



**THE CITY COLLEGE OF NEW YORK
DEPARTMENT OF ECONOMICS**

**ECO 35800
SERVICE LEARNING COURSE:
BUSINESS AND SOCIETY
Spring 2009**

Tuesdays and Thursdays, 02:00-03:15pm, NAC 7/313

Instructor:

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Office hours: Tuesdays and Thursdays 11:30 am-12:30 pm and by appointment

COURSE DESCRIPTION

This course surveys the social, legal, political, and ethical responsibilities of a business to both external and internal groups that have a stake, or interest, in that business. We will examine the different positions regarding the notion of corporate responsibility towards society, as well as investigate the nature of such responsibility. The course also addresses the impact of a corporation's ethical orientation on its economic and financial performance. To gain a better understanding of how common business situations test one's values and ethics, we will apply stakeholder and ethical systems to specific business problems in case studies.

A particular focus of this course is service-learning. Students will be involved in activities that address community-identified needs, while developing their academic skills and commitment to their community. The community service is rendered as an integral part of the coursework and aims at fostering the students' critical, reflective thinking and personal and civic responsibility.

Prerequisites: ECO 34000, 27100 and 33000

Last updated: 01/26/2009

LEARNING OBJECTIVES

Upon completion of this course, students should:

1. Understand the perspectives that form the context for business—including ethical, political, social, legal, regulatory, environmental, and diversity issues—and be able to incorporate them into decision making.
2. Develop an elementary ability to analyze and discuss ethical issues and be able to solve ethical problems in a business context.
3. Enhance their critical and reflective thinking as well as their personal and civic responsibility as a result of community service.
4. Improve their writing, discussion, team work, and presentation skills.

COURSE REQUIREMENTS

Your grade in this course will be based on the following five requirements:

Requirement	Weight
1. Participation	20%
2. Case responses	30%
3. S-L Assignment I	15%
4. S-L Assignment II	15%
5. S-L Group Project	20%

1. PARTICIPATION

This is a discussion-based class, so attendance and participation are of crucial importance. It is expected that you will come to class prepared for active participation. A quality learning experience in this course rests heavily upon interaction and exchange of ideas among you, the instructor, and visitors to the class. I will do frequent cold calls, i.e. call on you randomly to discuss issues raised in the readings or help frame discussion. If you are unprepared for class, please tell me beforehand. I like to challenge students, but have no interest in embarrassing you.

Active participation means that you will:

- Master the assigned materials
- Be alert and engaged
- Offer thoughtful contributions to class discussions
- Listen to, respond to, and build on comments by your classmates.

Whereas attendance is required, please note that *just being present in class does not count*. Any form of non-engaged behavior is unacceptable in this class. If the behavior is repeated, you will be asked to leave the class.

In addition, over the course of the semester I will ask individual students to prepare brief reports on specific topics. The preparation and presentation quality of these reports will affect your participation grade.

2. CASE RESPONSES

This individual writing assignment should encourage you to prepare your cases critically and analytically, as well as give you practice at organizing and summarizing information. You will be required to answer questions about each case before in-class discussion. I will email the questions to you well in advance of the due date of each case response.

3. SERVICE-LEARNING ASSIGNMENT I: COMMUNITY DEVELOPMENT CORPORATIONS (CDC)

This individual writing assignment will help you familiarize with the concept of community development organizations (CDC's) and with the CDC you have chosen as your client. In your essay, address the following questions:

- According to the readings and information from the guest speakers, what are the historical roots of CDC's?
- What economic realities were communities responding to when they first started forming CDC's in low-income neighborhoods?
- What kinds of services do they typically provide? What services does your client CDC provide?
- How have they changed and adapted over the years?
- What is the nature of the partnerships that they form with corporate financial institutions?

4. SERVICE-LEARNING ASSIGNMENT II: FEDERAL COMMUNITY REINVESTMENT ACT (CRA)

One critical piece of government regulation that affects both the community and businesses is the Federal Community Reinvestment Act (CRA). This individual paper will help you familiarize with the CRA and its effect on your client CDC. Please address the following questions:

Based on interviews with staff and your own observations,

- What are some of the ethical dilemmas that your CDC faces in working with corporate financial institutions?
- How has your CDC benefited or been harmed by the CRA?
- Do you think your CDC and the financial institutions with whom they partner benefit equally? If not, who benefits more and why?
- How does your experience at your CDC confirm or contradict this week's reading on the CRA?

5. SERVICE-LEARNING GROUP PROJECT

You will form groups of 5-6 students for service-learning projects. Each group will work on a specific project with one of the two community partners (“clients”). Throughout the semester, you will be required to: 1) demonstrate a general knowledge of the community organization(s) you are doing your service at; 2) work closely with the assigned offices; 3) maintain excellent attendance and be self starters and act responsively when conducting field assignments; 4) prepare a written report and make a presentation before select management from the clients; 5) attend group presentations and board meetings as determined by the instructor and the clients; 6) have access to personal computer.

