A. COURSE DESCRIPTION

This course explores issues that rise in the context of doing business and leading organizations. Specifically, this course helps students see how leaders deal with the many dilemmas they face when making business and organizational decisions, given the organization’s internal, competitive, social and global environments. The course covers the leadership issues that arise out of dilemmas of corporate governance and social responsibility as well.

In addition, attention is placed on the changing environment of business and the implications for organizational structure, effectiveness, and firm-stakeholder relations. In particular, the class will look at not just how the organization relies on its environment for resources – human, physical, technological, financial, legal, etc – but also how the organization impacts its environment socially, ethically, environmentally, as well as financially.

Pre-requisites: Junior standing

B. OVERALL COURSE GOALS

Students will develop an understanding of the changing environment of business and how it impacts organizations.

Learning Objectives:

- Develop an understanding of the importance of the macro-environment of business and of managing this interaction between business and society;
- Gain an ethical perspective on organizational behavior and decision-making;
- Understand the multi-faceted issues pertaining to corporate social responsibility and sustainability.

Skills:

- Become familiar with theories of business and society
- Apply course concepts and strategies in presenting case studies of organizations
- Design and produce a reflection analysis of current firms’ relationship with society
- Demonstrate critical thinking and writing skills
- Transfer knowledge from self to others
In addition to the specific course goals developed above, the course will promote the general goals of the School of Business as per below:

- **Communication skills:** Students will have to effectively discuss and present arguments related to business social responsibility and leadership, both at the group and the class level.
- **Quantitative fluency:** Students will have to apply the course techniques and tools in each of the cases discussed, so as to display logical reasoning and data analysis skills.
- **Global and civic responsibility:** Students will have to identify and define how to address social, ethical, environmental and economic challenges at local, national and international levels in the context of the cases discussed in class and more generally as it applies to the business environment.
- **Intellectual innovation and creativity:** Students will have to demonstrate problem-solving abilities and creativity in analyzing the situations discussed in class.
- **Synthesis:** Students will have to integrate concepts presented throughout the semester to inform a cogent argument in their analysis of cases and application of course concepts.

C. COURSE FORMAT

The content of this course will be delivered through a mixture of Powerpoint lectures, videos, individual readings, discussions, and assignments. Remember that an online course is different from a face-to-face course. Specifically, **your success in this course highly depends on:**

- Your active presence in the online class; **on average, you should expect to log in every day;**
- Your participation in the class activities; that is, your discussion of the class materials with other students through the discussion boards;
- You staying on top of the workload by following the proposed pace (daily) of the course, and **turning in the assignments on time.**

A Note on Teaching

My goal in this course is to emphasize teaching you how to *learn* and *think*. Therefore, my focus will be on asking you to analyze the material you’ve read for a particular module, through assignments and discussions. The materials posted on OAKS for each module are videos and readings designed to give you an overview of the topic, from which you are asked to further reflect and apply. This approach will allow you to spend the majority of your time on learning and thinking critically about business, leadership and society.

D. COMMUNICATION

Community: Previous research shows that online courses that facilitate community-building are more engaging and rewarding for students, contributing to an all-around enhanced experience in the course. Accordingly, I believe it is important for each of you to take an initiator’s as well as a participatory role in the online classroom community. Thus, while certain modules have an activity explicitly designed to get you engaged with fellow students in sharing some reflections and ideas, I encourage you to actively seek to engage with others in the course, through the discussion board, so as to deepen your thoughts regarding the class materials as well as enable you to share your online course experience with others. As you do so, please remember to be constructive and respectful in
your comments, especially since online posts do not render the same subtleties as face-to-face interactions do.

**Very important:** If you have an individual inquiry, please contact me via email at perraulte@cofc.edu with “350DE” in your subject line. Should you have an inquiry that could benefit the whole class (i.e. clarifications on an assignment, etc.) please post it to the “general discussion board”. In both cases, I will reply to your inquiry within 48 hours.

