

G202 – BUSINESS, GOVERNMENT, AND SOCIETY

Summer 2021

BASIC INFORMATION

Synchronous:	Monday Tuesday Thursday 10:35 am-12:35 am
Asynchronous:	Wednesday
Zoom Meeting ID:	817-8553-5530
Passcode:	1234
Registration:	https://iu.zoom.us/meeting/register/tZUqf-ytrT4vGdRQc4uAUmLT3jUL1GMc2gwg
Instructor:	Hong Lee hgle@iu.edu
Class Website:	Canvas
Prerequisites:	E201 (Microeconomics)
Office Hours:	Wednesday 11:00 am– 12:00 pm, or anytime by appointment

COURSE DESCRIPTION

Welcome to G202 Business, Government, and Society. This course is developed to introduce the broad range of ways in which the non-market environment—government policymakers and other social regulators—affects business, and give you an understanding of the process through which businesses and other special interest groups create and change the rules of the game under which they function. In today's economy, successful business strategy entails more than outmaneuvering rivals; executives must also integrate the global, non-market forces that confront businesses. It is important for managers to keep in mind the potential risks and opportunities brought by various social forces, and further incorporate the social environment into decision-making process.

COURSE OBJECTIVES

By the end of this course, students can expect to:

- Understand the often-competing interests and objectives of various market and non-market stakeholders of multi-national corporations.
- Identify various non-market strategies available to businesses facing political, economic, social, and/or technological pressures while operating in the global economy.
- Evaluate potential non-market strategies based on risk and reward principals.
- Recommend and defend an optimal solution that mitigates risk and maximizes reward under such global non-market pressures.

These learning outcomes support Goals 1, 3, and 7 of the undergraduate program learning goals (See Appendix).

MATERIALS

- **G202 Business Case Packet (About \$30):**
As one of the highlights of this course, you will be able to analyze 7 relevant social strategy cases. You are required to purchase the G202 customized reader packet through the following Harvard Business School website: <https://hbsp.harvard.edu/import/826908>. Click “Register Now” and set

up your student account. After you purchase the case packet, you will have access to the digital downloads of the cases (in pdf files). Remember your username and password so that you can access the cases in the future. I recommend just downloading all 7 cases once you purchase them, so you can save them on your computer and access them throughout the semester. You may find a file "How to get Case Packet.pdf" on Canvas and the file specifies the details of how to download the Harvard Packet.

- **Slides**

The course is organized into 7 basic topics (see page 4). There is one set of slides for each module. You may download and print these on Canvas.

GRADING

- **2 Mid-semester Quizzes** (*each worth 15%*): The quizzes will be open-book and not cumulative.
- **Final Exam** (*worth 25%*): The final exam will be open-book and cumulative.
- **Case Reflections on Canvas** (*worth 30%*): The class will be randomly broken up into small discussion groups. For each case, I will post a different question for each group. You should submit your answers online via Canvas under your specific discussion session. **Case reflections are due at 11:59pm on the dates indicated in the tentative course outline** (see page 4).
 - Your reflection should be thoughtful and reflect a good understanding of the concepts discussed in class. Most successful reflections are about 150-300 words, discuss at least one concept from the slides, and cite 1-2 specific examples from the case study. Most students spend a total of 2-3 hours reading the case and completing the reflection question.
 - I encourage you to work in groups on the case reflections. However, **each person must submit their own answers.**
 - Solutions will be usually discussed in class the morning after the reflection is due. Therefore, I cannot accept late submissions for any reason (even if you are ill, in a different time zone or have technology issues).
 - As a safety net, I will drop your lowest case reflection grade.
- **Attendance** (*worth 15%*): Your attendance grade will be evaluated based on your participation in synchronous sessions.
 - All students are assumed full attendance points but your points will be deducted due to absence from the following checks in synchronous sessions:
 - Random presenter of case reflection
 - Random check on contributions to case discussions
 - Random poll that takes down attendance
 - Attendance is mandatory and cannot be "made up." You may be excused from class for an unavoidable reason (such as illness, religious observance, job interview) provided that you email me before the class.
 - As a safety net, everyone is automatically excused from one class.

- Excused attendance due to unavoidable reasons does not count into your automatic waiver from one class.
 - **IMPORTANT:** Students who fail to take **ALL** synchronous sessions on-time are required to email me to notify their situation with a valid justification. Since these students could not contribute to synchronous group discussions, they are required to take an additional assignment at the end of the class that counts 15% of their grade.
- **2-Bonus Assignments** (*each worth 5%*): There are two-bonus assignments each worth 5% in this class. It's totally OPTIONAL for you whether to choose to submit these assignments. I will post two extra credit assignments on Canvas. The due date for submission is **June 3, 11:59pm**.

