BUS 100-003: Business and Society

Instructor: Anne Lauer  
Class Time: 9-10:15
Office: 037 Enterprise  
Class Days: M-W
Phone: 703-993-1851  
Class Location: Enterprise 277
E-Mail: alauer4@gmu.edu  
Office Hours: 12:30-1 M 11:15-11:45 T

Required Text:
Students should buy or rent the printed version of the following text:

Anne T. Lawrence, James Weber, and James E. Post, 2016
Publisher: McGraw-Hill
ISBN: 9781307250268

March, Book One
John Lewis, Andrew Aydin, and Nate Powell, 2013
Publications: Top Shelf Productions

***Other readings will be assigned throughout the semester and posted on Blackboard

Prerequisites: None

Course Description:
Provides students with a foundation for understanding the role of business in society by exploring the nature and history of business enterprise, the social context of business, and the interaction of individuals with business by selecting current events in business and analyzing the content as well as the impact of the reported activities.

This course fulfills Mason Core requirements in social and behavioral science.

Course Purpose:
The core premise of this course is that while business has made tremendous strides in creating wealth, reducing poverty and generating opportunity, more can be done to achieve further progress. As society has become increasingly concerned with issues such as income and wealth inequality, product safety, environmental stewardship, equal opportunity, and human rights,
business leaders should play a critical role in a more equitable and ethical sharing of the value that their companies create. This does not mean simply paying wages, salaries, and taxes, but rather fully engaging with the people and communities that they touch in one form or another in the course of doing business.

This course prepares students for a changing business community in which the power of business to create positive social impact beyond traditional measures becomes a core value and a strategic priority.

This is a discussion-based class, with case studies, directed reading and both group project and individual writing assignments. Students will be encouraged to independently and collectively explore the potential of business to further advance the interests of society while remaining committed to earning profit and achieving attractive financial returns.

**An Emphasis on Practical Skills Development:**

The course is designed to provide each student with the **opportunity** to further develop his or her skills in preparation for the professional workplace. While subject matter knowledge is always important, improving a marketable set of skills is critical to long-term success.

The skills you will use and develop include:

(1) Listening carefully and actively  
(2) Reading deeply and for retention  
(3) Reasoning to analyze critically  
(4) Engaging in structured conversations  
(5) Writing with clarity and insight  
(6) Speaking clearly and effectively to an audience  
(7) Working collaboratively with a partner and in a group or team

**Interdisciplinary Knowledge, in Practice:**

The course represents an **interdisciplinary** approach to understanding business. From the perspective of business disciplines, we will work to gain both an applied or practical understanding of several important business topics, including management, governance, strategy and policy, organizational behavior and innovation and entrepreneurship.

In addition to business knowledge, the course will also include basic principles in a variety of non-business disciplines to help recognize the part that different disciplines play in understanding business and making business decisions, including basic concepts in history, economics, law, and sociology.

**Course Learning Objectives:**

1. Evaluate the relationship between business and society through social responsibility and ethics frameworks.  
2. Analyze the relationships among businesses and their stakeholders.
3. Discuss the history of business and explain its impacts on current business practices.
4. Assess how government influences business and is influenced by business.
5. Demonstrate appropriate communication skills across settings, purposes and audiences.

Student Preparation:
Students are asked to come to class prepared having done the assigned reading and other homework before class so that class time may be used to explore and discuss course content and current events. Class time will also be used for reading, writing, critical thinking, and presentation skills building.

School of Business undergraduate program learning goals (those in bold will be addressed in this class):

1. Our students will be competent in their discipline.
2. Our students will be aware of the uses of technology in business.
3. Our students will be effective communicators.
4. Our students will have an interdisciplinary perspective.
5. Our students will be knowledgeable about global business and trade.
6. Our students will recognize the importance of ethical decisions.
7. Our students will be knowledgeable about the legal environment of business.
8. Our students will be knowledgeable about team dynamics and the characteristics of effective teams.
9. Our students will understand the value of diversity and the importance of managing diversity in the context of business.
10. Our students will be critical thinkers.

