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Zero Textbook Cost Syllabus for MGT 3800 (Management and Society)

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Management and Society (MGT 3800)
 Professor Jared L. Peifer, PhD
 Fully Online (Synchronous and Asynchronous)
 Zero Cost Textbook (ZTC) Course
 Communications Intensive Course (CIC)

Tuesdays and Thursdays

10:45-noon (CTRA)

2:30-3:45pm (ETRA)

Zoom Office Hours:

E-mail:

COURSE OBJECTIVES

The course aims to help students better understand how business interacts with society. The dramatic rise in the exchange of goods, information, services and capital around the world makes business a driving force in global society. Yet, the evolving expectations of corporate stakeholders (e.g., customers, investors, governments and civil society groups) are not well understood. Corporations are expected to meet ever-higher standards of care wherever they operate. Stakeholders expect managers to make a profit for their companies in ways that are lawful, socially responsible and contribute to the welfare of society. Tomorrow’s business leaders will need to be equipped with an adequate understanding of the societal issues as well as the business opportunities these developments generate. The course will help students learn to be more effective business leaders in this new era of global interdependence.

Course Schedule

You should watch/read assigned materials before each session listed below.

[eReserve link](#) Password:

	Date		
1	Aug 27 (TH)		☒What is this class all about? -Syllabus
Stakeholders			
2	Sept 1 (TU)		<u>Stakeholder Theory</u> ☒What is the purpose of business? -Freeman, E. and Elms. 2018. The Social Responsibility of Business Is to Create Value for Stakeholders . <i>MIT Sloan Management Review</i> . January 4.



3	Sept 3 (TH)	Syllabus quiz/ portrait due	<u>Managing Social Issues and Stakeholder Relationships</u> ☑ What does coffee have to do with guns? -Albright, K. S. 2004. Environmental Scanning: Radar for Success. <i>Information Management Journal</i> , 38(3): 38-45.
Ethics			
4	Sept 8 (TU)		<u>Individual Ethics</u> ☑ What is the right way to live? -Byars and Stanberry. 2018. Why ethics matter (pgs. 7-22; 44-58)
5	Sept 10 (TH)		<u>Organizational Ethics</u> ☑ Are there really just a few bad apples? -Byars and Stanberry. 2018. The Concept of Ethical Business in Ancient Athens (pgs. 27-34) -Adumrad, J. 2010. I Need a Hero Radiolab . (9:20 - 14:30m). -Treviño and den Nieuwenboer. 2019. How to Avoid Becoming the Next Wells Fargo .
6	Sept 15 (TU)	Online Forum 1 (ASYNCR)	☑ But I'll never get caught... will I? -Enron: The Smartest Guys in the Room (109m)
7	Sept 17 (TH)		<u>Giving Voice to Values</u> ☑ What if you knew the right thing to do? How could you get it done? -Gentile, Mary. 2008. The "How" of Business Ethics (34m)
8	Sept 22 (TU)		Persuasive Presentation Workshop (Guest Lecturer: Ralitsa Todorova)
9	Sept 24 (TH)		<u>Corporate Social Responsibility</u> ☑ How can firms be good? -Byars and Stanberry. 2018. Corporate Social Responsibility (pg. 19-20, 83-88) - B Corp Video (?m)
	Sept 29		No Class (follow Monday schedule)
Corporate Governance			
10	Oct 1		☑ Who's in control? -Aguilera, Ruth V. 2014. An Introduction to Corporate Governance -Byars and Stanberry. 2018. Insider Trading (pgs. 212-214) - Corporate Governance (4m)

