this syllabus, and to use the writing center. Please don't blame the writing center, the software, or anything/anyone else if your paper has errors. Use multiple sources if needed to correct your own writing. It is *your* paper and *your* sole responsibility to correct the writing.

Content: 60 points

- Content is adequate for the chosen topic – 10 points
- Student demonstrates an understanding of the topic – 10 points
- Student demonstrates critical thinking/analysis of the topic – 10 points
- Appropriate textbook material (with proper citations) to support statements is included – 30 points

Term paper topics to choose from:

- A. Ten Events of the Last Decade that Most Changed the Business Environment
- B. How Economic Growth between 1860 and 1929 Changed American Society
- C. Economic Concentration in American Industry: Is It Too Great for the Public Interest?
- D. The Use of Social Responsibility Shareholder Proposals to Challenge Corporate Power
- E. The Rise and Importance of Nongovernmental Organizations
- F. Are Socially Responsible Corporations More Profitable?
- G. Use of Fines to Punish Corporations for Wrongful Behavior
- H. Immanuel Kant or Niccolò Machiavelli: Whose Ethics are More Appropriate for Modern Business?
- I. Influence Tactics of Business Lobbies in Washington
- J. The Federal Election Commission: Its History, Powers, and Importance

- K. Command-and-Control Regulation versus Market Incentive Regulation
- L. The Historical Growth of Government Regulation of Business
- M. United States-Based Multinational Corporations in Foreign Countries: Are They Socially Responsible?
- N. The United Nations Global Compact
- O. The North American Free Trade Agreement: How Has It Worked?
- P. The Impact of American Entertainment Products on Foreign Cultures
- Q. Trends in Top Executive Compensation
- R. Separating the Chairman of the Board and CEO Positions: Pro and Con

Homework assignments: Students are to type the answers to the questions below for each chapter and turn in on the due date in the tentative schedule. Each homework is worth 5 points. The purpose of the homework is to help students better learn material for the exams and to encourage critical thinking. Students should check their papers for writing errors before turning in. Excessive writing errors will result in a grade of zero. All homework is short answer questions – no essays are required, but organization must be clear as to what question is being answered.

Chap 3

1. Discuss what is meant by the concept of business power and give two examples of how this power is exercised in a society.
2. Explain the elite dominance theory of business power and discuss its roots in the BGS relationship between business and society.
3. Explain what is meant by a pluralistic society in terms of power.

Chap 4

1. Explain how the market price for a consumer good is determined.
2. Explain what is meant by the populist movement in U.S. history.
3. Explain what the progressive movement entailed in U.S. history and when it occurred.

Chap 5

1. Discuss what is meant by the theory of social Darwinism in terms of how it relates to the concept of corporate social responsibility.
2. Explain the theory called "Friedmanism" and how it relates to corporate social responsibility.
3. Compare the concept of "hard law" with the concept of "soft law" and give a business example of each of these types of laws.

Chap 6

1. Explain what is meant by corporate social responsibility.
2. What is a business strategy? Discuss the implementation of a CSR strategy.
3. Explain what is meant by the concept of "strategic philanthropy" and give a business example of this concept.

Chap 7

1. Explain what is meant by the theory of amorality and moral unity.

2. Explain what is meant by the theory of ethical universalism in terms of ethical principles in different cultures.
3. Explain the difference between a civil court awarding compensatory damages and punitive damages to a plaintiff.

Chap 8

1. Discuss the four cardinal virtues of Plato.
2. Define each of the ethical principles in chapter 8.

Chap 9

1. Explain what the supremacy clause of the U.S. Constitution stipulates in terms of federal and state laws and give a business example of the application of this clause.
2. Explain what the First Amendment to the U.S. Constitution protects and give a business example of the application of this amendment.
3. Explain what is meant by "soft money" in political contributions and explain its uses.

Chap 10

1. Explain what is meant by: a) natural monopoly, b) destructive competition and c) externalities.
2. Explain what is meant by the "commerce clause" of the U.S. Constitution and what this clause allows the U.S. government to do.
3. How did the supremacy of federal law help in solving some issues that state governments or local governments were unable to solve?

Chap 11

1. Explain the three ratios that are used to compute a TNI index for a multinational company.
2. Discuss the relevance of the Alien Tort Claims Act.
3. Briefly explain international codes of conduct with reference to Sullivan's Principles.

Chap 12

1. Discuss the major forces that have stimulated the growth of globalization in recent years.
2. Discuss three problems that have risen in the operation of the NAFTA treaty.
3. Explain the law of comparative advantage.

Chap 18

1. Describe the typical duties of boards of directors for U.S. corporations.
2. Explain what is meant by "corporate governance" and what it includes.

Participation: Since this is a senior-level class, students are expected to come prepared and contribute to class discussions. Each student is required to make a minimum of five (5) thought-provoking statements during the semester. Simple agreement with another point of view or stating the obvious does not qualify as a thought-provoking statement. Whether or not a statement is thought-provoking is entirely up to the instructor to decide. The instructor will moderate class discussions to allow every student to participate and will encourage discussion from every student since much of the learning in this class will occur from intellectual discussion of current, and sometimes controversial, topics. Students may check the number of thought-provoking statements credited to them at the end of each class period.