Mason Core Learning Outcomes:
The following three learning outcomes are required goals of disciplinary or interdisciplinary courses:

1. Explain how individuals, groups or institutions are influenced by contextual factors;
2. Demonstrate awareness of changes in social and cultural constructs;
3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present

Approach to Learning:
This course will rely on assigned readings, class discussions, blogs, small group activities, group projects, and class presentations to facilitate learning. Students must complete all assigned reading and pre-class preparation activities to create a successful learning environment. Class time will consist primarily of discussion and small group activities with short introductory lectures.

Grading Scale:
Grades will be assigned as follows
### Assessment:
- 4.5% - Reading Quizzes in Blackboard (9 @ .5%)
- 10% - Blogging activities (2 @ 5%)
- 5% - In-class essay
- .5% - In-class prompt
- 10% - Attendance and in-class participation
- 10% - Group case study presentation
- 15% - Case study report
- 20% - Midterm
- 25% - Final Exam

### Major course components:

**Blackboard quizzes:** Students will complete a quick comprehension quiz on Blackboard after reading each assigned chapter in the textbook. Quizzes may be taken **two** times and must be completed before coming to class. **No makeups will be permitted.**

**In-Class Discussion Cases:** The text provides many interesting case studies in order to illuminate the concepts from each chapter. Where noted on the syllabus, cases will be discussed in class. Students should read the assigned case before coming to class.

**Attendance and Participation:** Attendance and participation in class are vital to success in the course. Notify the instructor in advance of any absences. Please see the George Mason University Attendance policy listed in the University Catalog.

**Blogs:** Students will be asked to write (2) 250-300 word reflections over the course of the semester. After blogs have been posted each week, students will read and comment on at least two blog entries posted by their classmates. Comment blogs must be substantive and at least 100 words. Comment blogs may include questions, requests for clarifications or ideas that build on the original blog post. (Students are of course welcome to read more than two blogs!).

**Case Study Presentation and Report:** Students will work in small groups to present one of the case studies in the back section of the textbook. The presentation should include an overview of
the case, its key events, the various stakeholders, and outcomes. Students will then write, as a group, a four-five page paper analyzing the case, with possible recommendations for the stakeholders involved.

**Midterm:** The in-class midterm exam will cover chapters 1-3, 5-8, 13. The mid-term will have two components. The first part will be a multiple choice test that covers the chapters listed above. The second part will consist of reading, comprehending, and then analyzing a case study. A study guide will be posted in Blackboard.

**Final Exam:** The in-class comprehensive final exam will require students to synthesize the material learned throughout the semester, including information presented in the group case studies, and apply it to various contexts. The final exam will include multiple choice, short answer and essay questions. A study guide will be posted in Blackboard.

**School of Business Standards of Behavior:**

The mission of the School of Business at George Mason University is to create and deliver high-quality educational programs and research. Students, faculty, staff, and alumni who participate in these educational programs contribute to the well-being of society. High-quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following standards of behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**Honor Code and Academic Honesty:**

By choosing to take this course, you agree to uphold the George Mason University Honor Code. Please refer to academicintegrity.gmu.edu for further details.

In your work on all written assignments, keep in mind that you may not present as your own the words, work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement.
Please note: Faculty are obligated, without exception, to submit any Honor Code violations or suspected violations to the Honor Committee.

### School of Business Recommendations for Honor Code Violations
*Adopted by the faculty May 2012*

#### UG-Freshman Students

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<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
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<tbody>
<tr>
<td>Plagiarism—failure to cite/attribute sources</td>
<td>A zero on the assignment; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
</tr>
<tr>
<td>Plagiarism—representing someone else’s work as the student’s own</td>
<td>A zero on the assignment; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance (at times of hearing and reenrollment if relevant); dismissal from the program; and possible suspension or expulsion</td>
</tr>
<tr>
<td>Cheating on an assignment, homework, class participation, or minor project</td>
<td>An F in the class; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; Academic Integrity Seminar Attendance; dismissal from the program; and at least one semester suspension</td>
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<tr>
<td>Cheating on a major project, test, or exam</td>
<td>An F in the class; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; Academic Integrity Seminar Attendance; dismissal from the program; and expulsion</td>
</tr>
<tr>
<td>Egregious Violation [e.g., stealing an exam; submitting coursework from another class as original work; lying to an employer about academic performance]</td>
<td>An F in the Class; Academic Integrity Seminar Attendance; dismissal from the program; and at least one semester suspension</td>
<td>An F in the Class; Academic Integrity Seminar Attendance; dismissal from the program; and expulsion</td>
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#### UG-Non Freshman Students (including transfer students)

