



## UNIVERSITY OF SOUTHERN CALIFORNIA SOL PRICE SCHOOL OF PUBLIC POLICY

### PPD 357 - Government and Business

Spring, 2021

Mondays and Wednesdays, 2:00-3:50 PM (PST)

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Office Hours: To be determined

### Course Objective

This course explores the interrelated roles of business and public institutions focusing on the effects of a variety of public policies and laws on the business sector, on consumers, and on society as a whole. The overall objective is to broaden the knowledge and perspective of future leaders, managers, and decision makers. The actions of governments profoundly influence the firm's strategy, operations, and decision-making. Public decision makers need to incorporate both the public and business perspectives in order to understand the effects of their actions and generate the intended consequences of their policy goals. Public policies and their effects will be considered in the context of the overall business, government, and society roles and relationships in the United States and in selected other countries. A comparative focus will assist us in recognizing and appreciating the differences in these sectors and how they interact.

### Course Learning Objectives

By the end of the semester, the student is expected to be able to:

- Identify, analyze, evaluate, and comment on current events demonstrating how these are relevant to concepts in the assigned readings.
- Study and analyze a business firm and its strategy, operations, and activities within the domestic and global market environment in order to understand the impact of actions by government and the public.
- Study and analyze a specific governmental intervention faced by a firm to discuss and assess the rationale of the regulation and its intended and actual impact on the firm, consumers, and society as a whole.
- Connect, integrate, and apply the material from separate readings and class discussions to a specific and complex context.
- Engage effectively with diverse members of the class for meaningful collaboration and teamwork across visible and invisible differences and perspectives.

## **Required Reading**

- Textbook: Baron, David P. (2013). *Business and Its Environment*. Seventh Edition. Pearson.
- *Wall Street Journal*. Discounted subscriptions for students are available online at <http://r.wsj.net/nhSdL>
- Additional supplemental materials (e.g., additional articles) and non-classroom communications will be posted on Blackboard.

In order to have informed discussions, you **MUST** read and study all the assigned materials prior to the beginning of the relevant class session.

**NOTE:** The professor reserves the right to modify, add, and/or delete any material in the course Syllabus, including reading materials, the course schedule or assessment procedures.

## **Assignments and Grading**

The class format is varied, including lectures, group discussions, individual and team contributions, presentations, and case studies. Many of your activities will include working in teams. You are required to actively participate and contribute to the success of your team.

### **Participation and Contribution**

You are expected to attend all classes and to come prepared to participate in and contribute to class discussions. Note that absences, as well as arriving late and/or leaving early, will negatively influence your grade.

Because of the complexity of the issues and the diversity of perspectives, discovery through discussion is an important component of the learning process.

**Active** engagement in general class discussions and in small team activities is an essential ingredient in your personal and others' learning experience, as well as the success of the course. Therefore, you are expected to take a **dynamic role** in discussions and **be fully engaged** and **make extensive** and **positive contributions** by providing input, sharing thoughts and ideas, asking questions, and relating your own experiences as relevant to the topics being addressed in class.

The students will contribute to a positive learning environment by participating, contributing, and taking personal responsibility for the overall quality of the classroom discussion.

A grading rubric will be included in Blackboard.

**Observation:** learning can only occur with well-prepared and motivated learners and enhanced by a collaborative and mutually supportive environment.

### **Individual Assignments**

#### **Brief Summaries and Commentaries - Preparation and Class Discussion**

For each session of the course, you will search through the *Wall Street Journal* to find and read a current article that is relevant to the material/concepts pertaining to the chapter and/or the assigned additional readings.

You will prepare a **brief summary** (250-350 words) and commentary of the article to identify the key concepts/arguments advanced in the article. In the summary you will analyze, evaluate, and comment (criticisms and/or approvals) on how these key concepts/arguments are relevant to the material in the chapter and/or assigned additional readings. Later in the course, you will additionally include their relevance to the firm of your choice and its market and nonmarket environments.

The overall purpose of this exercise is for you to demonstrate your familiarity with these readings and to better prepare you for the class discussions.

