

NYU Stern School of Business Undergraduate College | Spring 2013

SOIM-UB 1: Business and Its Publics: Plenary and Inquiry

SOIM-UB 125.018: Business and Its Publics: Discourse

Tuesday/Thursday 11:00am - 12:15pm

Tisch UC-09

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I. Course Overview:

The Social Impact Core Curriculum helps students to:

- Become more aware of multiple stakeholder perspectives on important business issues;
- Develop a more nuanced understanding of the many relationships between corporations, governments, NGO's, market economies and civil society;
- Begin the process of developing professional ethics in harmony with their own personal values; and,
- Learn to articulate, defend, and reflect critically on a point of view.

Business and Its Publics is the first of four courses taken as part of the UC's **Social Impact Core**.

It examines the relationships between corporations and society, in particular the social impact of business both with respect to how business creates and solves social problems. Plenary topics, readings, and assignments frame this examination from multiple perspectives:

- **The relationship between business and society**
We look at the original foundations of modern corporations to understand their purpose, how they relate to one another, stakeholders and markets, and the structure of their relationships with other key societal institutions, including the state and community;
- **The impact of business on society**
We look at the social issues that arise from business operations, including threats to public and common goods, market failures and the social costs of negative externalities;
- **The value of business to society**
We consider how societal issues frame business opportunities and strategies, and how corporations can leverage their role in society to address social problems in ways that create value for stakeholders and shareholders.

INTRODUCTION TO PLENARY / INQUIRY / DISCOURSE

The Monday evening sessions provide a forum for a broad range of visitors – including leaders of business, non-profit, public, and activist organizations, as well as thought leaders in a variety of fields – to offer their *distinct perspective* on the relationship between business and society. These guests represent a singular perspective on one of the central issues related to business and its publics.

The weekly inquiry and discourse sections provide a forum for small, instructor-led discussions to broaden the perspectives offered in the plenaries, *raise alternative points of view and considerations ignored or neglected* by the plenary speakers, and *apply* these perspectives to current events and issues. Once this more expansive range of alternatives is elaborated and discussed, the sections will provide you the opportunity to *articulate and defend your personal perspectives* on these issues in writing.

The central skills that you will be developing in both the Inquiry and Discourse sequences are:

- Critical Thinking and Analytical Reasoning
- The Ability to Articulate and Defend Your Perspective

The goal of the Inquiry sequence is to expand your view beyond the initial perspective that you were offered in the plenary session. This will involve discussing the strengths and weaknesses of the perspective offered in the Plenary, readings that offer alternative perspectives, and real life predicaments suggesting complications and implications that perhaps no perspective can deal with effectively.

The goal of the Discourse sequence is to give you an opportunity to articulate and defend your own personal perspective on the key issues and topics of the course. This will give you an opportunity to select issues, conduct research, evaluate and document sources, and present a clear and well-supported argument.

Critical thinkers actively analyze information and the assumptions underlying information, are generally skeptical of information they receive, and are open to challenging their own beliefs by seeking and investigating evidence.

Critical thinking combines a number of complex processes:

- *Rationality*: critical thinkers distinguish between emotion and reason; require evidence, and look for explanations rather than the “right answer”
- *Self awareness*: critical thinkers recognize their own and others’ assumptions, biases, and frames of reference
- *Open-mindedness*: critical thinkers consider and evaluate evidence, inferences, and interpretations whether or not they are consistent with existing beliefs
- *Discipline*: critical thinkers are precise, avoid snap judgments, and analyze attempts to manipulate thinking or use irrational appeals
- *Judgment*: critical thinkers recognize the merit of assumptions and perspectives that are different from their own, and seek supporting evidence

By choosing NYU Stern, you have entered an academic community where knowledge is both disseminated and created. The practice of critical thinking and analytical reasoning will help you evaluate what you are learning, and the ability to articulate and defend your perspective will provide the tools you need to contribute to knowledge yourselves. In Business and Its Publics: Inquiry and Discourse, you will learn how to differentiate between perceptions, assumptions, opinions, and evidence as you learn to analyze, create and apply arguments.