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<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
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<tbody>
<tr>
<td>Plagiarism—failure to cite/attribute sources</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance;</td>
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<tr>
<td>Plagiarism—representing someone else’s work as the student’s own</td>
<td>An F in the class; multiple visits to the Writing Center required; and Academic Integrity Seminar Attendance</td>
<td>An F in the class; multiple visits to the Writing Center required; Academic Integrity Seminar Attendance (at times of hearing and reenrollment if relevant); dismissal from the program; and possible suspension or expulsion</td>
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<tr>
<td>Cheating on an assignment, homework, class participation, or minor project</td>
<td>An F in the class; and Academic Integrity Seminar Attendance</td>
<td>Expulsion</td>
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<tr>
<td>Cheating on a major project, test, or exam</td>
<td>An F in the class; Academic Integrity Seminar Attendance; and at least one semester suspension</td>
<td>Expulsion</td>
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<tr>
<td>Egregious Violation [e.g., stealing an exam; submitting coursework from another class as original work; lying to an employer about academic performance]</td>
<td>Dismissal from the program; at least one year suspension; and attendance at Academic Integrity Seminar at the time of hearing and just prior to reenrollment</td>
<td>Expulsion</td>
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**Business Library Liaison Information:**
Jo Ann J. Henson, MLIS Business and Economics Liaison Librarian
Fenwick Library Fairfax Campus: [http://infoguides.gmu.edu/business](http://infoguides.gmu.edu/business)

**Disability Services:**
Students with a disability who make require an accommodation, please talk to the instructor and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Accommodation requests should be completed during the first two weeks of the semester. More information about ODS is available at [http://www.gmu.edu/student/drc](http://www.gmu.edu/student/drc).

**Religion:**
Students who will miss class for religious reasons should inform the instructor of their anticipated absences at the beginning of the semester.

**Counseling Center:**
George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. More information is available at [http://www.gmu.edu/departments/csdcc](http://www.gmu.edu/departments/csdcc).

**Diversity and Inclusion**
Diversity is one of the university’s core values. Please support the university’s commitment to diversity and inclusion.

**Sexual Misconduct and Interpersonal Violence**

George Mason University is committed to a campus that is free of sexual misconduct and incidents of interpersonal violence in order to promote community well-being and student success. All incidents of sexual misconduct will be reported to the University Title IX Coordinator (703-993-8730).

**Privacy**

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course.

**Writing Guidelines:**

All writing assignments should be formatted as follows, unless otherwise specified: double-spaced, Times New Roman, 12-point font, and 1-inch margins. To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the *Publication Manual of the American Psychological Association*, 6th Edition or at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

George Mason University has a writing center that can help you improve English writing skills. More information is available at [http://writingcenter.gmu.edu/](http://writingcenter.gmu.edu/). Writing Center Peer Tutor: [https://youtu.be/KLKhxtVikEQ](https://youtu.be/KLKhxtVikEQ)

**Inclement weather and campus emergencies:** Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via MasonAlert. Students can sign up for the Mason Alert system and learn about emergency procedures at [https://ready.gmu.edu/](https://ready.gmu.edu/)

**Other course policies:**

- Students are expected to be present and prepared for all class sessions.
- The use of electronic devices is not needed, or allowed, during class sessions, unless specifically requested. Class time is meant for interaction and discussion with the instructor and classmates in the classroom.
- Please show respect to everyone in the classroom.
- George Mason Email must be used at all times for correspondence with the instructor. No exceptions. Students should clearly identify themselves and their course number and section in any Email correspondence.
- If students are confused about an assignment, assistance should be sought well in advance of assignment due dates.
- Generally, late work is not accepted: **reading quizzes may not be made up**, exams may not be made up unless arranged in advance with the instructor for a bone fide reason. Blogs, including responses, posted after the assignment close date will not receive credit.

**Course Schedule/Topics:**
This schedule and syllabus are subject to change. All changes will be announced on Blackboard.