11	Oct 6	PP 1	<p>☑ Are U.S. CEOs paid too much?</p> <p>YES/NO: Hannafey, F. 2003. Economic and Moral Criteria of Executive Compensation. <i>Business and Society Review</i> 108(3): 405-415.</p>
12	Oct 8		Review for Midterm and catch up
13	Oct 13		Midterm exam
The Natural Environment			
14	Oct 15		<p><u>Sustainability and Climate Change</u> (Guest Lecturer: Ivan Montiel)</p> <p>☑ What kind of natural environment will we leave for our children, and their children, and their children...</p> <p>- Jimenez and Pulos. 2016. Climate Change (chapter 3) in Good Corporation, Bad Corporation.</p> <p>-BBC. 2020. What is climate change? A really simple guide. January 16.</p>
15	Oct 20	Online Forum 2 (ASYNC)	<p>☑ What is my ecological footprint?</p> <p>-too be announced</p>
16	Oct 22		<p><u>Sustainable Businesses</u></p> <p>☑ How can businesses be sustainable?</p> <p>-Ceranic, Montiel and Cook. 2011. Sierra Nevada Brewing Co.: End of Incentives</p>
17	Oct 27	PP 2	<p>☑ Can voluntary CSR stop climate change?</p> <p>-Crane, A., Matten D., & Spence. L. 2014. Corporate Social Responsibility: In a Global Context. In Crane et al. (eds), <i>CSR: Readings and cases in a global context</i>, London: Routledge. Page 9 to end.</p> <p>YES: Dans, Enrique. 2018. Corporate Social Responsibility Is Turning Green, and That's a Good Thing. Forbes. September 14.</p> <p>NO: Levy, D. 2015. Why corporate sustainability won't solve climate change. <i>The Conversation</i>. December 1.</p>
18	Oct 29		<p><u>Consumers</u></p> <p>☑ What is enough?</p> <p>-Jackson, J. 2017. A Society Beyond Consumerism. September 21.</p> <p>-Alexander, S. 2014. Life in a 'Degrowth' Economy, and Why You Might Actually Enjoy It. <i>The Conversation</i>. October 1.</p>

Government			
19	Nov 3 (TU) Election Day		<p><u>Government</u></p> <p><input type="checkbox"/> Does your vote even matter?</p> <p>-Aldy, J. 2017. What Trump misses about regulations: They produce benefits as well as costs. <i>The Conversation</i>. February 5.</p> <p>-Lyon, T and Delmas, M. 2018. When corporations take credit for green deeds their lobbying may tell another story. <i>The Conversation</i>. July 17.</p>
20	Nov 5 (TH)	☞ PP 3	<p><input type="checkbox"/> Should publicly-traded corporations take a political stance?</p> <p>YES: Korschun and Smith. 2018. Companies Can't Avoid Politics-and Shouldn't Try To. <i>Harvard Business Review</i>. March 7.</p> <p>NO: Dholakia. 2018. Why (Most) Companies Should Avoid Taking Political Stances. <i>Psychology Today</i>. March 5.</p>
Employees and Diversity			
21	Nov 10		<p><input type="checkbox"/> What are employees owed?</p> <p>-Byars and Stanberry. 2018. What employers owe employees; What employees owe employers (pgs. 159-163, 177-203, 218-224).</p> <p>-Anderson, Elizabeth. 2017. How bosses are (literally) like dictators. <i>Vox</i>. September 3.</p>
22	Nov 12	☞ PP 4	<p><input type="checkbox"/> Is employer monitoring of employee social media justified?</p> <p>YES: Elzweig, B. & Donna K. Peeples. 2009. "Using Social Networking Web Sites in Hiring and Retention Decisions." <i>SAM Advanced Management Journal</i>. Autumn: 27-35.</p> <p>NO: Greenhouse, S. 2013. "Even if It Enrages Your Boss, Social Net Speech is Protected." <i>New York Times</i>, January 21.</p>
23	Nov 17		<p><u>Gender Diversity</u></p> <p><input type="checkbox"/> Do we live in a meritocracy?</p> <p>- Black et al. 2019. Organizational Behavior. Diversity in Organizations. 126-138</p> <p>-Byars and Stanberry. 2018. What employers owe employees (pgs. 173-175).</p> <p>-Livni, Ephrat. 2018. All Career Advice For Women is a Form of Gaslighting. <i>Quartz</i>. August 21.</p>

24	Nov 19		<u>Racial Diversity</u> <input type="checkbox"/> Have we reached the mountain top? -Black et al. 2019. Organizational Behavior . Diversity in Organizations. 148-156 - Systemic Racism video (4m) -Gelles, David. 2020. Corporate America has Failed Black America <i>New York Times</i> June 6.
Technology			
25	Nov 24		<u>Technology</u> <input type="checkbox"/> We can do it, but should we? Maynard, Andrew. 2018. Sci-fi movies are the secret weapon that could help Silicon Valley grow up . <i>The Conversation</i> . November 15.
	Nov 26		No Class
26	Dec 1	👉 PP 5	<input type="checkbox"/> Are ride hailing apps good for society and the environment? YES: Sperling et al. 2018. How ride-hailing could improve public transportation instead of undercutting it . <i>The Conversation</i> . July 5. -Khosrowshahi, Dara. 2020. I am the C.E.O. of Uber. Gig Workers Deserve Better . <i>New York Times</i> August 10. NO: Reich, R. 2015. Why We're All Becoming Independent Contractors . Personal blog. February 22. -Schmitt, Angie. 2019. All the Bad Things About Uber and Lyft in One Simple List . <i>STREETSBLOG USA</i> . Feb. 4.
27	Dec 3	Online Forum 3 (ASYNCR)	<input type="checkbox"/> Wait, Volkswagen did what?! Dirty Money: Hard NOx (75m)
28	Dec 8 (TU)		Review and closing
	Dec 10		No Class- "reading day"
	Dec 15	3:30pm-5:30pm	Final exam for 2:30pm class (ETRA)
	Dec 17	10:30am-12:30pm	Final exam for 10:45am class (CTRA)