II. Course Information:

In most weeks, students attend three different sessions: **Plenary** (select Monday evenings), **Inquiry** (Tuesday or Wednesday) & **Discourse** (Thursday or Friday).

PLENARY SESSIONS

Instructor: Professor Batia Wiesenfeld, bwiesenf@stern.nyu.edu
Coordinator: Kristy McCadden, kristy.mccadden@stern.nyu.edu
Teaching Fellow: Anna Mancusi, avm300@stern.nyu.edu
Day/Time: Select Monday evenings, 5:30 - 7:30 p.m.
Locations/Dates: NYU Skirball Center - 566 LaGuardia Place (@ Washington Square South): 2/4, 2/11, 2/25, 3/4, 3/11, 4/1, 4/8, 4/29
Paulson Auditorium (UC-50), Tisch Hall – 40 W. 4th St. (@ Greene St.)
1/28, 4/15, 4/22

Required Material

Business and Its Publics: Readings for Inquiry and Discourse, (custom edition for the NYU Stern School of Business Undergraduate College). Edited by Wiesenfeld/Howard. (2013). McGraw-Hill Custom Publishing. *Available in the NYU Bookstore.*

Readings: Students are expected to come to the plenary having read the assigned Inquiry readings. Students are expected to come to their Inquiry and Discourse sessions having read any other additional assigned readings.

ATTENDANCE:

Per university policy, excused absences (for Plenary, Inquiry and Discourse sessions) are only granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported no later than the first week of class. Recruiting activities, job interviews and incompatible travel plans, for example, are considered unexcused absences even if you notify us in advance. **Unexcused absences from the Plenary, Inquiry or Discourse sessions will have a negative impact on your final grade.**

- Excused absences for the Plenary must be reported to Plenary Teaching Fellow Anna Mancusi (avm300@stern.nyu.edu) prior to the scheduled Plenary.
- Excused absences for Inquiry or Discourse sessions must be reported to your Inquiry or Discourse instructors prior to a scheduled class.
- Students will receive credit for attendance only when they arrive to class on time and stay to the end of the class period. Students may enter class late or leave class early only if given permission by the instructor and if it can be done without disrupting the class. (Instructors are not obliged to admit late students or readmit students who leave class or may choose to admit them only at specific times.)

GRADING

Plenary / Inquiry Grade:

SOIM-UB 1 is a one-credit class that is required for graduation. Your grade will be based on participation, broken down as follows:

Plenary Attendance	20% of grade
Inquiry Session Participation	80% of grade

Participation in Plenary is determined by attendance, which is mandatory to pass this class and will be monitored through student responses to questions posed at the very beginning and at the very end of each Monday night plenary session. It is each student's responsibility to ensure that they have a working remote that is registered to them.

Participation in Inquiry Sessions:- The Inquiry sections involve creating a highly interdependent learning community. We are a small group and there are relatively few sessions in each sequence, so we count on each one of you to be present and involved every week. Your class participation takes three forms: (1) the quality of your involvement during class sessions, (2) the quality of your presentations in inquiry class, and (3) the timeliness, thoughtfulness and insight of your Online postings.

Extraordinary class participation involves activities such as contribution of new insights and ways of looking at the class material or issue, new examples that you might find from reading the newspaper or other reliable sources, efforts to synthesize or compare across multiple readings or speakers, relating the material we discuss one week to material and perspectives we have discussed earlier in the course, and providing constructive feedback to your fellow students. Instructors will “cold call” on students regularly in an attempt to more fairly distribute students’ opportunity to contribute to class discussion.

Class participation may also count against you. Examples of class participation that would lead to a ‘poor’ assessment include repeating something a fellow student has already said, comments that suggest that you have either not done the reading or not paid attention to the plenary speaker, being unable to defend a perspective you have stated when asked to defend it, and comments that are tangential to the ongoing class discussion (suggesting that you have not been closely following the class discussion).

We are interested in the quality as well as the quantity of your class participation.

