

BADM 150.11 Business and Government Relations. Spring 2010

**Department of Strategic Management and Public Policy
School of Business, The George Washington University,**

Class time and location: T/Th 12:45-2:00 pm, Duques 152

Professor: Jorge Rivera, Ph.D.

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Office hours: TTh 2:30-4:30 pm or by email appointment

2. Description and purpose

This course provides an introduction to the study of the interaction between business, government and society in the US and other countries. The major goals of the course are to: (1) learn about the basic principles of public policy making; (2) understand how corporate behavior is affected by governmental demands and stakeholders' pressures; and (3) learn to formulate effective/socially responsible strategies to manage relations with governments and other groups in society.

3. Course organization

The course covers three major areas:

1. Public policy making
2. Business strategy and public policies
3. Corporate environmental and social responsibility

These topics will be examined in both theory and practice using readings and case studies. Class discussions are the core of the course and their success is based on the degree of participation by all students. Therefore, everybody is required to attend all classes, complete readings before class, and actively participate in discussions.

4. Grading.

1. Participation in class: 40%
2. Mid-term exam: 25%
3. Final exam: 35%

Active Class Participation:

Your active class participation is critical for producing a rich learning environment. The evaluation of participation includes a variety of factors such as:

- Attendance: Everyone is expected to be on time and attend all classes. ***Students missing more than three classes will earn an "F" for participation.***
- Reading the assigned material: The amount of reading for this course is significant. All students are required to read all the material for each day.
- Class discussions: Actively and constructively engaging in class deliberations and group activities.

- Courtesy: All students are expected to be respectful and courteous to other class members. This includes turning off cell phones and blackberries before class.

The participation grade will be determined based on these criteria and I will provide mid-term feedback to each student. The quality of an individual's participation is more important than the quantity. Class participation will be graded as follows:

- A** Excellent participation: Enthusiastically participated in all class discussions, clearly read assigned material, arrived on time. Comments are related to class reading and highlight key points.
- B** Above average participation: Generally participates with relevant comments and questions.
- C** Below average participation: Rarely played a part in class discussions.
- D** Attended but did not participate
- F** Missed more than 3 class sessions

Please see detailed explanation of the participation criteria on the last page of the syllabus.

Grading Scale:

The following scale distribution will be used to determine your grades:

A	= 94.0% - 100%	A-	= 90.0% - 93.9%
B+	= 87.0% - 89.9%	B	= 84.0% - 86.9%
B-	= 80.0% - 83.9%	C+	= 77.0% - 79.9%
C	= 74.0% - 76.9%	C-	= 70.0% - 73.9%
D	= 60.0% - 69.9%	F	= 59.9% and below

General Expectations:

- In terms of your performance in this class, my expectations are very high and I anticipate outstanding work from each of you.
- Without exception, all assignments should be typewritten.
- **Late assignments will not be accepted.**
- Please do not exceed the page limits specified for each assignment (always use double space, 12 pt font with 1" margins).

5. Required readings and cases:

Readings:

1. Manuscripts assigned for class will be available on the Electronic Reserves section of the Blackboard website for the course.
2. All students are required to read the headlines of the New York Times, the Wall Street Journal, or the Washington Post each day of class.

Case studies:

Cases not available on Blackboard can be purchased online at: www.xanedu.com. Following is the list of cases to buy:

INTRODUCTION

1. Learning by the Case Method. Gomez-Iban, Jose. Case No. 1136.0.

PUBLIC POLICYMAKING

2. Politics of a Covert Action: The U.S., the Mujahideen, and the Stinger Missile. Lundberg, Kristen. Case No. 1546.0.

3. The 2007-2008 Financial Crisis: Causes, Impacts and the Need for New Regulations. Conklin, David W.; Cadieux, Danielle. Case No. 9B08N014.

BUSINESS STRATEGY AND GOVERNMENT POLICIES

4. Battle Over the Clinton Health Care Proposal (The). Scott, Esther. Case No. 1600.0.

5. The Politics of Tobacco Control: A History of the U.S. Tobacco Industry. Diermeier, Daniel; Thaker, Shail. Case No. KEL062.

