

# PADM 725 – Government, Society and Business

## Old Dominion University

### Instructor Contact Information

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### Contact Policy

I do not have regular office hours. Please e-mail to schedule an appointment. I am available to meet either in person or through AdobeConnect (<https://connect.odu.edu/wieyusuf/>).

### Student Help Resources

#### Online Student Orientation

<http://www.clt.odu.edu/oso>

#### Blackboard Support Website

<http://www.clt.odu.edu/bb>

#### Technical Support Center

<http://www.odu.edu/its/helpdesk>

[itshelp@odu.edu](mailto:itshelp@odu.edu)

757-683-3192

### 3 Course Readings

The required text for this course is a custom textbook from McGraw-Hill (ISBN: 9781308517308). This custom textbook is available from the ODU bookstore. Other required readings are available via BlackBoard.

### Course Description

This course provides an overview of business-government-society interactions, with special attention to implications of and for public policy. Business and government are two overarching entities that shape and are shaped by society. Similarly, interactions of business and government forces have ripple effects throughout almost every aspect of individual life, impacting and being impacted by society. We will study the interdependencies and interactions among these three broad entities - business, government, and society - in the context of four issues. These issues are corporate social responsibility, social entrepreneurship, business and political influence, and government regulation. As such, this course also provides an examination of the historical, economic, legal, political and social environments of the public and private sectors.

### Learning Outcomes

This course is designed to achieve the following learning outcomes:

- Be able to understand the roles of stakeholders in the public service, including political interests, business/profit interests, proprietary interests (e.g. special interests who claim to represent certain causes), consumer interests, the media, and moral interests (e.g. philanthropic and religious interests)
- Be able to describe interactions and intersections of multiple sectors within specific management and policy contexts
- Be able to understand how the changing public service landscape affects policy decision making, management, and governance

- Be able to examine the impact of different social, economic and political forces/phenomena on multi-sectoral management/policy issues
- Be able to think critically about issues from multiple stakeholder perspectives
- Be able to define, assess, and address public management and policy issues using a multi-sectoral perspective
- Be able to critically assess issues and events by applying models and analytical tools that integrate the perspectives of multiple stakeholders
- Be able to critically reflect on the role and scope of government as well as the role of businesses, individuals and civil society in promoting the public interest

### Teaching and Learning Methods

This course is offered in on-line, asynchronous format.

### Grading Criteria and Scheme

The grading scheme is as follows:

#### Assignments

Low stakes research activities (supporting the research paper)

Review of Research Assignments	1 point
Exploratory Essay and Thesis Statement	10 points
Self-review of Topic and Thesis Statement	2 points
Annotated Bibliography	30 points
5 Scholarly article review – Complete 5 out of 7 assigned articles (10 points each)	50 points

Research paper 100 points

2 case studies (20 points each) 40 points

#### On-line activities

6 Food for Thought - Wiki activities (1 point each) 6 points

5 Enlightenment Discussion Boards - Complete 5 out of 6 assigned Discussion Boards (3 points each) 15 points

10 Topical BlackBoard Discussion Boards – Complete 10 out of 14 assigned Discussion Boards (8 points each) 80 points

3 Blogs – Complete 3 out of 4 assigned Blogs (10 points each) 30 points

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TOTAL 354 points

The final grade will be based on the following percentage scale:

<u>Percentage</u>	<u>Letter Grade</u>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
< 70	F

Note: A grade of “I” indicates assigned work yet to be completed in a given course or absence from the final examination. It is assigned only upon instructor approval of a student request. The “I” grade can be given only in exceptional circumstances beyond the student’s control, such as illness. In these cases, the student is responsible for notifying the faculty member. The “I” grade becomes an “F” if not removed by the last day of classes of the following term (excluding the exam period) according to the following schedule: “I” grades from the fall semester become “F”, if not removed by the last day of classes of the spring semester; “I” grades from the spring and summer sessions become “F” if not removed by the last day of classes of the fall semester. An “I” grade may not be changed to a “W” under any circumstances.