MOSTLY SYNCHRONOUS AND SOME ASYNCHRONOUS

Assume each session will be held synchronously on Zoom at your allotted time (i.e., 10:45 or 2:30). You will find the url link you need to join your synchronous zoom session at <Blackboard/Course Documents/Zoom/Links to join zoom meeting>. A recording of each zoom session will be made available to students at <Blackboard/Course Documents/Zoom/Recorded Sessions>.

You are encouraged to have your zoom video on and fully engage with synchronous sessions. But to respect your privacy, this is not required. Please read the following consent language and email me if you have questions or concerns.

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled my MGT 3800 classes to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Some regular sessions, however, will be asynchronous, which means a prerecorded lecture video will be made available at <Blackboard/Course Documents/Zoom/Recorded Sessions> for you to view at a time of the day of your choosing. I will inform you about which sessions are asynchronous throughout the semester.

GRADING

The total number of points earned throughout the semester is summed to produce the student's final semester letter grade.

Semester Points and Letter Grade Conversion Key

Points	Letter
93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
60-66.99	D
Below 60	F

Students will be graded on the following categories and can earn up to the number of points reported below for each category.

Semester Grading Categories

	Points
1 Participation	20
2 Persuasive Presentation	15
3 5 Reaction Notes (1 point each)	5
4 3 Online Forums (5 points each)	15
5 Mid-Term Exam	15
6 Final Exam	30
TOTAL	100

1. Participation (20 Points)

Your participation points are comprised of the following categories.

- a. *Keeper and Question*: After most lectures (synchronous and asynchronous) you will be instructed to complete a very brief assignment at Blackboard/Course Documents/Keeper and Question. I will announce that you need to complete this assignment at the end of the lecture. You need to write about one “aha” moment you had that you think will stick with you. Something you want to “keep.” It should be about the content of the lecture and can be just one sentence. For instance, you might write, “I never realized that globalization requires me to apply my moral compass to people all around the world; people I will never meet.” You will also need to write a question you had about the lecture content. This will help me determine if I need to follow up and make something more clear. You might write something like, “What is the difference between a multi-national corporation (MNC) and transnational corporation (TNC)?” This assignment should be completed ASAP, right after the lecture and you will earn 1 point for doing so. If you complete the assignment 24 hours *after* the synchronous session, you will earn 0.5 points. After about 3 days, the assignment will be closed and you will earn zero points. You will have more time to complete the assignment for asynchronous sessions.
- b. *Syllabus quiz and picture*. Most questions I receive throughout the semester are addressed in this syllabus, so please take time to read it carefully. By September 3, 11:59pm, you are required to complete on Blackboard a syllabus quiz (found in the Course Documents folder) to ensure you have carefully read and understand the syllabus. To earn the full 2 points you must also post your portrait on Blackboard (on Blackboard Home page, click on Home\Personal Information\Personalize My Settings\Avatar Image). This will help me learn your name and face. Email me if you are not comfortable posting an Avatar image on Blackboard.
- c. *Participation in synchronous sessions*. You can also earn a few points for actively participating in synchronous zoom sessions throughout the semester, either verbally or via the chat box. The specific amount of points is to be determined. Email me if there is a reason you feel you

are unable to participate verbally and/or via the chat box in synchronous sessions. Also, email me if there is a reason you will not be able to regularly view synchronous sessions.

- d. *Pop quiz.* If I come to learn that students are not doing required readings before class, I may give pop quizzes at the beginning of class. The points you earn (or lose) on pop quizzes will be accounted for in this Participation category.

