

INDV 102, Section 43 – Business and Modern Society Spring 2008

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Class: 11:00 -12:15am, TTH, ILC 120

Office Hours: by appointment with faculty or ta's

Teaching Assistants:

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Course Description

This class explores the relationships between business, government, and society. We begin by examining the need for and roles of government in relation to business and society. Should government simply create a setting in which business can flourish, or should government authority be used to shape society and citizens in specific ways so as to realize moral communities?

Based upon our understanding of the relations among government, business, and society, we will investigate three topical areas: wealth, privatization, and oil. The section on wealth explores how wealth mediates the relations between citizens, businesses, and government. Citizens with more wealth experience government and business much differently than do citizens who are poor. More specifically, we will examine how the criminal justice system treats citizens differently as a function of wealth. We will also examine the differences in treatment of lower level employees versus managers and executives.

The section on privatization explores how much of the “business” of government should be turned over to private businesses. We will examine the relations between government and business when government turns over basic functions, such as incarcerating criminals and educating children, to the private sector. In addition, we will consider the effects on different segments of society when prisons and schools are privatized. We will conclude by examining the dangers of allowing business to directly participate in government decision making.

The final topic examines how we all participate in, effect, and are affected by, relations between government, business, and society by focusing on oil. The foundation of our economy, our lifestyles, and our quality of life is oil. Just the perception of a gas shortage causes panic that leads to a run on gas stations and the creation of actual shortages as people hoard. Oil, and oil based products, are the source of widespread environmental damage, and are the subject of many of our environmental laws. In addition, oil is closely tied to our foreign policy, and our choices to go to war. The current presidential administration is closely tied to oil businesses and has allowed such businesses to actively participate in policy making. Oil directly calls into question current relations among government, business, and society.

Students will be exposed to a variety of debates throughout the semester. They will be expected to cull from these debates the major policy principles involved in each specific area of concern. Guest speakers and video documentaries will highlight some of the contemporary problems associated with the relationships outlined above. Finally, the dates referenced below are advisory and may change as the semester progresses. It is your responsibility to be present at class meetings and take note of those changes.

Graded Activities

Exams: There will be four exams, one after each of the first three topics and a final exam. The final exam will not be cumulative. The exams will consist of a combination of short answers, fill in the blanks and definitions. Exam material will come from the readings and from lecture. In order to do well on the exams,

you must read and you must attend class. We often show videos in class. Material from the videos appears on exams. We do not schedule make up viewings of videos. Makeup exams are allowed only with a doctor's note, police report, etc. and ***only*** if you contact the professor or teaching assistants, ***in writing, prior to the exam.*** Post-exam notifications result in no credit and you may want to consider withdrawing.

Each exam is worth 100 points.

Extra Credit: There may be occasional extra credit opportunities related to the four segments of the semester. There will be written instructions regarding the extra credit and time limits on its submission. Neither of these will be altered. If you are not present the day an extra credit opportunity is handed out you won't be able to participate. If you hand in the extra credit late it won't count.

You may earn a total of 400 points. To earn an A in the class requires 360 to 400 points; a B requires 320 to 359 points; a C requires 280 to 319 points; a D requires 240 to 279 points. An F is 239 points or fewer.

Cheating

We have a zero tolerance policy on cheating in this course. We believe cheating is immoral and harmful – not only to you, but to other students who don't cheat. We will not tolerate cheating of any kind. If you cheat, no amount of whining, pleading or threatening will work.

Cheating takes many forms:

- glancing at nearby friends' work during exams,
- using unauthorized notes on exams,
- taking credit for work that someone else did,
- letting someone else do the thinking on your homework assignment,
- plagiarizing information on the Web or from other students' (past or present) work,
- using electronic devices (like cell phones, programmable calculators) to receive information not authorized by the instructor, etc.

The bright side is that you don't *have* to cheat to get a good grade in this course. You **do** have to work hard, you **do** have to find time, you **do** have to think, you **do** have to take timely action, and you **may** feel uncomfortable and fear for your grade at times. These are not justifications for cheating. We are here to help you work through tough ideas and problems, but **you** have to ask.