Important: All written assignments must be submitted via BlackBoard (under 'Submissions') in Word format (no PDF documents will be accepted). All on-line activities must be submitted via BlackBoard under 'Activities.' All assignments and activities MUST be submitted by 11pm on the designated due dates. **Late assignments will not be accepted.**

### **Strategies for Success**

Given the on-line nature of this course, effective time management is essential. Below are some suggested strategies for success:

- (1) Review the course syllabus and course schedule.
- (2) Read activity/assignment instructions and rubrics carefully.
- (3) Pay attention to due dates.
- (4) Don't wait until the last minute to complete assignment and activities.
- (5) Check BlackBoard regularly.
- (6) Complete all assigned readings.
- (7) The research paper comprises a large portion of your final grade. Work consistently throughout the semester and complete all intermediate low-stakes research activities.

### **Course Policies**

#### **Attendance**

As per university policy, students are expected to attend classes. Attendance, in an online course is achieved by communicating with your instructor and members of your class through blogs, wikis and discussion board. Students are also expected to complete activities by their stated deadlines.

#### **Course Disclaimer**

Every attempt is made to provide a syllabus that is complete and that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs, and experiences of the students.

#### **University Policies**

Offensive language, gestures and the like are disrespectful and disruptive to the teaching-learning process. [[http://studentservices.odu.edu/osja/ccc\\_pamphlet.pdf](http://studentservices.odu.edu/osja/ccc_pamphlet.pdf)] Students are expected to be respectful to others in their communication, blog postings, wiki assignments, and discussion board postings.

#### **Academic Honesty**

Violations of the academic honesty code will be dealt with in the strictest terms. Students are advised to become familiar with the university's academic honesty code, as well as the Statement on Plagiarism for the Strome College of Business. It is the student's responsibility to ensure that both the *letter* and *intent* of this code are met in all circumstances. Ignorance of this code, or of proper rules of citation, provides no defense. My policy concerning enforcement of this code is inflexible; no exceptions will be made.

#### **Honor Pledge**

*"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned."* By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

#### **Special Needs**

Old Dominion University is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the university's policy that no qualified person be excluded from participation in any university program or activity, be denied the benefits of any university program or activity, or otherwise be subjected to discrimination with regard to any university program or activity. This policy derives from the university's commitment to non-discrimination for all persons in employment, access to

facilities, student programs, activities and services. For additional information visit the Office of Educational Accessibility.

### University Email Policy

The Old Dominion University e-mail system is the official electronic mail system for distributing course-related Communications, policies, Announcements and other information. In addition, the University e-mail user ID and password are necessary for authentication and access to numerous electronic resources (online courses, faculty Web pages, etc.)

### Withdrawal

A syllabus constitutes an agreement between the student and the course instructor about course requirements. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. Please review the syllabus and the course requirements as soon as possible. If you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved - or if you anticipate that the class meetings, assignment deadlines or abiding by the course policies will constitute an unacceptable hardship for you - you should drop the class by the drop/add deadline, which is located in the ODU Schedule of Classes. For more information, please visit the Office of the University Registrar.

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### RESEARCH PAPER

You are required to write a research paper on a topic related to climate change from a government, business, and society perspective. This research paper *must be at least* 1500 words long and *no longer than* 2500 words, **not** including the reference page, title page, and abstract.

Your paper should evolve around a **thesis statement** and, thus, arguments to support that thesis statement (See discussion below for more information about the thesis statement). The paper may include information from the low-stakes research activities, and scholarly article reviews, but should include additional references and sources. All references should be properly cited using APA format. Note that final papers will be submitted via Blackboard. *All papers will be checked for plagiarism.*

When doing library research, you must use **legitimate, authoritative sources of information**: scholarly books, academic journals, and government sources **only**. **No Wikipedia, no news sites, no tech sites, no blog sites, etc.** [Caveat: You may include those types of cites/sites, but your *primary arguments and justifications* must be based on the legitimate sources of information.]

Please **edit** your paper. There are absolutely no excuses for submitting poorly edited papers, typos, grammar, no flow, etc. These are mistakes that you could catch yourself. If you need additional assistance, I recommend scheduling an appointment with the ODU Writing Center (<http://writingcenter.digitalodu.com> or <https://www.facebook.com/ODUWritingCenter>). You could have a brilliant paper and still receive a poor grade for not editing it well. By the same token, you could have a perfectly edited paper and get a low grade for meager substance. You have to have a quality argument, based on quality readings and it must be well edited. You need to demonstrate: a) your understanding of the subject you are writing about; b) good writing skills; and c) ability to craft good arguments.