Grading in Discourse

SOIM-UB 125 is a three-credit class that is required for graduation.

Grading is based on evaluations of written assignments and class participation.

PARTICIPATION	20% (<i>includes Journal entries, in-class discussions, and participation in online forums</i>)
Cycle 1 Argument Paper:	25%
Cycle 2 Analysis Paper:	25%
Cycle 3 Action Paper:	<u>30%</u>
TOTAL	100%

A total of three or more unexcused absences from Discourse sessions will result in the student receiving no credit (zero percent) for participation.

Written Assignments - There will be three graded essays. You will preface these three essays with a series of journal entries and/or posts to online forums. They are required, will receive some commentary, and will factor into your participation grade. These journal entries will help you construct your graded essays since the topics link to the assignment questions.

Journal entry guidelines

- Concentrate on understanding the questions and respond to them thoughtfully.
- Pay close attention to how the journal questions relate to one another and work on integrating your knowledge through your journal responses within each cycle.
- Use the journals to explore ideas and to take intellectual risks, but remember to firmly ground your ideas in the texts or your experiences (depending on the type of journal question).
- Make sure your writing is clear, concise, and focused; slang, jargon, clichés, and other ambiguous or imprecise language should be avoided.
- Use the journals to establish your own analytical perspective and voice.

Essay submission guidelines - please follow these explicitly:

1. Submit your essay assignments using the “Assignments” tab on your BiP Section site. Essays submitted will be evaluated by “Turn-It-In,” an online service that compares your content and wording to a database of other essays and Web sites.
2. Affirm on your cover page or at the end of your paper that the work you are submitting is your own by including the following statement:
This work is my own. I have fully and appropriately referenced any work and efforts of others on which I relied and I did not engage in any method or means that provided me an unfair advantage. I confirm that I have adhered to the NYU Stern Code of Conduct in its completion.
3. Use a font size of 12 points with margins of 1 inch.
4. When submitting an assignment or attachment, *always include your name as part of the filename!* (For example, Ortiz_cycle2.doc).

REMOTES

The personal response remote that you received in the fall for Cohort Leadership class will be used for BiP. Students are required to register their remote for BiP by 9am on Monday, January 28, 2013. It is each student's responsibility to ensure that they have a working remote that is registered to them throughout the entirety of the spring 2013 semester. Part of your grade in BiP Plenary/Inquiry is determined by your participation and attendance in plenary, which will be recorded through remote responses to questions posed at the very beginning and at the very end of each Monday night session. If we have no record of your remote being used at a plenary session, you will be counted as having an unexcused absence — forgetting your remote or not noticing that your remote doesn't work are not excuses.

- You must check in with a Teaching Fellow at the start of and end of each plenary if you do not have a remote, and you must promptly report suspected remote issues to a Teaching Fellow at the end of the plenary. Any unexcused absences will have a negative impact on your final grade.
- You may not give your remote to another student to use for you in a BiP Plenary. Responding to questions posed during the plenary with any remote other than the one remote registered to you, or enlisting another student to respond to questions on your behalf and with your remote, is cheating and is in violation of the Code of Conduct.
- You are encouraged to temporarily mark your remote in some way so that you are able to distinguish your remotes among others.

ACADEMIC INTEGRITY, CHEATING

Integrity is critical to the learning process and to all that we do here at NYU Stern. All students are expected to abide by the NYU Stern Student Code of Conduct that you signed upon admission to Stern. A student's responsibilities include, but are not limited to:

- Demonstrating sound judgment and integrity in the submission of documents, forms, and information to, or on behalf of, the School, University, or any member of those communities.
- Refraining from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the [Code of Conduct](#).
- Carefully review and abide by [all rules and policies of NYU](#), recognizing that being fully informed about NYU and Stern rules and codes governing civil behavior and academic integrity is an obligation of community membership.

Violations to the [Code of Conduct](#), whether committed knowingly or out of ignorance, can result in disciplinary action and may result in a sanction up to and including expulsion from New York University.

While there are negative implications of unexcused absences for your grade, cheating has far more serious and negative implications.