Clients:

Neighborhood Housing Services of New York

Contact: Ms. Susannah Gillette, susannah_gillette@nhsnyc.org

Community service:

- Assess community needs in regards to homeownership services in specific parts of the City
- Identify the communication outlets neighbors use to learn about community services

Research:

- Attend presentations
- Survey members of the community
- Computer-aided analysis of collected data

Report:

- Description of the realities you have observed
- Data analysis and interpretation
- Recommendations on marketing of homeownership services

Local Development Corporation of West Bronx

Contact: Mr. Walter Houston, walter.houston@wbldc.org

Community service:

- Assess community needs in regards to new banking center and the planned Light Rail Rapid Transit (LRRT) along Third Avenue
- Assess business plans of Chase Bank and the MTA for these projects

Research:

- Attend community board meetings and presentations
- Survey members of the community
- Interview exponents of Chase Bank and the MTA

Report:

- Description of the realities you have observed
- Data analysis and interpretation
- Recommendations on marketing and implementing the projects

The **group report** will account for 15% of your grade. It should begin with an executive summary, then provide a background of the organization. The main body of the paper should address the points detailed above. The paper should conclude with recommendations (what did you learn from the research that helps your client).

Format: The paper should be 20 pages long, double-spaced, with a 1-inch-margin all around, written in a twelve-point font. Use appropriate references for all statements and quotations. You will need to reference a minimum of five sources (web pages excluded). Please use a standard bibliography style, such as MLA, Chicago, or APA.

Grading: Each individual's grade on the paper will be determined as follows:

- 50% grade assigned by the instructor
- 25% grade assigned by the client
- 25% grade assigned by other group members to you (through peer evaluations).

Another 5% of the class grade will be allocated to the **group presentation** of the project. This will be in form of a poster presentation. It is important that you engage your audience, which will be composed of all clients as well as your classmates, with your presentation. All group members should have some part in planning, designing, and polishing the presentation. The presentations will be evaluated by the instructor, the clients, and your fellow classmates using the evaluation forms that will be distributed prior to the presentations.

READINGS

The following book is being used in this course. It is available for purchase at the university bookstore, or you can shop for it online. Older editions of the required text are acceptable (but not the international edition, which is substantially different). **BUT:** It is your responsibility to check the accuracy of the references to the text in the syllabus for accuracy in the edition you use.

Required text

Archie B. Carroll and Ann K. Buchholtz, *Business & Society: Ethics and Stakeholder Management* (South-Western, 7th ed., 2008).
ISBN: 0-324-56939-4

You are strongly encouraged to regularly read a daily newspaper, such as the *New York Times*, the *Financial Times* or the *Wall Street Journal*, and/or a weekly magazine, such as *Crain's New York Business*, *BusinessWeek* and the *Economist*. You are expected to keep yourselves informed on current developments of the topics discussed in class.

Except where otherwise noted, all other readings are available either online or will be distributed in class. In addition, you will find reading materials, links to the online resources and other course information on Blackboard (<https://blackboard-doorway.cuny.edu/>).

SOME GROUND RULES

1. Class Attendance

I expect you to attend each class. If a family emergency or personal illness precludes you from attending class, you need to notify me via telephone or email as soon as you know that you must miss the class. I will also make some exceptions for important interviews and family events.

Out of consideration for your fellow classmates (and yours truly), it is imperative that you be **ON TIME** for class. For the same reason, please **switch off or mute** all devices emitting any kind of sound. Lateness and noises are highly disruptive! I reserve the right to deny access to the class to students who are late.

2. Written Assignments

A big part of your grade is determined by writing assignments, and their quality (not their length!) is very important. It is imperative that you run a spell and grammar check prior to submitting your papers. *I will not grade papers that have obviously not been proofread.* If you are unsure of your writing skills, I strongly encourage you to finish your assignments early and take them to the **Writing Center** (located in the NAC building, Amsterdam Ave, Plaza 3rd floor South). You can schedule an appointment through their website (do it right away! You now know when the assignments will be due!): <http://www.ccny.cuny.edu/writingcenter/>.

Format: All papers must be typed, double-spaced, with a 1-inch-margin all around, written in a twelve-point font, pages numbered. Place your name, date, and assignment number on the top left hand of the page.

PLEASE NOTE THAT I ONLY ACCEPT ASSIGNMENTS SENT BY **EMAIL**. When you email your assignment to me, please attach it as a Word or Rich Text document to your message, which should state at least your name and the name of the assignment. All written assignments are due at midnight of the due date indicated in the course schedule.

3. Working in Groups

You should try to resolve any disputes that may arise in your group early. If you believe a member of the group is not carrying his/her weight, tell the member as soon as you can. Groups should try to resolve any disputes on their own if at all possible. I will intervene if you come to me and tell me that you have reached an irresolvable impasse, and I reserve the right to lower the individual grade of any group member who has not contributed a reasonable share to the group project.