Attendance: Students who have 3 or fewer absences will receive 15 points for attendance. Being tardy or leaving early counts for at least ½ absence. Sleeping, texting, or working on outside projects during class counts as an absence. **There are no excused absences**, so please plan your doctor appointments, car maintenance, and other life issues accordingly. University policy allows the deduction of one full letter

grade for students missing more than 3 hours in a 45-hour semester. The policy in this class is more lenient, but it will be enforced.

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class.

Readings Required for Class

1. Wealth – <http://www.swarthmore.edu/SocSci/rbannis1/AIH19th/Carnegie.html>
2. Pinto Madness – <http://www.motherjones.com/politics/1977/09/pinto-madness?page=1>
3. The Rashomon effect article can be found on blackboard under course documents.
4. The Social Responsibility of Business is to Make a Profit – <http://www.colorado.edu/studentgroups/libertarians/issues/friedman-soc-resp-business.html>
5. Rethinking the Social Responsibility of Business – <http://reason.com/archives/2005/10/01/rethinking-the-social-responsi/>
6. Parable of the Sadhu by McCoy, 1983. To access article:
 - a) Go to Library (NGL) link on SHSU home page.
 - b) Click on articles & more.
 - c) Choose Business
 - d) Choose Business Source Complete database.
 - e) In search field, type the title of the article – parable of the sadhu
 - f) Click on Select a field and choose TI title.
 - g) In the next search field, type the name of the author – McCoy
 - h) Click on Select a field and choose AU author.
 - i) Select McCoy's article written in 1983.

7. Regulation at 40 by Van Doren and Firey. 2017. To access article, follow directions from #6 on Parable of the Sadhu, but change title and author in the appropriate fields.
8. World's First multinational by Robins, 2004. To access article:
 - a) Go to Library (NGL) link on SHSU home page.
 - b) Click on articles & more.
 - c) Academic Search Complete automatically pops up. Click on Go.
 - d) In search field, type the title of the article – world's first multinational
 - e) Click on Select a field and choose TI title.
 - f) In the next search field, type the name of the author – Robins
 - g) Click on Select a field and choose AU author.
 - h) Select Robin's article written in 2004.
9. On the Folly of Rewarding A While Hoping for B by Kerr, 1975. To access article, follow directions from #6 on parable of the sadhu, but change title and author in the appropriate fields. Choose the article written in 1975, not the one in 1995.

Tentative Schedule

Aug 23	Class introduction	Oct 18	<ul style="list-style-type: none"> Case – Martha Stewart Reading – <i>Parable of the Sadhu</i> by B. McCoy
28	Chap 1 – The Study of Business, Government, and Society	23	<ul style="list-style-type: none"> Chap 8 – Making Ethical Decisions Term paper topic G due
30	Chap 2 – The Dynamic Environment	25	<ul style="list-style-type: none"> Case – Tangled Webs Chap 8 homework due
Sep 4	☺ Labor day Holiday ☺	30	<ul style="list-style-type: none"> Chap 9 – Business in Politics Term paper topic H due
6	<ul style="list-style-type: none"> Chap 3 – Business Power DVD – The Corporation 	Nov 1	<ul style="list-style-type: none"> Case – Citizens United Term paper topics I & J due Chap 9 homework due
11	<ul style="list-style-type: none"> Case – John Rockefeller Reading – <i>Wealth</i> by A. Carnegie Chap 3 homework due 	6	<ul style="list-style-type: none"> Chap 10 – Regulating Business
13	<ul style="list-style-type: none"> Chap 4 – Critics of Business Term paper topics A & B due 	8	<ul style="list-style-type: none"> Case – Good and Evil on the Rails Reading – <i>Regulation at 40</i> by Van Doren and Firey Term paper topics K & L due Chap 10 homework due
18	<ul style="list-style-type: none"> Case – KFC Reading – <i>Pinto Madness</i> by M. Dowie Term paper topics C & D due Chap 4 homework due 	13	<ul style="list-style-type: none"> Chap 11 – Multinational Corporations Chap 12 - Globalization
20	<ul style="list-style-type: none"> Reading – <i>The Rashomon Effect</i> by P. Werhane Term paper topic E due 	15	<ul style="list-style-type: none"> Case – Union Carbide Term paper topics M & N due Chap 11 homework due
25	Chap 5 – Corporate Social Responsibility	20	<ul style="list-style-type: none"> Reading – <i>World's First Multinational</i> by N. Robins Term paper topics O & P due Chap 12 homework due
27	<ul style="list-style-type: none"> Reading – <i>The Social Responsibility of Business is to Make a Profit</i> by M. Friedman Reading – <i>Rethinking the Social Responsibility of Business</i> 	22	☺ Thanksgiving Holiday ☺
Oct 2	<ul style="list-style-type: none"> Chap 6 – Implementing Corporate Social Responsibility Chap 5 homework due 	27	<ul style="list-style-type: none"> Chap 18 – Corporate Governance Reading – <i>On the Folly of Rewarding A...</i> by S. Kerr
4	<ul style="list-style-type: none"> Case – Mark Kasky v. Nike Term paper topic F due Chap 6 homework due 	29	<ul style="list-style-type: none"> DVD – Globalization is Good Term paper topics Q & R due Chap 18 homework due
9	Exam 1 – chap 1-6	Dec 4	Final exam 1-2:15 p.m. (12:30 class) Final exam 3:30-4:45 p.m. (2:00 class)
11	Chap 7 – Business Ethics		
16	<ul style="list-style-type: none"> DVD – A Dangerous Business Term paper topic g due Chap 7 homework due 		