Here's what happens if we catch you cheating. The ***first*** time you cheat: we will immediately fail you in the course, and report your cheating to the University. This information will become a part of your academic record. No second chances. No negotiation.

We assume that you are responsible adults, that you are taking the class to learn something, and that you will avoid unethical behavior. If you have any questions about any of this, or the difference between "cheating" and "getting help", please see us. We would be happy to talk it over with you. You are responsible for reading and understanding the University's Honor Code – see the link below. By enrolling in the University you are agreeing to follow this code.

University of Arizona Honor Code

(For more details, see: <http://w3.arizona.edu/%7Estudpubs/policies/ppmainpg.html>)

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, or projects must be that student's own work, unless clearly following the rules for allowable group work. Students shall be guilty of violating the Code and be subject to proceedings under it if they cheat, fabricate, plagiarize, represent others work as their own. You are responsible for reading and understanding the University's policy as described in the above Web Site.

Academic Misconduct

Academic Misconduct is defined as any behaviors not conforming to prevailing standards or rules within the academic community. *All forms of academic misconduct are subject to sanctions under the Code of Conduct.* Sanctions include: classroom conduct, interim action, program/support, organizational sanctions, restricted access to university property, administrative hold, warning, probation, suspension, and/or expulsion. Various forms of academic misconduct include, but are not limited to disruptive behavior, threatening behavior, and/or the theft or damage of University property. (For more details, see: http://ugrad.eller.arizona.edu/academic_integrity/student_resource_guide)

Important Dates

Martin Luther King Holiday	Jan. 21 (no class)
Last Day to Drop without a W	February 12
First Exam	February 19
Last Day to Drop with a W	March 11
Second Exam	March 13
Third Exam	TBA
Last Day of Class	May 6
Final Exam	May 13, 11am-1pm in ILC 120

Course Readings

A reading packet will be available for purchase at the Harvill Copy Center after MLK day.

A number of readings come directly off of the web. These readings, along with the website where they are located, are clearly indicated in the syllabus. You are receiving the syllabus up to the second exam. The remainder will be forthcoming.

The course website is located at <http://eres.library.arizona.edu>.

Click on "Search for Reserves".

Use the pulldown for "Select an instructor" and look for Polakowski, Michael.

The password for the course is "indv102sec43".

The website contains the course syllabus, PowerPoint slides used in lecture, and some course readings.

If you download the syllabus you can easily access the web based readings by having your browser open and clicking on the reading itself. Alternately, you may have to cut and paste the web address into your browser.

Course Calendar

January 17 – Introduction and Orientation/shopping for classes day

Topic 1: Role of government in relation to business and society

January 22 – Why Government?

Readings:

1. Thomas Hobbes. Leviathan. Chapter 13 “Of the Natural Condition of Mankind” and Chapter 17 “Of the Causes, Generation, and Definition of a Commonwealth”

Location -- <http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html>

Argument: People seek power after power, that is, they are self-interested. The purpose of government is to keep the peace and allow people to lead productive lives. The most desirable form of government is autocracy.

2. John Locke. The Second Treatise on Government. Chapter 3 “Of the State of War” and Chapter 9 “Of the Ends of Political Society and Government”

Location -- <http://libertyonline.hypermall.com/Locke/second/second-frame.html>

Argument: In the beginning, people lived peacefully, combining their labor with nature to raise crops, etc. Eventually societies and economies become quite complex, in order to maintain them, people must create government. Government is for the purpose of protecting property. Democracy – the consent of the governed -- is the only workable form of government.

3. Jean-Jacques Rousseau. A Discourse on the Origin of Inequality. “Appendix”.

Jean-Jacques Rousseau. Of the Social Contract. Book One. Chapter 7 “Of the Sovereign”. Book Two. Chapter 3 “Whether the General Will Can Err”

Location -- <http://www.epistemelinks.com/Main/MainPers.aspx>

Human nature is fundamentally good. Government should support the development of moral character. Only direct democracy allows this to occur.

January 24 -- Why U.S. form of government?