ADDITIONAL COURSE POLICIES

Laptops, cell phones, smartphones, recorders, & other electronic devices may not be used in plenary, inquiry, or discourse class unless advance permission is given by the instructor. *The instructor reserves the right to ask any student seen using these devices to leave the class and that student will be marked absent.*

STUDENTS WITH DISABILITIES

Students whose class performance may be affected due to a disability should notify the professor early in the semester so that arrangements can be made, in consultation with the Henry and Lucy Moses Center for Students with Disabilities, to accommodate their needs. Please see www.nyu.edu/csd for more.

III. Course Schedule:

SPRING 2013 PLENARY / INQUIRY / DISCOURSE¹

CYCLE ONE

(Jan. 28 – March 1)

THEME: The relationships and interdependencies between businesses and other societal institutions.

PLENARY & INQUIRY GOALS: Understand the distinct orientations and capabilities of institutions in the market, state and community sectors of society, and how boundaries between sectors are becoming more permeable.

DISCOURSE WRITING GOAL: Learn how to formulate and support persuasive arguments on issues using data and theory.

PAPER TOPIC: Arguments on Privatization

Are public services always best publicly-run? While we usually assume that essential public needs such as clean water, sanitation, police and fire protection should fall under public control, budget constraints are forcing many towns, cities and counties to look for alternatives. Although we may need government entities to be in charge of delivering services that private firms and markets cannot, will not, or should not provide, we can also see public needs that private groups are able to serve more efficiently when the state is unable. The proper role of the private sector in providing public goods and services is not sharply defined. Finding the best solutions entails weighing the risks and rewards for all parties and stakeholders, and considering a growing menu of public/private arrangements.

In this cycle, you will be asked to consider fundamental questions about the capacities of the private and public sectors. The cycle focuses on services that have traditionally been provided by the public sector, but the frameworks we develop for evaluation will be broadly applicable.

WEEK 1 **January 28, 2013**

Plenary Topic: *Introduction to Business as a Societal Institution*

Plenary Location: PAULSON + Overflow

Plenary Speakers: *Batia Wiesenfeld*, NYU Stern Professor of Management
George Smith, NYU Stern Clinical Professor of Economics and International Business

Inquiry Readings: *Markets, States, and Community: The three-sector model of society*, Wiesenfeld & Statler
Managing for Stakeholders, R. Edward Freeman

Inquiry Class Case: GE: Jack Welch vs. Jeff Immelt Regimes, Batia Wiesenfeld

Discourse Readings: Are We Better Off Privatizing Water?, WSJ
Thames Water – a private equity plaything that takes us for fools, The Guardian

Discourse Writing: 1- Writer's Responsibilities: Part 1 sections 2a-d, pp. 163 - 166; Appendix sections 7a - d: pp. A-3 to A-5

Discourse Reading Response Forum: Read the two essays on privatizing water utilities from the *Wall Street Journal* (10/8/12) and the *Guardian* article about Thames Water. What are the risks associated with privately run water provision -- to the public as well as to private providers? With publicly-run water provision? Conversely, who benefits, and how, when clean water is publicly or privately run? *Due 1/30/13, 250 words.*

¹ All reading and writing assignments are to be completed before the class meeting date

WEEK 2: February 4, 2013

Plenary Topic: *Business and Non Profits*

Plenary Location: SKIRBALL

Plenary Speaker: *Mary Ellen Iskenderian, President and CEO, Women's World Banking*

Inquiry Reading: *The Role of Nonprofit Enterprise, Henry Hansmann*

Inquiry Class Case: For-Profit College Group Sued as U.S. Lays Out Wide Fraud, NYT

Discourse Reading: New Nationalism, Theodore Roosevelt

Discourse Writing: 2- Critical Reading & Writing Approaches. Part 2 – Sections 3a – c, pp. 169 - 175; -Exercise pp. 174-175.