4. Academic Integrity

The CUNY Policy on plagiarism says the following about plagiarism (the CUNY Policy can be found in Appendix B.3 of the CCNY Undergraduate Bulletin 2007 -2009):

“Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

1. Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.

2. Presenting another person's ideas or theories in your own words without acknowledging the source.
3. Using information that is not common knowledge without acknowledging the source.
4. Failing to acknowledge collaborators on homework and laboratory assignments.
5. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

The City College Faculty Senate has approved a procedure for addressing violations of academic integrity, which can also be found in Appendix B.3 of the CCNY Undergraduate Bulletin."

Be aware that if I suspect plagiarism **I will follow this procedure, no exceptions made**; i.e. I will report you to the Academic Integrity Official. Disciplinary sanctions range from failing the class to expulsion from the college.

5. Changes to the syllabus

Finally, I reserve the right to amend all policies stated above. Please make sure to check the class page on Blackboard regularly, where I will post announcements and any changes to the syllabus.

CLASS SCHEDULE

Note that the listed date is the date we will be discussing the readings. Hence, you must do them (and prepare related assignments) *in advance* of that date. Assignments are due via email on midnight BEFORE the due date. The readings consist of the following elements:

- **Carroll & Buchholtz** – refers to your textbook (Business and Society, 7th ed.)
- **Cases** – if they are in your text, a page number is given
- **All other readings** – will be distributed in class or can be downloaded from Blackboard

Week	Date of Class	Topics	Assignments
Week 1	Tue, Jan 27 / Thu, Jan 29	Introduction to the course	
Week 2	Tue, Feb 3 / Thu, Feb 5	The Business and Society Relationship	<p>Read:</p> <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 1 <p>Prepare to discuss:</p> <ul style="list-style-type: none"> • Case: Walmart: The Main Street Merchant of Doom (p. 771)
Week 3	Tue, Feb 10	Introduction to the Service-Learning Projects Guests: Susannah Gillette, Neighborhood Housing Services of New York City; Walter Houston, West Bronx Local Development Corporation	
	Thu, Feb 12	No class (Lincoln's Birthday)	
Week 4	Tue, Feb 17 / Thu, Feb 19	Corporate Citizenship and the Stakeholder Approach	<p>Read:</p> <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 2 • <u>Carroll & Buchholtz</u>: Ch. 3 (pp. 81-102) <p>Prepare to discuss:</p> <p>Case: The Body Shop (3 cases; p. 784)</p>
Week 5	Tue, Feb 24	Business Ethics Fundamentals	<p>Read:</p> <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 7 <p>Prepare to discuss:</p> <ul style="list-style-type: none"> • Case: Enron
	Thu, Feb 26	Film: Enron – The Smartest Guys in the Room	ATTENTION: Class starts at 1pm today

Week	Date of Class	Topics	Assignments
Week 6	Tue, Mar 3 / Thu, Mar 5	Community Stakeholders	Read: <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 16 (pp. 620-626) • Norman J. Glickman and Lisa J. Servon: “More than bricks and sticks: Five components of Community Development Corporation capacity” • Christopher Walker: “Community Development Corporations and their changing support systems”
Week 7	Tue, Mar 10	Field work	
	Thu, Mar 12	Employee Stakeholders and Workplace Issues	S-L assignment #1 due Read: <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 17
Week 8	Tue, Mar 17 / Thu, Mar 19	Globalization	Read: <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 10 Prepare to discuss: Case: Hitting the Wall: Nike and International Labor Practices
Week 9	Tue, Mar 24	Field work	
	Thu, Mar 26	Government Regulation	Read: <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 11 • “Federal Community Reinvestment Act”
Week 10	Tue, Mar 31 / Thu, Apr 2	Consumerism	Read: <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 13 & 14 • Ira Sager: “The price of safety” • Catherine Arnst, John Carey, Arlene Weintraub: “New drugs: Why so many delays?” • Joseph Weber: “3M’s big cleanup” Prepare to discuss: Case: Choice Point
Week 11	Tue, Apr 7	Workshop: Creating and presenting posters	“Sneak Preview” Presentations due
	Thu, Apr 9	No class (Spring Break)	
Week 12	Tue, Apr 14 / Thu, Apr 16	No class (Spring Break)	

Week	Date of Class	Topics	Assignments
Week 13	Tue, Apr 21 / Thu, Apr 23	Environmentalism	Read: <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 15 • Geoff Colvin: "The defiant one" • Jerry Adler: "Moment of truth" Prepare to discuss: Case: GE and the Hudson River Cleanup (p. 901)
	Tue, Apr 28	Field work	S-L assignment #2 due
Week 14	Thu, Apr 30	Diversity in the workplace	Read: <ul style="list-style-type: none"> • <u>Carroll & Buchholtz</u>: Ch. 19 Prepare to discuss: Case: Managing Diversity at Cityside Financial Services
	Tue, May 5	Field work	
Week 15	Thu, May 7	Poster review	
	Tue, May 12	Poster presentations	Poster presentations due
Week 16	Thu, May 14	Last day of classes	Group paper due