**Key:**
Blog- Personal Reflection Blog  
BB- Blackboard  
RQ- Reading quiz  
DC- Discussion Case

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Reading Assignment</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 27</td>
<td>Introduction</td>
<td>Review Syllabus, Blackboard course, and Assignments</td>
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<td></td>
<td>Aug 29</td>
<td>Historical Perspectives on the Corporation &amp; its Stakeholders</td>
<td>Ch. 1 DC: Uber</td>
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<td></td>
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<td>No assignment</td>
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<td>2</td>
<td>Sep 3 NO CLASS LABOR DAY</td>
<td>Stakeholder Relations</td>
<td>Ch. 2 DC: Coca-Cola</td>
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<td></td>
<td>Sep 5</td>
<td>Social Responsibility</td>
<td>Ch. 3</td>
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<td></td>
<td>RQ due in BB (chaps 1-3)</td>
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<tr>
<td>3</td>
<td>Sep 10</td>
<td>Corporate Governance</td>
<td>Ch. 13</td>
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<td></td>
<td>Sep 12</td>
<td>ENRON case</td>
<td>DC: Enron (available in BB)</td>
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<td></td>
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<td>RQ due in BB (Chapt 13)</td>
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<tr>
<td>4</td>
<td>Sep 17</td>
<td>Business and Ethics</td>
<td>Ch. 5 DC: Chiquita Banana</td>
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<td>Sep 19</td>
<td>Organizational Ethics</td>
<td>Ch. 6</td>
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<td>RQ due in BB (Chaps 5&amp;6)</td>
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<td></td>
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<td>Blog #1 Due</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter/Assignment</td>
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<td>5</td>
<td>Sep 24</td>
<td>Role of Regulation Business and Politics</td>
<td>Ch. 7 DC: E-Cigarettes Ch. 8</td>
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<td></td>
<td>Sep 26</td>
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<td>6</td>
<td>Oct 1</td>
<td>Midterm Review</td>
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<td>Oct 3</td>
<td>Midterm Exam</td>
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<td>7</td>
<td>Oct 9</td>
<td>Monday classes meet on Tuesday; both chapters due Thursday</td>
<td>Ch. 15 DC: Ugly side of Beautiful Nails Ch. 16</td>
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<td></td>
<td>Oct 10</td>
<td>Employees &amp; the Corporation Managing a Diverse Workforce</td>
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<td>8</td>
<td>Consumer Relations</td>
<td>Ch. 14 DC: Lumber Liquidators</td>
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<td>Oct 15</td>
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<td></td>
<td>Oct 17</td>
<td>In-class time for group work</td>
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<td>9</td>
<td>Oct 22</td>
<td>The Community and the Corporation</td>
<td>Ch. 18</td>
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<td>Oct 24</td>
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<tr>
<td>Week</td>
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<td>Topic</td>
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<tr>
<td>10</td>
<td>Oct 29</td>
<td>Group presentations</td>
<td>upload presentation slides/ link to BB before class</td>
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<td></td>
<td>Oct 31</td>
<td>Group presentations</td>
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<td>11</td>
<td>Nov 5</td>
<td>The Role of Technology</td>
<td>RQ due in BB (Chapts 11&amp;12)</td>
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<td>Nov 7</td>
<td>Regulating and Managing Information Technology</td>
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<td>12</td>
<td>Nov 12</td>
<td>Sustainable Development and Global Business</td>
<td>RQ due in BB (Chapts 9&amp;10)</td>
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<td>Nov 14</td>
<td>Managing for Sustainability</td>
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<tr>
<td>13</td>
<td>Nov 19</td>
<td>Business in a Globalized World</td>
<td>RQ due in BB (Chapts 4&amp;17)</td>
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<td>Nov 21</td>
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<td>Blog #2 Due noon 21 Nov</td>
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<tr>
<td>14</td>
<td>Nov 26</td>
<td>Business and Its Suppliers</td>
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<td>Ch. 17 DC: Foxconn</td>
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Ch. = Chapter
DC = Discussion Question
RQ = Research Question
BB = Blackboard
<table>
<thead>
<tr>
<th>Nov 28</th>
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<tbody>
<tr>
<td>14 Dec 3 and 5</td>
<td>End of semester wrap up, reflections, and final exam review</td>
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<tr>
<td>Final Exam Period</td>
<td>Cumulative exam covering all the material from this course.</td>
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