Discourse Topical Forum: Teddy Roosevelt's "New Nationalism" speech - Achieving an appropriate balance between public and private participation in the provision of goods and services is not a new challenge. Are there lessons from Roosevelt's "New Nationalism" speech that echo current issues in the news today? During Teddy Roosevelt's time, railroad barons gained their wealth by monopolizing large scale infrastructure. Considering that the fiduciary duty of a company is to increase profits either through decreasing costs, increasing efficiency, or expanding into new markets, are there certain conditions under which the public is better off ceding control of large scale infrastructure projects to private companies? Under what conditions would we expect the public sector to be more likely to successfully serve public needs? *Due 2/6/13, 350 words*

Discourse Journal 1, Cycle 1: Select a publicly-provided service in a municipality that faces a budget crisis. (We have access to a database of budget information for thousands of U.S. municipalities – see your section's website for research links - so you can choose from any of those or pick a US town or city that is familiar to you.) If there is no apparent current budget problem that is apparent from the information, work from the postulation that there will be a 20% reduction in revenues for next year.

- Identify the different stakeholder groups who would be affected by changes to public provision, and detail their interests and concerns.
- Discuss the specific motivations or goals for making changes.
- What are the best alternative solutions?

Due 2/9/13, 400 words

WEEK 3: February 11, 2013

Plenary Topic: *Business and Government*

Plenary Location: SKIRBALL

Plenary Speaker: *Cory Booker, Mayor, Newark NJ*

Inquiry Reading: *The Economist Special Edition on State Capitalism ("Theme & Variations;" "Mixed Bag" and "New Masters of the Universe")*

Inquiry Class Case: *Panel Proposes Dissolving the L.I. Power Authority, NYT*

Discourse Reading: *Controlling Risks without Gimmicks, State of New York Comptroller DiNapoli*

Discourse Writing: #3: Purpose and Arguments. Appendix – Sections 8a – e, g – h: pp. A-9 to A-14 and A-17 to A-18

Discourse Topical Forum: DiNapoli's "Controlling Risks Without Gimmicks" - The State of New York - along with other states and cities - has recently passed legislation to enable greater participation in public-private partnerships. Does DiNapoli imply that partnerships between public and private sector actors on specific projects are more efficient structures than either fully public or fully private projects? Discuss qualities other than efficiency that we could consider when evaluating potential partnerships. In your response, consider whether and how it might matter if we think of individuals as citizens or if we think of them as consumers. *Due 2/13/13, 350 words*

Discourse Journal 2, Cycle 1: Identify one or two plausible alternatives to the status quo publicly-provided arrangement in the municipality you've chosen. Detail the risks and benefits to all affected stakeholders.

Due 2/16/13, 250 words

WEEK 4: February 18, 2013

Plenary: NO PLENARY SCHEDULED

Inquiry: NO INQUIRY SESSION SCHEDULED

Discourse: TWO DISCOURSE SESSIONS SCHEDULED

Discourse Writing: #4: Fallacies and Argument Models. Appendix – Sections 8f and 8i; pp. A-14 to A-17 and A-18 to A-20

Discourse Topical Forum: R. Edward Freeman's "Stakeholder Theory" - After reading New York State Comptroller DiNapoli's brief and Freeman's discussion of stakeholder theory, discuss how we can compare different approaches to privatization that will ensure that the public's needs are being best served in partnership deals. Your methods should address how risks and rewards of infrastructure success and failure are allocated to different groups. Articulate how you can measure success and failure in terms other than direct operational profits and losses.

Due 2/20/13, 350 words

Discourse Journal 3, Cycle 1: Organize the options for your chosen municipality into analytical structures that allow comparison of risks, rewards, and multiple measures of success and failure. What are the strongest critiques that can be made against each option? What are the strongest advantages of each? *Due 2/23/13, 250 words*

WEEK 5: February 25, 2013

Plenary Topic: *Business and Markets*

Plenary Location: SKIRBALL

Plenary Speakers: *Edward Bernard*, Vice Chairman of the Board/Vice President, T. Rowe Price Group
Mark Calabria, Director of Financial Regulation Studies, Cato Institute

Inquiry Readings: *The Social Responsibility of Business is to Increase Its Profits*, Milton Friedman
Grand Illusion, Sally Blount
Wealth of Nations, Adam Smith

Discourse Writing: #5: Planning Papers. Part 2 – Sections 4a – c, pp. 176 - 183
#6: Organizing Ideas & Drafting. Part 2 – Sections 4e – f, pp. 185 - 190. Exercise pp. 188 – 190.