6. Mattel and the Toy Recalls (B). Bapuji, Hari; Beamish, Paul W. Case No. 9B08M011.

CORPORATE ENVIRONMENTAL/SOCIAL RESPONSIBILITY

7. Genzyme Center (A). Toffel, Michael W.; Sesia, Aldo, Jr. Case No. 9-610-008.

8. Global Climate Change and Emissions Trading. McGrath, P. et al. Case No. 9-707-015.

9. Sustainability at Millipore. Toffel, Michael W.; Lee, Katharine. Case No. 9-610-012.

10. Manville Corp. Fiber Glass Group (C). Paine, Lynn Sharp; Gant, Sara B. Case 9-394-116.

11. Professionals' Quandaries. Nanda, A. et al. Case No. 9-800-371.

12. Note on the Law of Sexual Harassment. Paine, L. Case No. 9-308-096.

13. Sexual Harassment, Free Speech or ...? Paine, L. 9-393-033.

To purchase these cases, please do the following:

1. Open the XanEdu "Login/Register" page at:
<http://www.xanedu.com/login.shtml?PackId=318783>

2. If you have previously registered for another CoursePack, log in. If not, click the "Student Registration" button under the "New Users Register Here" banner. Complete the registration page, and click Continue. Confirm your CoursePack Selection, and complete the purchase form.

4. The CoursePack is encrypted with copyright-enforcement technology. Thus, to view and print the cases, **you must download the pdf plug-in required by xanedu into your personal computer. This step can not be skipped.** The plug-in is computer specific, so it only applies to one computer at a time.

6. Course Calendar

Date	Session	<u>Topics and Readings</u>
T 01/12	1	Course Introduction <ul style="list-style-type: none"> Detailed overview of the course and syllabus Complete personal information forms
Part 1: Public Policymaking		
Th 01/14	2	The public policy process <ol style="list-style-type: none"> Rivera, J. (2010). Business and Public Policy. Cambridge University Press. Chapter 2 (read section 2 to the end). (Blackboard) Lindblom, C. (1959). The science of “Muddling Through.” Public Administration Review, Vol. 19: 78-88. (Blackboard). <p>Case note:</p> <ol style="list-style-type: none"> Learning by the Case Method. Gomez-Iban, Jose. 1992. John F. Kennedy School of Government. (Case package: xanedu.com)
T 01/19	3	Case study: Politics of a Covert Action: The U.S., the Mujahideen, and the Stinger Missile. Read pages 1-33 (xanedu.com) <p><u>Optional assignment: Watch the following movie: Charlie Wilson’s War</u></p>
Th 01/21	4	Agenda setting and policy selection <ol style="list-style-type: none"> Kingdom, Ch. 9: Wrapping things up. (Blackboard) Kraft & Furlong. 2004. Public Policy. Chapter 2. (Blackboard)
T 01/26	5	Case Study: Politics of a Covert Action: The U.S., the Mujahideen, and the Stinger Missile. Read pages 34 to 64 (xanedu.com)
Th 01/28	6	Policy evaluation and implementation <ol style="list-style-type: none"> Sagoff, M. (1988). At the shrine of our Lady of Fatima, or why political questions are not all economic. (Blackboard). Akerlof and Shiller. 2009. Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism. Pages 11-56 (Chapters 2-5).
T 02/02	7	Case Study: The 2007-2008 Financial Crisis: Causes, Impacts and the Need for New Regulations. (xanedu.com).
Th 02/04	8	Business and Public Policy in Developing Countries <ol style="list-style-type: none"> Generalizing about developing country policy environments. Grindle and Thomas, Chapter 3. (Blackboard).