**E. COURSE MATERIALS**

Course materials will be provided on OAKS as links to videos and readings. Please make sure to incorporate references to course materials in ALL your assignments.

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**F. COURSE REQUIREMENTS/ GRADING**

The following components comprise the overall grade that will be given in this course:

**Requirements and Evaluation:**

- Participation/discussion boards: 40%
- Case analyses (2): 30%
- Reflection papers (3): 30%

**PLEASE BE AWARE THAT EACH MODULE CONCLUDES WITH A GRADED EVALUATION ITEM THAT MUST BE COMPLETED WITHIN THE TIME FRAME OF THE MODULE (SEE CLASS SCHEDULE AT THE END OF SYLLABUS). ASSESSMENTS (SUCH AS DROPBOXES, QUIZZES, ETC.) BECOME UNAVAILABLE AFTER THEIR DUE DATE, WHICH CAN SUBSTANTIALLY AFFECT YOUR GRADE. THEREFORE, PLEASE ENSURE YOUR TIMELY PARTICIPATION IN THE COURSE AND THAT YOU FOLLOW THE SYLLABUS/CLASS SCHEDULE CAREFULLY.**

Note on class participation and reflection papers: You are not graded on the quantity of your participation/writing but on the quality of your comments.

The following are examples of quality contributions:
- making or raising issues that are relevant to the current focus of the class
- using data or examples to support conclusions
- taking into consideration the ideas already offered by others
- offering support for your arguments
- helping others to feel comfortable about participating (disagree agreeably).

**GRADING SCALE**

Letter grades will be assigned according to the following scale, in conjunction with the new College of Charleston standard:

- Superior/Excellent range: A (4.0) = 94-100%  A- (3.7) = 90-93%
- Very Good/Good range: B+ (3.3) = 87-89%  B (3.0) = 84-86%
B- (2.7) = 80-83%

Average range: C+ (2.3) = 77-79% C (2.0) = 74-76%

Below Average range: C- (1.7) = 70-73%
D+ (1.3) = 67-69% D (1.0) = 64-66%
D- (0.7) = 60-63%

Failing range: F (0.0) = <60%

G. WRITTEN WORK EXPECTATIONS

Case analyses and reflection papers should address the question of the assignment. Please type your answers in a Word document to be submitted through OAKS’ dropbox before the due time. The format of each paper is approximately 3 pages in length, in 12 point font single spaced. Make sure you use headers and sub-headers (paragraphs, etc.). The quality of the paper is graded based on the student’s rigorous response to the question – including references to course concepts and the reflections suggested in the current module and across modules.

H. PARTICIPATION IN DISCUSSION BOARDS

In each discussion board, a student is expected to generate a unique post, as well as reply to at least one classmate’s post. The posts should be concise, thoughtful and relevant to the module and question (e.g. reflecting analysis, not description or summary). In addition the posts should be unique (no repeating firms/examples) and each should present a unique viewpoint /value added. When responding to classmates, the expectation is that the student will raise additional questions or extend the contributions through additional course concepts or supporting evidence.

I. TECHNOLOGY EXPECTATIONS

Required Technology

Hardware:
- Computer with high speed internet access, sound card, and microphone
- Webcam, external speakers/headphones

Software:
Please make sure that the following applications are up-to-date. Please contact your instructional technologist if you need assistance with this process.
- Google Chrome (recommended browser)
- Acrobat Reader
- Adobe Flash Player
- QuickTime
- Java

Netiquette
Netiquette is a combination of Network Etiquette. Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Please abide by the following netiquette rules when communicating with your facilitators, mentors, and peers in this class:
Be sensitive and reflective to what others are saying.

- Use appropriate capitalization. Using all capital letters is the equivalent of yelling.

- Be mindful of “flames”-- These are outbursts of extreme emotion or opinion.

- Think before you hit the post (enter/reply) button. You can't take it back!

- Use appropriate language. Be cautious of offensive language.

- Use clear subject lines.