Discourse Final Essay Assignment, Cycle 1: Present information about the publicly-provided service in the town or city you've chosen, giving history and context to the budget issues it faces. Discuss the competing interests and motives of all stakeholder groups affected. Integrate ideas and constructs from the first cycle plenary speakers and readings to formulate the best arguments for and against continuing public provision, as well as for alternative solution(s). Analyze the strengths and weaknesses of each argument and identify what kind of supporting evidence or information would make each argument stronger.

Discourse Cycle 1 Final Assignment - First draft due for workshop in class: Week of 2/25/13

DISCOURSE CYCLE 1 FINAL ASSIGNMENT – 1500-2000 words - DUE MARCH 3, 2013

CYCLE TWO
(March 4 – April 5)

THEME: The social issues that arise from business operations, including threats to public and common goods, market failures and the social costs of negative externalities.

PLENARY & INQUIRY GOALS: Define public goods and identify both why they are essential to market systems and how markets threaten them.

DISCOURSE WRITING GOAL: Analyze a complex issue involving business and society and present a comprehensive explanation of the problem's genesis and possible outcomes.

PAPER TOPIC: Public goods threatened by corporate externalities

As corporations produce the goods and services society needs, in the process they may consume, degrade, or contaminate public and common goods. Limited resources such as clean water, fisheries, and forests are polluted or depleted; air quality and public infrastructures are impaired or damaged. Harm to public goods from the side effects and byproducts of corporate activity also impose costs on society at large. If a corporation doesn't internalize the social costs of its negative externalities, the burden falls on society.

WEEK 6: March 4, 2013

Plenary Topic: *Business, Sustainability and Public Goods*

Plenary Location: SKIRBALL

Plenary Speaker: *TBD*

Inquiry Readings: *Tragedy of the Commons*, Garret Hardin

Discourse Writing: #7: Developing a Thesis. Part 2 –Section 4d, pp. 219 – 221

Discourse Topical Forum: Garret Hardin's "The Tragedy of the Commons" - Hardin argues that producers view common resources with rational, self-interested calculations: their private gain from consuming one unit of commons is less than their shared cost of the public loss. Hardin suggests that when the goods at stake are open to all takers and users, tragedy ensues. Is that always true? *Due 3/6/13, 400 words*

Discourse Journal 1, Cycle 2: First, choose a public or common good under threat that you want to analyze. Identify whether the impairment comes from negative externalities, over-consumption, or other causes. How are the public costs quantified and calculated? Analyze the factors affecting costs and benefits in terms of market failure or market dysfunction. *Due 3/9/13, 400 words*

WEEK 7: March 11, 2013

Plenary Topic: *Business, Sustainability and Ethical Behavior*

Plenary Location: SKIRBALL

Plenary Speakers: *Walt Pavlo*, Founder and Former President of Etika, LLC
Tim Hedley, Partner, KPMG LLP

Inquiry Reading: *Modern Ethical Theory: Utilitarian Ethics*, Desjardins

Inquiry Class Case: *The Bribery Aisle: How Wal-mart Used Payoffs to Get Its Way in Mexico*, NYT

Discourse Journal 2, Cycle 2: When corporate operations work against society's interests in sustaining and protecting public goods, stakeholder groups and public institutions are challenged to find effective responses. For the public good threat you've chosen, identify the key stakeholders who are most affected. How do they respond? What are their options? Analyze the effectiveness of their strategies and approaches in terms of protecting stakeholder rights and interests, and addressing the market inefficiencies. *Due 3/16/13, 400 words*

***** March 18 – March 24, 2013: SPRING RECESS, NO CLASSES *****

WEEK 8: **March 25, 2013**

Plenary: NO PLENARY SCHEDULED

Inquiry: NO INQUIRY SESSION SCHEDULED

Discourse: TWO DISCOURSE SESSIONS SCHEDULED

Discourse Cycle 2 Final Assignment - First draft due for workshop in class: Week of 3/25/13

Discourse Writing: #8: Crafting Paragraphs. Part 2 – Sections 5a – c and g, pp. 191 - 194 and 200 - 202.
#9: Patterns of Organization. Part 2 – Section 5d, pp. 194 - 198.