### About the thesis statement:

The **thesis statement** is that sentence or two in your paper that contains the focus of your research paper and tells your reader what the paper is going to be about. It is the overarching idea or point around which the paper centers.

A helpful discussion of thesis statements is available here:

[<http://grammar.ccc.commnet.edu/grammar/composition/thesis.htm>]

Some key issues to think about your thesis statement:

- It doesn't need to be something complex or obscure
- Does the thesis inspire a reasonable reader to ask, "How?" or "Why?"
- Would a reasonable reader NOT respond with "Duh!" or "So what?" or "Gee, no kidding!" or "Who cares?"
- Does the thesis statement avoid general phrasing and/or sweeping words such as "all" or "none" or "every"?
- *Can it be adequately developed in the required length of the paper or project?*

#### **A few comments about information sources:**

- a) You should rely primarily on sound and credible sources, which include:
  - Academic journals
  - Technical reports
  - Reports from government agencies
  - Analytical articles in popular journals written by experts in the field
- b) Other, not so sound sources should be used sparingly. These include:
  - Newspaper articles in any paper, including the New York Times and Washington Post. Most of the time, these sources will just steer you to original reports and analyses that you should find and assess on your own (remember, your professionalism is at stake here. You may sparingly cite newspapers to discuss the issue—to raise ideas, for example—but you cannot use journalism as a replacement for hard evidence.
  - Popular magazines and TV news programs, etc.
  - Wikipedia or any encyclopedia. Use Wikipedia to help you understand a concept—some of the articles are quite good. But this isn't evidence. Any paper that cites Wikipedia will be returned ungraded on the first instance. On the second presentation of any paper with a Wikipedia reference, the assignment will earn zero credit. Often, Wikipedia refers readers to source information, and if that information is good, you can use it.
  - Blogs or other material by non-experts. Anyone can start a blog and publish nonsense. On the other hand, some experts do create blogs, and their work can be useful. The quality of a blog is related to the quality of the blogger and any sponsoring organization, so proceed with caution.

### **LOW-STAKES RESEARCH ACTIVITIES**

To facilitate successful completion of the research paper, you will undertake several small-scale, low-stakes assignments. These include:

- (1) Exploratory essay and thesis statement
- (2) Peer-review of topic and thesis statement
- (3) Scholarly article reviews
- (4) Annotated bibliography for course Wikiography

#### **Exploratory Essay and Thesis Statement**

The purposes of this assignment are: (1) to explore the issue of climate change; (2) to get you thinking about government, business, and society as it relates to climate change; (3) develop a preliminary thesis statement for your research paper; and (4) to provide a starting point for your literature review. Your task is to read the three assigned articles, reflect on them, and write an essay that explores the following:

- (1) What are 2 issues that are relevant to climate change from a government, business, and/or society perspective? Identify and describe these issues.
- (2) Why and how are these issues relevant?

- (3) Pick one issue. What is an interesting question that researchers, policymakers, or journalists may ask about this issue? Discuss why this is an interesting question and what makes it interesting.
- (4) What is your proposed thesis statement? Revise your interesting question (from step 3) into a thesis statement.

Your exploratory essay MUST conclude with a thesis statement that builds from your answers to the previous questions.

**IMPORTANT:** Your exploratory essay and thesis statement will be anonymously peer- reviewed. **Do not include your name on your assignment.**

Assigned articles:

Adger, W. N. (2003). Social Capital, Collective Action, and Adaptation to Climate Change. *Economic Geography*, 79(4), 387-404.

Kolk, A., & Pinkse, J. (2007). Multinationals' Political Activities on Climate Change. *Business & Society*, 46(2), 201-228.

Reid, E. M., & Toffel, M. W. (2009). Responding to public and private politics: Corporate disclosure of climate change strategies. *Strategic Management Journal*, 30(11), 1157-1178.

Note: You can (and should) include other sources in arriving at your thesis statement.