Reading:

James Madison. Federalist Paper #10.

Location -- <http://libertyonline.hypermall.com/Federalist/feder10.html>

Like Hobbes and Locke, people are self-interested. Unlike Hobbes, that means no one is fit to rule, including autocrats; and, unlike Locke, that means that simple majorities can easily lead to tyranny. How can one create a government, if no one is fit to rule?

Video: “Alice Coles of Bayview”

January 29 & 31 -- What Federalist Paper # 10 means in practice

Reading:

Stone, Walter. 1990. Republic At Risk, Chapter 5 “Factions Revisited”. Brooks/Cole Publishing Company, pp. 121-13x.

Location – reading packet

Argument: At the national level, people form interest groups, or what Federalist #10 calls factions, that compete, bargain, negotiate over public policy. Government is a marketplace of competing interests. All interests have many opportunities to participate, i.e., the system is fair.

But the tension between government providing security so that people may pursue self-interest in productive ways versus a much more active role for government in building moral character, realizing human rights, and supporting community and social ties, remains.

February 5 & 7 – What should government do?

Reading:

1. Adam Smith. The Wealth of Nations. Book I, Chapter 2 “Of the principle which gives occasion to the Division of Labour” and Book IV, Chapter 9 “Of the Agricultural Systems” paragraphs IV.9.20 through IV.9.25 and paragraphs IV.9.48 through IV.9.51 (paragraph numbers are indicated in the right margin)

Location: <http://www.econlib.org/library/Smith/smWN.html>

The role of government should be to provide laws and courts to protect private property; provide public goods such as roads, education and national defense.

What are public goods? How are they different from private goods? Why won't markets provide public goods?

2. Elliott Spitzer and Andrew Celi, Jr. (March 2004) “Bull Run” The New Republic Vol. 230 Issue 10, p18

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=12515489&db=aph>

3. “Pro-Market, Not Pro-Business” The Economist 6/28/2003, Vol. 367 Issue 8330, p14

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=10127960&db=aph>

4. Bernard V. Brady. (2/13/2002) “In Community” Christian Century 119(4):

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=6220529&db=aph>

People are more than just owners and consumers of things, they are moral and social beings. Communities should allow people to realize their full potential and help them to live an enlightened and moral life.

Video: Moyers “Making Gov’t work”

February 12 & 14 --- The excess of the 1990s: moral failure or market failure?

Reading:

Paula Dwyer et al. 9/6/2002. “Merrill Lynch: See No Evil?” Business Week, Issue 3799, p68

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=7290209&db=aph>

Marcia Vickers et al. 5/13/2002 “How Corrupt is Wall Street?” Business Week, Issue 3782, p36

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=6600310&db=aph>

Noam Scheiber. 1/28/2002. “Peer Revue” The New Republic Vol. 226 Issue 3, p19

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=5929908&db=aph>

Video: Moyers “Free Speech”

February 19 -- First Exam

Topic 2: Does Wealth Matter? (The Haves vs. Have-nots)

February 21 – Poverty, Welfare, and Work

Joel Stein et al. 1/20/2003 “The Real Face of Homelessness” Time Vol. 161 Issue 3, p54

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=8865966&db=aph>

Video: “Living on the Edge in the U.S. – Poverty”

February 26 – The Low Skilled Workplace

Reading:

Barbara Ehrenrich’s “Nickled and Dimed in America”, Chap. 1 “Introduction” Chap. 6 “Evaluation.”

Location: Reading Packet

Eric Rostin et al. 4/8/2002 “How Much is a Living Wage?” Time Vol. 159 Issue 14, p52

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=6417295&db=aph>

Video: “Poor Workers Being Hurt”

February 28 – Globalization and Work

Jyoti Thottam et al. 3/1/2004 “Is Your Job Going Abroad?” Time Vol. 163 Issue 9, p26

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=12324858&db=aph>

Clay Risen. 2/2/2004 “Missed Target” The New Republic Vol. 230 Issue 3, p10

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=12038110&db=aph>

Video: “Outsourcing”