2. Persuasive Presentations (15 Points)

To help develop student's oral communication skills, there will be 5 persuasive presentations (PP). Each PP poses a question. Two teams will be assigned to each PP. One team will be the YES team (i.e., will try to persuade others that the answer to the question is "yes") and other the NO team. Each team will present claims and evidence in support of their assigned position based on the background information provided in the assigned reading and additional materials researched. Each student will be graded on his or her performance *individually*. Therefore, each student must ensure that he or she equally contributes to the presentation. In other words, simply doing "behind the scenes" work, such as creating the PowerPoint presentation, will not enable the professor to assess your oral communication skills. During the session, each team will have 20 minutes to present their presentation. After both teams present, the entire class will write a Reaction Note (see below) and then we will engage in an in-depth discussion of issues raised. It is therefore imperative that all students read the assigned materials before class.

A [Schwartz Communication Institute](#) fellow will work with each team to help them develop their presentations. The fellow assigned is _____. Prior to meeting with the Schwartz fellow for a presentation rehearsal, students must read the assigned materials, create an outline of their claims and supporting evidence, and think through which format best conveys their position to the class and the professor. More detailed instructions for the persuasive presentations will be posted on Blackboard.

3. Persuasive Presentation Reaction Notes (5 points)

After both teams are finished with their persuasive presentations, students will have about 10 minutes during the virtual session to type their reactions. To be clear, those who give the persuasive presentation are also required to write a reaction note. Reaction Notes are "low stakes" writing, and meant to encourage students to type out their thoughts right away. Reaction Notes will be graded. You will not be graded on grammar or spelling or paragraph structure because it is understood that 10 minutes is not enough time to finesse these details. Each reaction note can earn up to 1 point. If you are not able to view the synchronous persuasive presentation "live," a recording will be posted on Blackboard for you to view, and you can write your reaction note late for partial credit.

4. Online Forums (15 points)

For this portion of your semester grade, you must contribute to three online forums (worth 5 points each) that will be posted by the instructor on Blackboard. The online forums allows students to participate in peer-to-peer learning and community building. The forums also allow

the instructor to identify whether students comprehend required reading or viewing assignments, can exercise their critical thinking, express themselves clearly in written form and be respectful to their peers. After completing your reading/viewing assignment, you are to respond to question prompts. The forum is asynchronous. This means students are required to participate within a given time frame of about 5 days. Students can respond to the Forum questions at any time during the day or night. To be clear, the online forum replaces a regular class, so we will not have a synchronous meeting, nor will a video lecture be posted for you to view. More detailed instructions will be posted on Blackboard.

5. Midterm Exam (15 Points)*

The mid-term exam will consist of multiple choice questions.

6. Final Exam (30 Points)*

The final exam will consist of multiple choice questions, and will test you on material from the entire semester.

*By the time of this class's midterm or final exams, CUNY faculty might be given access to an online proctoring system. If we are, I plan to make use of the system for our final (and/or midterm) examination. All members of the class will be asked to turn on their web cameras in order to take the exam(s).

EXTRA CREDIT OPPORTUNITIES

You can only earn up to 1 point in extra credit for the semester. These extra credit opportunities are intended to reward students who are engaged and interested in learning more during the semester. It is not intended as a last minute opportunity for you to obtain your desired grade after you realize you need it. Therefore, your extra credit work must be submitted by the end of the day on Dec. 8.

Lecture Events: You are strongly encouraged to view additional online lectures that are listed at <Blackboard/Course Documents/Extra Credit/Optional Lecture Opportunities> throughout the semester. If you view the lecture and post a short summary of your reactions on Blackboard within a week, you will receive 0.5 points of extra credit. Post your summary at Blackboard/Course Documents/Extra Credit/Lecture Summaries. Make sure to include the title and date of the lecture in the heading of your submission.

News Summary: A second way to earn extra credit is to claim your free subscription to the [New York Times](#) and the [Wall Street Journal](#). Get in the habit of reading the headlines from each newspaper every day and reading the articles that interest you. When you find an article that is applicable to something you learned in 3800, write a summary of how it relates to 3800 and post in on Blackboard/Course Documents/Extra Credit/ News Summaries. You can earn 0.5 points for each news article summary.

BLACKBOARD DETAILS

Check your email frequently: In order to receive important emails about the class, check your email regularly. If you don't regularly check your Baruch issued account, students must ensure all Baruch emails are forwarded to an email account you use more often <Blackboard HOME page (not MGT3800)/Tools/Update email>.

On Blackboard, I will upload the number of points you earn throughout the semester. Check your gradebook regularly (Course Tools/My Grades) and if you see a discrepancy make sure you immediately let me know. When checking on your grade on Blackboard, *only focus on the number of points you have earned* and ignore the number of points Gradebook *thinks* you could have earned. In other words, ignore the percent grade that Blackboard will calculate for you.