RULES AND POLICIES

- **Quizzes and exams must be taken the day they are administered.** Other specific exam policies will be announced during the course depending on the distribution of students' time zones.
- **No late submissions of case reflections for any reason,** since reflection will often be discussed in class in the morning after it is due.
- **Communication.** Outside the synchronous meetings and office hours, email and Canvas are the primary forms of communication. It is important that you regularly check your email and the course website for announcements, assignment updates, etc.

STATEMENT ON ACADEMIC INTEGRITY

Absolute integrity is expected on every IU student in all academic undertakings. A student's submission of work for academic credit indicates that the work is the student's own. Similarly, submission of group work indicates that the work was conducted by that group. All outside assistance should be acknowledged, in the form of adequate and complete citations and clear indication of the portion of work attributed to others. **If you cheat on any assignment or exam or commit plagiarism or any other academic misconduct, you will fail the course.** For further information regarding the Code of Academic Integrity, see: <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>

TENTATIVE COURSE OUTLINE

Date	Module						
Tuesday, May 11	1	2	3	4	5	6	7
Wednesday, May 12							
Thursday, May 13							
Monday, May 17							
Tuesday, May 18							
Wednesday, May 19							
Thursday, May 20							
Tuesday, May 25							
Wednesday, May 26							
Thursday, May 27							
Monday, May 31							
Tuesday, June 1							

Module	Assignments
1 Pest Framework and Social Efficiency	Module 1 Case Reflection– Ventria (Due May 12 11:59pm EST)
2 Market Power and Anti-Trust Issues	Module 2 Case Reflection – Debeers (Due May 17 11:59pm EST)
3 Globalization, Property Rights, and Trade	Module 3 Case Reflection – Spotify (Due May 17 11:59pm EST)
Quiz 1 (Modules 1-3)	May 19
4 NGOs as Social Regulators	Module 4 Case Reflection – Starbucks (Due May 24 11:59pm EST)
5 Growth, Sustainability, and Externalities	Module 5 Case Reflection – Suncor (Due May 24 11:59pm EST)
Quiz 2 (Modules 4-5)	May 27
6 The Role of Government in Asymmetric Information	Module 6 Case Reflection – Nike (Due May 31 11:59pm EST)
7 Sharing Economy	Module 7 Case Reflection – Uber (Due May 31 11:59pm EST)
Final Exam (Modules 1-7)	June 3

All the information above regarding this course is subject to change in the form of Canvas announcements or class notifications by the instructor of the course.

STUDENTS WITH APPROVED DISABILITIES

If you desire class/testing accommodations for a disability, contact me outside of class and present to me the supporting memorandum of accommodation from the Office of Disability Services for Students (<https://studentaffairs.indiana.edu/disability-services-students/>). Requests for disability accommodations must be received and authorized by me, no less than one week in advance of your need. This is required to allow adequate time to review and make appropriate arrangements. Simply having a memorandum and/or a belief that you should be given special arrangements does not entitle you to them.

TITLE IX

As your instructor, one of my responsibilities is to help create a safe learning environment in class. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help:

- The Sexual Assault Crisis Services (SACS) (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) (812) 856-2469 (advocacy and advice services)
- IU Health Center (812) 855-4011 (health and medical services)

More information about available resources can be found here:

<http://stopsexualviolence.iu.edu/help/index.html>

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit www.stopsexualviolence.iu.edu to learn more.

APPENDIX: BLOOMINGTON UNDERGRADUATE PROGRAM LEARNING GOALS AND STUDENT LEARNING OUTCOMES (SLOS)

Goal 1: An Integrative Point of View

Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of business.

Goal 2: Ethical Reasoning

Recognize ethical issues, describe various frameworks for ethical reasoning, and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions.

Goal 3: Critical Thinking and Decision Making in Business

Identify and critically evaluate implications of business decisions for organizational stakeholders and the natural environment.

Goal 4: Communication and Leadership

Communicate effectively in a wide variety of business settings employing multiple media of communications.

Goal 5: Quantitative Analysis and Modeling

Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions.

Goal 6: Team Membership & Inclusiveness

Collaborate productively with others, functioning effectively as both members and leaders of teams.

Goal 7: Cultural awareness and global effectiveness

Become conversant with major economic, social, political, and technological trends and conditions that influence the development of the global economy and demonstrate competence in the cultural, interpersonal and analytical dimensions of international business.