Discourse Final Essay Assignment, Cycle 2: Write a paper that combines your research from the journals and analyzes the problem.

- What are the main options for protecting the public or common good?
- What roles should other societal institutions take?
- Discuss any ethical issues that are raised.
- Identify the best strategies, and discuss the risks and benefits from multiple perspectives.
- Consider whether the public costs can be balanced against public benefits or positive externalities.
- What do the various responses and strategies imply about the obligations of corporations to stakeholders and societal institutions?

WEEK 9: **April 1, 2013**

Plenary Topic: *Business, Sustainability and Workers' Rights*

Plenary Location: SKIRBALL

Plenary Speakers: *Ben Cokolet*, Co-Founder, Project on Organizing, Development, Education and Research (PODER); 2010 Ashoka Fellow, 2010 Echoing Green Fellow, 2008-2010 Catherine B. Reynolds Fellow in Social Entrepreneurship
Noelle Damico, Campaign for Fair Food, Presbyterian Church (U.S.A.)

Inquiry Readings: *The Main Idea of the Theory of Justice*, John Rawls
Winner Take-All Society, Robert Frank & Phillip Cook

Discourse Writing: #10: Introductions and Conclusions. Part 2 – Sections 5e – f, pp. 198 - 200.
#11: Review, Revise, Proofread. Part 2 – Section 6a – e, pp. 202 - 212; Exercise pp. 210 - 212.

DISCOURSE CYCLE 2 FINAL ASSIGNMENT – 1500 words - DUE APRIL 7, 2013

CYCLE THREE
(April 8 – May 12)

THEME: How societal issues frame business opportunities and strategies, and how corporations can leverage their role in society to address social problems in ways that create value for stakeholders and shareholders.

PLENARY & INQUIRY GOALS: Understand the relationship between generating shared value and sustainability, the resources necessary to sustain innovative activities that solve social problems, and how these activities allow business to claim and distribute value.

DISCOURSE WRITING GOAL: Combine skills at analyzing complex issues with rhetoric and argumentation to write persuasive paper advocating specific actions.

PAPER TOPIC: Advocacy for Corporate Social Action

For cycle three, you will explore how businesses can benefit society by addressing pressing societal issues or taking initiatives to develop solutions for nascent social problems. Your paper will have a specific target: choose a societal issue you care about and identify a corporation that could play a role in ameliorating the problem. You can propose your own original solution, or argue for an existing solution developed by social entrepreneurs, innovators, third parties or advocacy organizations. Select a contemporary situation where new approaches, innovative ideas, and committed corporate involvement can make a strong impact.

You will research the context and history of your chosen issue to evaluate the effectiveness of existing efforts and analyze your proposed plan. Your final paper should present well-reasoned and persuasive advocacy for action. Successful papers will address the complexities of relationships between businesses and societal institutions, and examine how a corporation can work with outside stakeholder groups to benefit society.

WEEK 10: April 8, 2013

Plenary Topic: *Business, Sustainability and the Natural Environment*

Plenary Location: SKIRBALL

Plenary Speaker: *Fred Krupp*, President, Environmental Defense Fund

Inquiry Reading: *Creating Shared Value*, Michael Porter & Mark Kramer

Discourse Writing: #12: Concision. Part 4 –Sections 10a – d, pp. 215 - 218

Discourse Topical Forum: Porter and Kramer’s “Creating Shared Value”

Porter and Kramer suggest that the unmet needs of disadvantaged communities represent opportunities for corporations to become involved in ways that create shared value. Innovations, investment and new approaches can also produce positive externalities – byproducts of sustainable business operations that improve social and economic conditions in their communities.