You will need to share your written answers with the members of your Breakout Room, and will be asked about them during the class session.

*(During class, you will be assigned to “Breakout rooms” where you will present and discuss your analysis and commentaries with your team to develop a cohesive and comprehensive summary including everyone’s contributions. A designated member of the discussion team will post the summary of the analysis and discussion, along with the names of the students and the title of each article, on the “Discussion Board” in Blackboard to be shared with all the members of the class. This person will receive additional “Participation and Contribution” points).*

### Reflective/Learning Essay

At the end of the semester, you are required to write a short paper (500-750 words) that explains what you think are the three most interesting lessons and/or useful “take-aways” you gained from the course. This paper can focus on any of the material addressed in the course, including readings, lectures, class discussions, cases, presentations, team activities, etc. Your discussion should be a reflective analysis of your personal narrative of your outgrowth from our collective studies by clearly and concisely explaining *what* you have learned as well as *why* you think these lessons are important or valuable to you *personally*.

In other words, this paper should be reflective and self-evaluative. You are to explain, interpret, compare, and/or contrast the concepts you learned by drawing connections to your work, life, and future personal growth and development. In general, you should emphasize what, how, and why these lessons can be helpful to you going forward rather than on how they give you a better understanding of things that have happened in the past.

This paper will be evaluated in terms of the extent to which it is thoughtful and reflective, identifies specific lessons, identifies new or different ways of thinking or acting stimulated by the course material, and clarifies the personal importance/relevance of your three lessons. A well-written paper presents the information clearly and concisely, in an organized and logical manner.

The paper is due on the last day of classes (**Wednesday, 28 April**), and there will be points deducted as a penalty if it is turned in late. Further instructions will be provided in class.

### Examination

There will be a closed-book comprehensive final examination that will constitute 25% of the course grade. Further information on the final examination will be provided near the end of the course.

### Team Assignments

Each student will become part of a small team to work collaboratively and prepare for the team assignments. This will provide you with opportunities to engage effectively with diverse members of the class for meaningful collaboration and teamwork across visible and invisible differences and perspectives. These exercises will also serve to build collaborative team behavior, to share and reinforce individual knowledge, and to review and integrate the course material.

You must be available outside of classroom time to meet online with team members during the week and make arrangements to be inclusive of all team members.

Your individual work and contributions to the team throughout the course will be evaluated by your teammates. The average score you receive from the other members of your team will be combined with the team grade to determine the final grade for each individual member of the team.

All university rules regarding academic integrity apply to these assignments. More information and further instructions will be provided in class.

## 1. FIRM ANALYSIS PAPER.

Each team selects a publicly-traded firm to study and analyze throughout the semester. You must record your choice with me by **Wednesday, February 3**.

Its purpose is to understand your firm and its strategy and activities within the domestic and global marketplaces in order to recognize and predict the likely impact of actions by government and the public.

In addition to a brief introduction and conclusion, your analysis must include the following sections:

1. Firm's background and history
  - Analyze your firm's strategy, operations, and activities within the domestic and international markets;
  - Describe the market(s) it operates in, the goods and services it sells and its challenges, growth, controversies, public opinion, and other relevant facts;
  - Discuss whether the firm is successful or not (e.g., analyze, over the recent past, the changes in your firm's stock price, profits/losses, its acquisitions and expansions, etc.). What are driving these changes?
2. Competitive Context

Discuss your firm's primary competitors. What are your firm's comparative and competitive advantages and disadvantages?
3. Nonmarket Environment

What are the key issues the firm is currently facing or will potentially face with respect to actions by the government and the public? Discuss these issues from the firm's perspective (i.e. market environment, for example, expected impact on future strategy, operations, activities, earnings, and competition).

These 3 topics must be addressed in separate sections of the paper.

Your primary sources of information will be the *Wall Street Journal*, the firm's web page, its annual report, filings with the Security and Exchange Commission and other pertinent research material. The firm should provide a lens with which you view many of the issues we discuss. You will share relevant current events about your firm with the class during the course of the semester.