Example:

Issue	Government incentives for private sector to undertake efforts to mitigate climate change
Interesting question	Should government provide financial incentives to encourage private sector climate change mitigation efforts?
Thesis statement	Government should encourage private sector investment in climate change mitigation efforts by offering tax incentives

### **Self-assessment of Topic and Thesis Statement**

You will be required to complete a self-assessment of your exploratory essay and thesis statement. This self-assessment is conducted via BlackBoard. Your task is to read your colleague's exploratory essay and thesis statement, and to provide an assessment of how well the thesis statement is articulated and how it could be made more clear. Your assessment and review should address the following questions, and your ratings should be on a scale from 0 to 5 (where 0 is strongly disagree 5 is strongly agree).

- (1) The topic is relevant to our understanding of government, business, and societal interactions
- (2) The thesis statement is not too complex or obscure
- (3) The thesis statement inspires a reasonable reader to ask "How?" or "Why?"
- (4) The thesis can be adequately developed in the required length of the research paper
- (5) The thesis statement is articulated well

You must also answer two open-ended question of:

- How could the thesis statement be made more clear?
- If you were given an additional week to work on the exploratory essay and thesis statement, what would you add or change?

### **Scholarly Article Reviews**

There are seven assigned scholarly articles. You are required to complete a review of **five** scholarly articles. Your scholarly article reviews must complete the following sentences:

- From this article, I learned that... [1.5 points]
- An interesting/insightful quote from the article (with page #) was... [1 point]
- I found this quote interesting/insightful because... [1 point]
- A question I still have or something I wonder about is... [1.5 point]
- I thought this article related to class material ... (explain how and why) [5 points]

Your review should be between 300 and 500 words.

### **Annotated Bibliography**

Task: Look up **two** scholarly articles on climate change and the role(s) of business, government, non-profits, grassroots organizations, and/or citizens/residents. Read the articles and **WRITE** an annotated bibliography for each article. Post your annotated bibliographies to the course Wikiography.

An **annotated bibliography** provides a summary and/or evaluation of a bibliographic source. For this assignment, you are required to:

- a. Provide the **complete citation** in APA style. For help, see Purdue Online Writing Lab APA General Format [<https://owl.english.purdue.edu/owl/resource/560/01/>] (1 point)
- b. Provide the **abstract**. (1 point)
- c. Provide **3-5 keywords**. (1 point)
- d. **Summarize** the article. Summarize the article. What are the main arguments? What is the point of the article? What topics are covered? If someone asked what this article is about, what would you say? (5 points)
- e. **Evaluate/assess** the source. After summarizing the article, you must also evaluate it as an information source. Is it a useful source? How does it compare with other articles you have read about the topic? Is the information reliable? Is this source biased or objective? What is the goal of this source? For help with evaluating sources, see: Evaluating Sources from the Purdue Online Writing Lab [<https://owl.english.purdue.edu/owl/resource/553/1/>] (2 points)
- f. **Reflect**. Once you've summarized and assessed a source, you need to ask how it fits into your research. Your annotated bibliography may answer the following questions: How does it help understand the interactions of government, business, non-profits, grassroots organizations, and/or citizens/residents as it relates to the issue of climate change? Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? (5 points)
- g. **Post** your annotated bibliographies to the course Wikiography on BlackBoard, in alphabetical order by author last name.

### **Why do this?**

**To learn about your topic:** Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for your research paper is useful, but when you have to write annotations for each source, you are forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit.

**To help you formulate a thesis:** Every good research paper is an argument. The purpose of research is to state and support a thesis. So, a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

**To help other researchers/colleagues:** You will post your annotated bibliographies to the course Wikiography. Combined, the annotated bibliographies will provide a comprehensive overview of everything important that has been and is being said about the topic of climate

change and the role(s) of business, government, non-profits, grassroots organizations, and/or citizens/residents in addressing climate change.

Sample annotated bibliography:

Feagin, J. R. (1991). The continuing significance of race: Anti-Black discrimination in public places. *American Sociological Review*, 56, 101-116.

**Abstract:** Much literature on contemporary U.S. racial relations tends to view black middle-class life as substantially free of traditional discrimination. Drawing primarily on 37 in-depth interviews with black middle-class respondents in several cities, I analyze public accommodations and other public-place discrimination. I focus on three aspects: (1) the sites of discrimination, (2) the character of discriminatory actions; and (3) the range of coping responses by blacks to discrimination. Documenting substantial barriers facing middle-class black Americans today, I suggest the importance of the individual's and the group's accumulated discriminatory experiences for understanding the character and impact of modern racial discrimination.