What societal issues and problems do you care about? Do you believe that corporations can become involved to make positive impacts? Discuss the experiences and interests you have that lead you to become concerned about those problems. *Due 4/10/13, 400 words*

WEEK 11: April 15, 2013

Plenary Topic: *Creating Value: Social Entrepreneurship*

Plenary Location: PAULSON + Overflow

Plenary Speaker: *Rob Carmona*, Co-founder, STRIVE

Inquiry Reading: *Social Entrepreneurship: The Case for Definition*, Roger Martin & Sally Osberg

Discourse Writing: #13: Tone, Diction and Precision. Part 4 – Sections 12g – h, 13a – b, 14a – d; pp. 232 - 245

Discourse Journal 2, Cycle 3: Choose a contemporary societal issue, unmet need, or problem; specify a corporation to take actions and the outline of your proposed solution. Identify the potential benefits and beneficiaries. How can your idea generate shared value or positive externalities? In a brief synopsis, discuss the:

- Historical and contemporary context. Review the roster of groups and corporations involved, describing their roles and their relationships.
- Reasons why the proposed action should be undertaken and why it could succeed.
- What, if anything, has been tried before? Why haven't other ideas been successful, or even tried? What is new or different about your proposal?
- From the perspective of affected stakeholders, what is risked if no action is taken? *Due 4/20/13, 400 words*

WEEK 12: April 22, 2013

Plenary Topic: *Creating Value: Inclusive Institutions, Entrepreneurship & Development*

Plenary Location: PAULSON + Overflow

Plenary Speaker: *Arun Sundararajan*, NYU Stern Associate Professor of Information, Operations and Management Sciences

Inquiry Reading: *Why Nations Fail*, Daron Acemoglu and James Robinson

Inquiry Class Case: *Massive Biometric Project Gives Millions of Indians an ID*, Vince Beiser, Wired Magazine, August 19, 2011

Discourse Journal 3, Cycle 3: Discuss the challenges your proposed action faces from the corporation's perspective.

- How will success be measured?
- What factors could reduce the corporation's willingness to take this action?
- How would this action serve the corporation's short-term goals and/or its larger, longer-term goals?
- What external hurdles must be overcome for the corporation to succeed?

Due 4/27/13, 400 words

WEEK 13: April 29, 2013

Plenary Topic: *Creating Value: Solving the Problems of Cities*

Plenary Location: SKIRBALL

Plenary Speaker: *Paul Romer*, NYU Stern Professor of Economics; Director, Urbanization Project

Inquiry Reading: *Success and the City: How Charter Cities Could Transform the Developing World*, Brandon Fuller & Paul Romer

Discourse Writing: #14: Style Tactics. Part 4 – Sections 11a– d, 12a –f; pp. 219 - 232.

Discourse Final Essay Assignment, Cycle 3: Expand on your journals to produce a comprehensive paper that identifies the best option for addressing the problem and advocates for the specific corporate social action you have proposed. Your advocacy for the proposed actions should incorporate arguments based on utility, practicality, and ethical concerns. Provide compelling arguments why it should be implemented, citing support from the semester's readings and plenary speakers. Be sure to include a full and clear analysis of the present situation, the issue and the stakes. Describe the interests and positions of the assorted key players and stakeholders. Write the essay in the form of a white paper for a corporate audience: a professional report that combines research with analysis to make recommendations.

Ideas and outlines due for workshop in class: 5/2/13, 400 words

WEEK 14: **May 6, 2013**

Plenary: NO PLENARY SCHEDULED

Inquiry: NO INQUIRY SESSION SCHEDULED

Discourse: TWO DISCOURSE SESSIONS SCHEDULED

Discourse Cycle 3 Final Assignment - First draft due for workshop in class: Week of 5/6/13

DISCOURSE CYCLE 3 FINAL ASSIGNMENT – 2000 words - DUE MAY 12, 2013