- Use abbreviations or acronyms only if the entire class knows them.

- Be forgiving. Anyone can make a mistake.

- Keep the dialog collegial and professional.

**Due Dates and Disaster Recovery**

- If you have technical difficulties regarding hardware/software, please contact the Helpdesk (953-3375).

- If you encounter specific hardware or network problems that prohibit you from completing an assignment on time, contact the facilitators immediately via email.

- If you experience recurrent technical problems that prohibit you from completing multiple assignments, you may be asked to re-enroll in the course at a future date.

*Note: Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.*

**J. COLLEGE OF CHARLESTON HONOR CODE AND ACADEMIC INTEGRITY**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.
Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

K. CENTER FOR STUDENT LEARNING

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

L. ADA STATEMENT

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, 843.953.1431 or me so that such accommodation may be arranged.

M. Mental & Physical Wellbeing:
At the college, we take every student’s mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Food & Housing Resources:
Many CoFC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

N. COURSE OUTLINE
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<tr>
<th>Module and dates</th>
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<th>Objective</th>
<th>Resources (in addition to PPT)</th>
<th>Assignment</th>
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| 1 August 25      | Introduction | Introduce each other (professor, students) and the organization of the course | Oaks, Syllabus | 1. Interactive introductions: Post to the discussion board  
2. Add a picture with your name  
**DUE W AUG 26 (11:59pm)** |
| 2 August 27-Sept 2 | The purpose of corporations | Develop an understanding of the competing approaches to defining the purpose of organizations/business | Links on OAKS Module 2 | Participate: Discussion board 2 – based on the readings in this Module, explain what you believe is the purpose of business. **Please provide an example and make sure to reference the course materials**  
**DUE W SEPT 2** |
| 3 Sept 3-Sept 8  | Stakeholder and stockholder theories | Understand the stakeholder approach to business; Conduct a stakeholder analysis | Links on OAKS Module 3 | Case analysis 1: Read carefully the Dakota pipeline case. Perform a stakeholder analysis: Who are the stakeholders in this case? How should BOA prioritize them? What type and how much power do stakeholders have? Considering your analysis... what should BOA do regarding its investment in the Dakota pipeline?  
**DUE W SEPT 9** |
| 4 Sept 9-Sept 14 | Corporate Social Responsibility (CSR) | Describe the pros and cons of CSR; Understand the relationship between social and financial performance | Links on OAKS Module 4 | Reflection paper 1:  
Please address the following: 1. define CSR in your own words  
2. explain what might motivate firms to do CSR  
3. provide an application (real firm example) and explain what this firm does in terms of CSR  
4. what are the pros and cons of CSR for this company?  
**DUE M SEPT 14** |
| 5 Sept 15-Sept 18 | Creating Shared Value | Know and apply the concepts of conscious capitalism and shared value | Links on OAKS Module 5 | Case analysis 2: TOM’S SHOES  
Research the company online. Explain how Tom's shoes applies (some of?) the 9 aspects of the shared value purpose playbook. USE SUPPORTING EVIDENCE from the |
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<td><strong>6</strong>&lt;br&gt;Sept 21-Sept 27</td>
<td>Managing the natural environment</td>
<td>Talking about climate change and sustainability</td>
<td>Links on OAKS Module 6</td>
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<td><strong>7</strong>&lt;br&gt;Sep 28-Oct 1</td>
<td>Business ethics</td>
<td>Know the methods of ethical reasoning; Apply ethical reasoning to real life situations through cases</td>
<td>Links on OAKS Module 7</td>
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<td><strong>8</strong>&lt;br&gt;Oct 1 - Oct 7</td>
<td>Technology and globalization</td>
<td>Understand the global context in which firms operate; Know some positive and negative aspects of technology for both business and society</td>
<td>Links on OAKS Module 8</td>
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<td><strong>9</strong>&lt;br&gt;Oct 9</td>
<td>Takeaways</td>
<td>Synthesize your learning</td>
<td>All materials pertaining to the course</td>
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