COURSE READINGS

This is a zero cost textbook (ZCT) course, so you are not required to purchase anything. Many readings are available online and the url link is on the course schedule (above). If there is not a link on the syllabus, the required readings can be freely obtained via e-Reserve. To retrieve these articles, click [here](#). From off campus you will be prompted to enter the course page password, and then be required to log in with your Baruch user name and password after clicking on a link for a course reading.

e-Reserve Course Page Password:

- a. The following free online textbooks will be used more than once, so you are encouraged to download a pdf of each textbook.

Byars and Stanberry. 2018. [Business Ethics](#). OpenStax.

Black et al. 2019. [Organizational Behavior](#). OpenStax.

- b. If you prefer to follow along with a physical textbook as well, I recommend the following.

Lawrence & Weber. [Business and Society: Stakeholders, Ethics and Public Policy](#). Any edition. McGraw-Hill: New York: NY. ISBN-13: 978-1259315411

STUDENTS WITH DISABILITIES

Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like so many things this fall, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in class sessions should contact Student Disability Services as soon as possible at disability.services@baruch.cuny.edu.

ACADEMIC INTEGRITY

Plagiarism and cheating are inimical to maintaining the bonds of trust necessary for academic freedom to flourish. I fully support Baruch College's policy on Academic Honesty, which states, in part:

"Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned."

Academic sanctions in this class will range from an F on the assignment to an F in this course. A report of suspected academic dishonesty will be sent to the Office of the Dean of Students. Additional information and definitions can be found at http://www.baruch.cuny.edu/academic/academic_honesty.html.

How to avoid plagiarism

Plagiarism is the act of presenting another person's ideas, research or writing as your own, such as:

- Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another)
- Presenting another person's ideas or theories in your own words without acknowledging them
- Using information that is not considered common knowledge without acknowledging the source
- Failure to acknowledge collaborators on homework and laboratory assignment

Your written work may be submitted by the professor to an online plagiarism detection system to insure that it is yours alone – not from another student, from the web or another source. Be careful not to “copy” phrases or sentences excessively from the readings. Should you use the author’s words, provide quotation marks and a citation. Please view [this](#) video for more information.

MAPPING OF COURSE GOALS TO BBA LEARNING GOALS

BBA Learning Goals	Significant Part of Course	Moderate Part of Course	Minimal Part of Course	Not Part of Course
Analytical Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technological Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills: Oral	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills: Written	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic Awareness and Ethical Decision-Making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global Awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignments	Course Learning Goals	BBA Learning Goals
Persuasive Presentation	<ul style="list-style-type: none"> -Develop oral presentation skills -Help students differentiate between claims and evidence. -Critically analyze specific firm-stakeholder relationship. (e.g., pros / cons). -Learn to be respectful of diverse perspectives, and team members. 	<ul style="list-style-type: none"> -Communication Skills: Oral -Analytical Skills -Civic Awareness and Ethical Decision-Making -Global Awareness
Online Forum	<ul style="list-style-type: none"> -Engage in online communication, and debate of ideas while maintaining a respectful tone towards peers. -Practice writing and proper referencing of reading materials and outside sources. -Offer a safe space to allow students to voice their values. -Integrate examples from global business. 	<ul style="list-style-type: none"> -Technological Skills -Communication Skills: Written -Civic Awareness and Ethical Decision-Making -Global Awareness
Reaction Notes	<ul style="list-style-type: none"> -Keep students engaged in peers' presentations, and be critical of how the issue was presented. -Practice low stakes short writing assignments. 	<ul style="list-style-type: none"> -Civic Awareness and Ethical Decision-Making -Communication Skills: Written
Midterm & Final Exam	<ul style="list-style-type: none"> -Understand and better manage key business and society interactions, stakeholder-firm relationships and ethical frameworks. -Critically analyze specific firm-stakeholder relationship. (Final Exam) 	<ul style="list-style-type: none"> -Civic Awareness and Ethical Decision-Making -Analytical Skills
Participation	<ul style="list-style-type: none"> -Practice speaking up in class and small group breakouts. -Offer a safe space to allow students to voice their values. -Learn to be respectful of diverse perspectives, and class members. 	<ul style="list-style-type: none"> -Communication Skills: Oral -Civic Awareness and Ethical Decision-Making -Global Awareness