Credibility Killers: Ten Writing Errors Your Boss Hates to See

In the job search and once on the job, submitting written work with an annoying level of error will not be acceptable and will interfere with growing your career. You may damage yourself irrevocably in business and in professional life if your writing isn't easy to read. Learn the habits of careful editing and proofreading now while you are in college.

Researchers (Sigmar & Austin, 2013; Gray & Heuser, 2003; Beason, 2001; Hairston, 1981) asked business professionals about their reactions to sentence errors in business prose. These studies reveal that business people are bothered by errors, sometimes extremely bothered.

Beason's study reveals three ways that business professionals categorize "sloppy" writers:

- They are hasty or careless.
- They are not trustworthy or dependable as business colleagues (not detail persons, poor thinkers).
- They are persons who might harm a company's image.

Hairston's research showed that business professionals recognize errors and react strongly against many of them. She divided the errors into status-marking errors (errors that tend to indicate the writer's social, educational, or ethnic status, such as "them apples" or "he brung it") and non-status-marking errors of various levels of seriousness. Status-marking errors received the strongest negative reactions from her respondents, followed by non-status-marking errors in the categories she labeled "very serious" and "serious." Sigmar and Austin's and Gray and Heuser's research validated Hairston's findings.

Status-Marking Errors

- Nonstandard verb forms in past or past participle: *had went* instead of *had gone*, *brung* instead of *brought*
- Lack of subject-verb agreement: *we was* instead of *we were*, *he don't* instead of *he doesn't*
- Double negatives: *He didn't have no money left after shopping.*
- Objective pronoun as subject: *Him and Richard were the last ones hired.*

Serious Errors

- Sentence fragments: *The company is prepared to raise prices. In spite of administrative warnings.*
- Run-on sentences: *He concentrated on his job he never took vacations.*
- Noncapitalization of proper nouns: *I was last employed by texas instruments company.*
- Non-status-marking subject-verb agreement errors: *Enclosed in his personnel file is his discharge papers.*
- Misspelled words: *When mangers make decisions, their often coping with deadlines.*
- Comma errors
 - To set off clauses or phrases: *An employee no matter how good his record must perform well.*
 - To set off words/phrases in a series: *The museum bought a valuable old marble statue.*

Rubric—Credibility Killers: Ten Writing Errors Your Boss Hates to See

SHSU College of Business Administration

Credibility Killers	Criteria	Examples
Status Marking Errors	a. Nonstandard verb forms	<i>Had went</i> instead of <i>had gone</i> , <i>brung</i> instead of <i>brought</i>
	b. Lack of verb-subject agreement	<i>We was</i> instead of <i>we were</i> , <i>he don't</i> instead of <i>he doesn't</i>
	c. Double negatives	<i>He didn't have no money left after shopping.</i>
	d. Object pronoun as subject	<i>Him and Richard</i> were the last ones hired.
Serious Errors	e. Sentence fragments	<i>The company is prepared to raise prices. In spite of warnings.</i>
	f. Run-on sentences	<i>He concentrated on his job he never took vacations.</i>
	g. Non-capitalization of proper nouns	<i>I was last employed by texas instruments company.</i>
	h. Misspelled words	<i>When mangers make decisions, their often coping with deadlines.</i>
	i. Comma errors	
	<ul style="list-style-type: none"> ● Clauses/phrases ● Words/phrases in a series 	<i>An employee no matter how good his record must perform well.</i> <i>The museum bought a valuable old marble statue.</i>

Help with errors a, b, and c

<https://owl.english.purdue.edu/owl/section/1/5/>

Help with error d

<https://owl.english.purdue.edu/owl/resource/595/1/>

Help with errors e and f

<https://owl.english.purdue.edu/owl/section/1/4/>

Help with error g

<https://owl.english.purdue.edu/owl/resource/592/01/>

Help with error h

<https://owl.english.purdue.edu/owl/resource/660/1/>

Help with error i

<https://owl.english.purdue.edu/owl/section/1/6/>

These are the errors that will be marked on assignments. Students should use the feedback on writing to improve. Thus, if a student has several comma errors marked, the student should study the proper way to use commas to learn how to fix the errors. The writing grade is to help students improve their writing. The only way writing can improve is for students to learn the errors they make and stop making them.