Please note that the paper must include a list of references, and must cite all sources with an acceptable format (e.g., APA or MLA). Report citations using footnotes or parentheses.

The Firm Analysis Paper should be between 10 and 12 typed double-spaced pages, not including the list of references, tables, charts, or graphs and will represent 15% of course grade.

Your paper is due **Monday, March 8**, by 11:59 PM Pacific Time, but you are welcome to submit your work early.

More information and further instructions will be provided in class.

## 2. REGULATORY PAPER.

In this paper, your team will consider a specific governmental intervention faced by your firm (e.g., product labeling requirements, emission controls, trade restrictions, safety standards, labor requirements, pricing limitations, antitrust actions, etc.), and analyze the impact of the intervention from the perspective of society. The intervention can be at any level of government, or can involve multiple levels.

You must advise the professor of the policy that you have chosen on or before **Monday, March 22**. Your analysis of the regulatory intervention must explicitly include:

1. The analysis of the intervention

Discuss the nature, intention, and history of the regulatory intervention and assess the rationale behind it. What is the societal problem or what motivated policymakers to take action? What does the public policy require of your firm? Why can't we rely on the private sector to address it? Include a comparative perspective (e.g., what are other countries doing?).

2. Impacts of the regulation

An assessment of the actual impact (e.g., costs and benefits of the regulation) on the firm, consumers, and society as a whole.

3. Reflections

With the goal of improved policy analysis, assess the wisdom of the regulation and the responses of your firm to the public policies. Do you agree or disagree with governmental actions? Why or why not? Who (firm, consumers, and society) do you think "wins" and "loses," and why?

**These 3 topics must be addressed in separate sections of the paper.**

Please note that the paper must include a list of references, and must cite all sources with an acceptable format (e.g., APA or MLA). Report citations using footnotes or parentheses.

Your paper should be 12-15 typed double-spaced pages, not including the list of references, tables, charts, or graphs and will represent 20% of course grade.

Your paper is due **Wednesday, April 21** by 11:59 pm Pacific Time, but you are welcome to submit your work early.

More information and further instructions will be provided in class.

### 3. TEAM CASE STUDY ANALYSIS/PRESENTATION.

There will be several case presentations and discussions during the course.

Cases will provide a setting for us, through critical thinking and thoughtful analyses of the main themes or issues, to connect, integrate, and apply the material from separate readings and class discussions to a specific and complex context.

Student teams will have about 40 minutes to engage with the class in an exploration of the case. Note, assigned readings for the case provide only initial background for the discussion, students are expected to incorporate more information, including any relevant updates since the book's coverage of the case.

The goals are to:

1. Provide thoughtful and critical analyses of the main themes or issues in the case;
2. Connect, integrate, and apply these, through inclusive classroom discussion, to the principal ideas and concepts from separate readings and class discussions;
3. Stimulate participation and a lively exchange with the class.

The presentations will be evaluated in terms of the extent to which they provide broad and meaningful coverage of the assigned readings, provide an integration of the course readings, demonstrate original thinking, and stimulate class discussion and participation.

The Team Case Study Analysis/Presentation will constitute 15% of the course grade. Your individual grade will be determined by the effectiveness of the case discussion and your individual contribution to its success, based on instructor and peer evaluations.

Your presentation must be uploaded to Blackboard prior to the beginning of the appropriate class.

More information and further instructions will be provided in class.

**Grading.**

Grading for the course will be as follows:

**Individual**

Participation and Contribution	15 points
Reflective/Learning paper	10 points
Final Examination	25 points

**Team**

Team Case Study Analysis/Presentation	15 points
Firm Analysis Paper	15 points
Regulatory Paper	20 points

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Total	100 points
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At the end of the semester, the final point total for each student will be calculated and the distribution of these scores examined for “breaks” that will be used to differentiate between the relevant letter scores that will be assigned as the grade for the course.