**Keywords:** Discrimination; black stigma; public recreation places

*The purpose of this study was to explore how African Americans felt discriminated against in public recreation places, and the impact that this would have on future use of recreation areas. Several patterns were noted that have implications for recreation professionals interested in ethnicity/race. For example, with respect to the ethnicity/marginality dichotomy, Feagin supports the notion that race is more important as a factor influencing use of public places than socioeconomic status. Discriminatory action received by African Americans in public spaces includes avoidance by Anglo Americans, poor service, verbal epithets, police harassment, and other threats. Feagin conducted 37 in-depth interviews with middle-income African Americans, and presented a qualitative and quantitative analysis of responses. Responses to discriminatory incidents by African Americans included withdrawal/exit, resigned acceptance, verbal response, and physical response. This article is a fairly old, but the findings are consistent with more recent articles I have found. The newer studies largely cite this article as a seminal study on race and recreation/leisure. The study directly connects the societal/civil society sphere and the government sphere through the interaction of 'black stigma' (societally construed) and government-managed social and leisure space. Of interest to my research project, this article highlights the "stigma" of being black, and policy and societal implications for re-negotiation of race-based space and the persistence of deprivation and discrimination in public places.*



<b>MODULES</b>
<b>M1: Orientation and Course Introduction</b>
Blog – 10 Critical Imperatives
Scholarly Article Review – Climate Change: Challenging Business, Transforming Politics
Quiz: Review of Research Paper Overview
Exploratory Essay and Thesis Statement
Self-Review of Topic and Thesis Statement
<b>M2: Frameworks and Models</b>
Food for Thought – Up Against a Walmart
Enlightenment Discussion Board
Discussion Board – Multi-sectoral Intersections
Blog – Money for Nothing
Case Study – Mattel and Toy Safety
Scholarly Article Review – Addressing the Climate Change-Sustainable Development Nexus: The Role of Multi-stakeholder Partnerships
<b>M3: Corporate Social Responsibility</b>
Food for Thought- The 10 Companies with the Best CSR Reputations
Enlightenment Discussion Board
Discussion Board – Changes in the role of business
Discussion Board – Encouraging CSR
Scholarly Article Review – Toward a View of Citizenship and Lobbying: Corporate Engagement in the Political Process.
<b>M4: SOCIAL ENTREPRENEURSHIP</b>
Food for Thought: Forbes’ 30 Under 30 Social Entrepreneurs
Enlightenment Discussion Board
Discussion Board – The New Recruits Part I
Discussion Board – The New Recruits Part 2
Discussion Board – Social Entrepreneurship and Public Service
Case Study – A Better Model of Capitalism: United States
Scholarly Article Review – Governing in a World of Climate Change
Annotated Bibliography
<b>M5: BUSINESS AND POLITICAL POWER</b>
Food for Thought: Private Money for Public Projects
Enlightenment Discussion Board
Blog – Political Fight
Discussion Board – Citizens United v. Federal Election Commission Part I
Discussion Board – Citizens United v. Federal Election Commission Part 2
Scholarly Article Review – Corporate Perceptions of Climate Science: The Role of Corporate Environmental Scientists
Research Paper

<b>M6: GOVERNMENT REGULATION OF BUSINESS AND SOCIETY</b>
Food for Thought: Yellow is the New Green
Enlightenment Discussion Board
Discussion Board – Why can't smokers be let alone?
Discussion Board – Smoking in Public Buildings
Discussion Board – Food, Inc.
Scholarly Article Review – Reorienting Climate Change Communication for Effective Mitigation: Forcing People To Be Green Or Fostering Grass-Roots Engagement?
<b>M7: ENVIRONMENTAL STEWARDSHIP</b>
Food for Thought – Hawaii First State Where Plastic Bags Banned
Enlightenment Discussion Board
Blog – Trading for Clean Water
Discussion Board – Environmental Progress Part I
Discussion Board – Environmental Progress Part 2
Discussion Board – Bottom Up, Top down
Scholarly Article Review: Exploring the Scope of Public and Private Responsibilities of Climate Adaptation.