		2. Rivera, J. (2010). Business and Public Policy. Cambridge, UK: Cambridge University Press. Book Summary. Chapter 3. (Blackboard)
Part 2: Business strategy and public policies		
T 02/09	9	Introduction to business and public policy Market and Nonmarket Environments. Baron, Chapter 1. (Blackboard)
Th 02/11	10	Case Study: The Battle Over the Clinton Health Care Proposal. Harvard Kennedy School of Government case. (xanedu.com)
T 02/16	11	Political strategy formulation and implementation Formulating nonmarket strategies. Baron , Ch. 7. (Blackboard)
Th 02/18	12	Case Study: The Politics of Tobacco Control. (xanedu.com)
T 02/23	13	Stakeholder management Preston, et.al. 2002. Managing the Extended Enterprise: The New Stakeholder View. California Management Review. (Blackboard)
Th 02/25	14	1. Mattel’s background note: Exhibit A. (Blackboard). Case Study: 2. Mattel and the Toy Recalls (B). (xanedu.com)
T 03/02	15	Mid-term exam
Part 3. Corporate environmental and social responsibility		
Th 03/04	16	Class videos: 1. Home (selected segments) 2. An Inconvenient Truth (selected segments)
T 03/09	17	Global environmental trends United Nations (2005). Millennium Ecosystem Assessment: Business Synthesis Report. New York: United Nations. <u>Available on my website: home.gwu.edu/~jrivera</u>
<u>Th 03/11: No class:</u> <u>I’ll be visiting the European School of Management in Berlin</u>		
T 03/23	18	Case Study: Genzyme Center (A). (xanedu.com)

Th 03/25	19	Global Warming: implications for business strategy Competitive Advantage on a Warming Planet. Harvard Business Review, March 2007 (Blackboard).
T 03/30	20	Case Study: Global Climate Change and Emissions Trading. (xanedu.com)
Th 04/01	21	Case Study: Sustainability at Millipore. (xanedu.com)
T 04/06	22	Business ethics I 1. Bardaracco. 1992. Business ethics: Four spheres of executive responsibility. California Management Review. (Blackboard). 2. Donaldson T. 1996. Values in tension: Ethics away from home. Harvard Business Review (Sept.-Oct.): 48-62. (Blackboard).
Th 04/08	23	Case Study: 1. Professionals' Quandaries. (xanedu.com) 2. Manville Corp. Fiber Glass Group (C). (xanedu.com)
<u>T04/13-Th04/15: No class:</u> <u>Attending Latin American Environmental Economics Meeting, Costa Rica</u>		
T 04/20	24	Business ethics II Reading: 1. Will she fit in? Harvard Business Review, 1997. (Blackboard). 2. Note on the Law of Sexual Harassment. (xanedu.com) Case Study: Sexual Harassment, Free Speech or ...? (xanedu.com).
Th 04/22	25	Review of the course

Evaluation of participation in class¹

The majority of class time will be devoted to discussion of the assigned cases and readings. Class participation is evaluated on quality rather than quantity. Comments need not mirror the position of the cases, readings, or the professor. You are graded not on the “correctness” of your position, but rather on your analysis of the material and your ability to articulate your ideas. You don’t have to be at the center of every debate, but students who make little or no effort to enter discussions will receive a lower participation grade. Discussion will become lively, heated even. Always respect the positions of others. When you disagree with someone, be sure to criticize the *idea* and not the person. Participation will be graded according to the following criteria:

A

The student in this grade range arrives in class each day thoroughly prepared with comments and questions on the assigned reading. Comments reveal that the student has read carefully; this student occasionally initiates the discussion without waiting for the professor to do so. This student does not, however, try to dominate the class, but listens carefully to the remarks made by fellow class members, and responds as readily to these as to the instructor’s questions.

B

The student in this grade range participates in most discussions, although not as fully or reliably as the student described above. There is evidence of having done the reading. This student pays attention to the comments of the other students.

C

The student in this grade range participates only intermittently, and is more willing to discuss broad, general questions than to engage in concrete analysis of an assigned text. Sometimes unprepared, this student lacks interest in the ideas of other members of the class, neglects to bring the proper text to class, and is often inattentive.

D

The student in this grade range seldom if ever participates.

F

Missing more than 3 class sessions

Things that lower your participation grade:

- * Missing classes
- * Talking to your neighbor or holding conversations separate from the class discussion
- * Not paying attention in class
- * A ringing cellphone, checking email or surfing the internet.

¹ Source: University Honors Program. Social Science Seminar Semester #1 Model Syllabus, Fall 2008.