## **Statement on Academic Conduct and Support Systems**

### **Academic Conduct:**

**Plagiarism** – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](https://policy.usc.edu/scientific-misconduct).

### **Sharing of course materials outside of the learning environment**

“Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media.” (See Section 11.12 B. – Behavior Violating University Standards and Appropriate Sanctions: <https://policy.usc.edu/scampus-part-b/> )

### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu), [titleix.usc.edu](https://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symlicity.com/care\\_report](https://usc-advocate.symlicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

## **Class Sessions and Reading Assignments**

### ***Section 1 – GOVERNMENT AND BUSINESS OVERVIEW***

#### **Session 1: Introduction and Overview (20-Jan)**

#### **Session 2: INTRODUCTION TO GOVERNMENT & BUSINESS (25-Jan)**

##### **Required readings:**

Chapter 1: Market and Nonmarket Environments

Latest *Wall Street Journal* Article on issues related to the chapter material

#### **Session 3: FIRM STRUCTURE and BEHAVIOR (27-Jan)**

##### **Required readings:**

Chapter 2: Integrated Strategy

Latest *Wall Street Journal* Article on issues related to the chapter material

#### **Session 4: FIRM STRUCTURE and BEHAVIOR (cont.) (1-Feb)**

##### **Required readings:**

Chapter 4: Private Politics and Social Pressure

Latest *Wall Street Journal* Article on issues related to the chapter material

- Form TEAMS

#### **Session 5: PUBLIC POLICY – GOVERNMENT & MARKET FAILURES (3-Feb)**

##### **Required readings:**

Chapter 6: Nonmarket Analysis for Business

Appendix B: The Organization of Congress

Latest *Wall Street Journal* Article on issues related to the chapter material

- Choice of firm for *Firm Analysis Paper*

#### **Session 6: PUBLIC POLICY – GOVERNMENT & MARKET FAILURES (cont.) (8-Feb)**

##### **Required readings:**

Chapter 7: Nonmarket Strategies for Government Arenas

Case: Anatomy of a Corporate Campaign: Rainforest Action Network and Citigroup (A) p. 97

#### **Session 7: PUBLIC POLICY – GOVERNMENT & MARKET FAILURES (cont.) (10-Feb)**

##### **Required readings:**

Chapter 8: Implementing Nonmarket Strategies in Government Arenas

Case: Internet Taxation (p. 214)

Latest *Wall Street Journal* Article related to the chapter material and relevant to your firm

#### **HOLIDAY No Class meeting (15-Feb)**

## ***Section 2 – MAINTAINING COMPETITION***

### **Session 8: ANTITRUST POLICY OVERVIEW & COLLUSION (17-Feb)**

**Team Case 1 Analysis and Presentation:** Integrative Case: Wal-Mart: Nonmarket Pressure and Reputation Risk

**Required readings:**

Chapter 9: Antitrust: Economics, Law, and Politics

### **Session 9: ANTITRUST POLICY OVERVIEW & COLLUSION (cont.) (22-Feb)**

Chapter 9: Antitrust: Economics, Law, and Politics (Cont.)

**Required readings:**

Additional articles: To Be Assigned

Latest *Wall Street Journal* Article related to the additional articles and relevant to your firm

## ***Section 3 – REGULATION***

### **Session 10: INTRODUCTION (24-Feb)**

**Required readings:**

Chapter 10: Regulation: Law, Economics, and Politics

Latest *Wall Street Journal* Article related to the chapter material and relevant to your firm

### **Session 11: FINANCIAL MARKETS (1-Mar)**

**Team Case 2 Analysis and Presentation:** Integrative Case: Amazon.com and the Amazon Tax

**Required readings:**

Chapter 11: Financial Markets and Their Regulation

### **Session 12: FINANCIAL MARKETS (cont.); ENVIRONMENTAL AND SUSTAINABILITY POLICY (3-Mar)**

Chapter 11: Financial Markets and Their Regulation (Cont.)