March 4 & 6 – Poverty and Crime

Readings:

Jeffrey Reiman The Rich Get Richer and the Poor Get Prison “Crime Control in America: Nothing Succeeds Like Failure” and “A Crime by Any Other Name”

Location: reading packet

March 11 -- Reforming Corporate America

John Judis. 5/6/2002 “Option Play” The New Republic Vol. 226 Issue 17, p19

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=6587019&db=aph>

John Byrne. 5/6/2002 “How To Fix Corporate Governance” Business Week Issue 3781, p68

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=6566686&db=aph>

“Will the Owners Please Stand Up?” The Economist 11/2/2002, Vol. 365 Issue 8297, p72

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=7708998&db=aph>

Video: South Park segment on “Walmart”

March 13 – Second Exam

March 15-23 Spring Break

Topic 3: To Privatize or Not to Privatize?

March 20 -- Introduction:

Reading:

John Donahue The Privatization Decision “The Architecture of Accountability” and “Privatization and Public Spending”

Location: reading packet

Goals: Set the stage for this section by debating the following questions: What is a Public Service? Must public services be delivered by a government entity? Should they be? Is cost always the best measure of how to provide a service? What other measures might we use to evaluate service delivery; efficiency, effectiveness, legitimacy, accountability, morality. Can the marketplace correct most problems encountered in delivering services?

March 22 -- All else equal: Are Public and Private Schools Different?

Reading:

Benveniste's Chap. 5 “How Different Are Public Schools From Private?”

Location: reading packet

Goals: Explore the issues underlying privatization of schools.

March 27 – The Role of Charter Schools

Reading:

Jodie Morse. 6/4/2001 “Do Charter Schools Pass the Test?” Time Vol. 157 Issue 22, p60

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=4487195&db=aph>

John Greenwald and Aixa Pascual. 3/20/2000 “School For Profit” Time Vol. 155 Issue 11, p56

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=2875511&db=aph>

March 29 thru April 6 -- Privatizing Prisons

Reading:

Chapters from Shichor Punishment for Profit “Legal Issues and Further Considerations”

Location: reading packet

Goals: Can we privatize punishment like any other service society delivers?

Video: “The Big Business of Prisons”

April 10 – Third Exam

Topic 4: Oil, Business, and Politics

April 12 – The Rise of the American Environmental Movement

Video: “Running on Empty”

April 17 -- Importance of Energy in Business and Society

Reading:

1. Congressional Quarterly Researcher, Traffic Congestion, (8/27/99) “Overview” and “Special Focus”
2. Congressional Quarterly Researcher, SUV Debate, “Special Focus”
3. Congressional Quarterly Researcher, Oil Diplomacy, (1/24/03), “Background”

Location: Many readings for Topic 4 come from the Congressional Quarterly (CQ) Researcher. The CQ Researcher may be accessed through SABIO, the library homepage. From SABIO select indexes to articles and more; from the alphabetical list of indexes select CQ Researcher, in the quick search box type in the title of the specific edition of the CQ Researcher, i.e., SUV Debate or Traffic Congestion

April 19 & 24 – Oil and National Security

Video: 60 Minutes, “The Kuwait of Africa”

Reading:

1. CQ Researcher, Bush and Environment, “Overview” and “Special Focus”
2. CQ Researcher, Oil Diplomacy, 1/24/03, “Overview”, “Outlook”
3. “Big Oil’s Dirty Secrets” The Economist; 5/10/2003, Vol. 367 Issue 8323, p53

Location:

<http://ezproxy.library.arizona.edu/login?url=http://search.epnet.com/direct.asp?an=9731343&db=aph>

April 26 – Oil and National Security

Video: NOW with Bill Moyers – Contracting in Iraq

May 1 – Breaking the Oil Habit

Reading:

1. CQ Researcher, Renewable Energy, “Background” and “Pro/Con”
2. CQ Researcher, Transportation Policy, “Special Focus: Portland’s Traffic Calming Approach”

May 8, Final Exam in ILC 120, 11am – 1pm. (not cumulative, only this section unless specific reference is made to prior concepts)