**Required readings:**

Additional articles: To Be Assigned

Latest *Wall Street Journal* Article related to the chapter material, additional articles, and relevant impacts on your firm

### **Session 13: ENVIRONMENTAL AND SUSTAINABILITY POLICY (cont.) (8-Mar)**

**Required readings:**

Chapter 12: Environmental Management and Sustainability

Latest *Wall Street Journal* Article related to the chapter material and relevant to your firm

➤ **FIRM ANALYSIS PAPER DUE**

**Session 14: ENVIRONMENTAL AND SUSTAINABILITY POLICY (10-Mar)****Required readings:**

Additional articles: To Be Assigned

Latest *Wall Street Journal* Article related to the additional articles and relevant to your firm**Session 15: ENVIRONMENTAL AND SUSTAINABILITY POLICY (15-Mar)****Required readings:**

Chapter 13. The Investor's Perspective: Renewable Energy

Additional articles: To Be Assigned

Latest *Wall Street Journal* Article related to the chapter material, additional articles, and relevant impacts on your firm**Section 4 – LAW & CONSUMER PROTECTION****Session 16: INTRODUCTION, PROPERTY LAW (17-Mar)****Required readings:**

Chapter 14: Law and Markets

Latest *Wall Street Journal* Article related to the chapter material and relevant to your firm**Session 17: PROPERTY LAW (Cont.) (22-Mar)****Team Case 3 Analysis and Presentation:** Integrative Case: Spectrum - Old Media versus New Media**Required readings:**

Chapter 14: Law and Markets (Cont.)

Additional articles: To Be Assigned

**➤ SELECTION OF POLICY FOR REGULATORY PAPER****Section 5 – GLOBALIZATION****Session 18: INTRODUCTION - INTERNATIONAL TRADE (24-Mar)****Required readings:**

Chapter 19: The Political Economy of International Trade Policy

Latest *Wall Street Journal* Article related to the chapter material and relevant to your firm**Session 19: INTERNATIONAL TRADE (Cont.) (29-Mar)****Required readings:**

Chapter 15: The Political Economy of the European Union

Latest *Wall Street Journal* Article related to the chapter material and relevant impacts on your firm**Session 20: INTERNATIONAL TRADE (Cont.) (31-Mar)****Required readings:**

Chapter 16: China: History, Culture, and Political Economy

Latest *Wall Street Journal* Article related to the chapter material and relevant impacts on your firm

**Session 21: INTERNATIONAL TRADE (Cont.) (5-Apr)**

**Team Case 4 Analysis and Presentation:** Integrative Case: Toys R Us and Globalization

**Required readings:**

Chapter 17. Emerging Markets

**Wellness Day (No classes) (7-Apr)*****Section 6 – SOCIAL RESPONSIBILITY & ETHICS*****Session 22: CORPORATE SOCIAL RESPONSIBILITY (12-Apr)****Required readings:**

Chapter 20: Corporate Social Responsibility

Additional articles: To Be Assigned

Latest *Wall Street Journal* Article related to the chapter material, additional articles, and relevant impacts on your firm

**Session 23: ETHICS (14-Apr)****Required readings:**

Chapter 21: Ethics Systems: Utilitarianism

Latest *Wall Street Journal* Article related to the chapter material and relevant impacts on your firm

**Session 24: ETHICS (Cont.) (19-Apr)****Required readings:**

Chapter 23. Behavioral Ethics, Individuals, and Management

Latest *Wall Street Journal* Article related to the chapter material and relevant impacts on your firm

**Session 25: ETHICS (Cont.) (21-Apr)****Required readings:**

Chapter 24. Ethics Issues in International Business

➤ **REGULATORY PAPER DUE**

**Session 26 (26-Apr)**

**Team Case 5 Analysis and Presentation:** Integrative Case: GlaxoSmithKline and AIDS Drugs Policy

Chapter 24. Ethics in International Business (Cont.)

**WRAP UP AND COURSE REVIEW****Session 27: WRAP UP AND COURSE REVIEW (Cont.) (28-Apr)**

➤ **REFLECTIVE/LEARNING PAPER DUE**

**FINAL EXAM (10-May: 2:00-4:00 pm PST)**