

Business and Society

Professor Nate Jensen

Unique ID: 02818/38069

TTH 10:00-11:30

COURSE DESCRIPTION

In this class we will explore the literature in political science, management, and economics on the relationship between business and society. This is a writing flag course and the main assignment for the course is a course research paper on a topic related to the course. I will give a bunch of suggestions for topics.

This course is set up for synchronous and asynchronous learning. As a rule, most Tuesdays will be asynchronous content (pre-recorded lectures, videos or other content) and Thursdays will be synchronous discussion or simulations.

Every Tuesday will have a short, recorded lecture (around 30-40 minutes) with additional video, podcast, or short interview content. There will be a participation assignment for each Tuesday as well.

Every Thursday will be a live Zoom discussion. Students will be expected to come prepared to ask questions and discuss the cases and the readings.

PROFESSOR AND COURSE COMMUNICATION

Nate Jensen

Professor of Government

Office hours: Monday 10:00-11:30, Thur 11:30-1:00

Email: natemjensen@austin.utexas.edu

Students will be expected to check their email daily for any important course announcements. Professor Jensen is available during his online office hours or by appointment. Send an email to schedule an appointment for zoom (or old school phone) office hours.

COURSE READINGS

I have attempted to reduce the costs of taking this course by eliminating any required books. Most of the reading materials are available free of charge on the course website. A number of readings (case studies) are available for purchase through Harvard Business Publishing. The cost is around \$50.

The course packet can be assessed at: <https://hbsp.harvard.edu/import/792753>

COURSE EXPECTATIONS AND REQUIREMENTS

This is an advanced class that requires students to review the course materials prior to class. There are no formal prerequisites to this course, but the readings will draw on literature from political science, management and economics. As a student you should:

- Be on time for the live Zoom classes.

- Do the reading before class.
- Be ready to discuss the readings.
- Treat your professor and fellow students with respect.

GRADING POLICY

Grade Scale (final grades rounded up):

93 and above A
 90-92 A -
 87-89 B+
 83-86 B
 80-82 B-
 77-79 C+
 73-76 C
 70-72 C-
 67-69 D+
 63-66 D
 60-62 D-
 59 and below F

Participation Assignments (10%)

10% of our course grade is based on your participation assignments through the class that includes surveys, short writing assignments, simulations and other activities. These are short and should be “fun” (as fun as a class assignment can be). At the end of the semester there is a bonus assignment that can be used if you missed one of the participation assignments. So you can’t get extra credit, but if you miss a single participation assignment, you can make it up.

Discussion Participation (5%)

5% of your course grade is based on your participation in online class discussions.

Quizzes (2 open-note quizzes worth 10% each, 20% of total grade)

The quizzes will consist of a number of essay questions. Students are expected to know the basic arguments from all readings and have the ability to synthesize these works in broad essays.

Final Exam (25%)

The final exam is an open-note final exam on the scheduled exam time. This cumulative exam will consist of broad essay questions. You will select two of the four questions.

Paper Assignment (40%)

One major requirement in this course is a paper assignment. The final paper project should be 20-25 pages, 12-point font, double spaced. The assignment should be issue centered, where you’re not citing sources for the sake of showing you read a lot of stuff, but with the goal of introducing a problem and forwarding an innovative solution as clearly as possible. On the final classes all of the students are expected to present their work online. The paper assignment is worth 40% of your final grade with the following grade breakdown.

Five Page Literature Review	5%
Three Page Research Paper Proposal	5%

Presentation	5%
First Draft (15 pages)	10%
Final Paper	15%

Many of you haven't written a major research paper in other classes. The point of this class is to guide you through this process. I will give a few suggestions for topics, but any research topic is possible. We will brainstorm topics in the first few classes.

Other University of Texas Policies

COVID-19 Update: "Keep Learning" Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

Academic Integrity

The UT Honor Code (or statement of ethics) and an explanation or example of what constitutes plagiarism can be found here: <http://catalog.utexas.edu/general-information/the-university/>

Don't cheat. Ever.

Access

The University of Texas at Austin is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays:

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holiday, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergencies:

Please also see the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>.

Summary of Important Dates

Feb 18	5-page literature review
Feb 23	Quiz 1

March 11	Quiz 2
March 16,18	Spring Break
March 25	3 Paper Proposal Due
April 14	15 page first draft due
April 28-May 5	Final Presentations
May 6:	Final Paper Due
TBA	Final Exam

Class Schedule

Section 1: Introduction and Research Design

Jan 19st: (Live) Introduction and Course Overview

Class Goal: I will provide an overview of the class. This will be a real short Zoom meet.

Jan 21: (Live) Rural Economic Development

Class Goal: Think about the barriers to economic development in rural areas as well as urban areas left behind.

Readings:

- Saving the Heartland <https://www.brookings.edu/bpea-articles/saving-the-heartland-place-based-policies-in-21st-century-america/>
- Restoring Economic Opportunity for The People Left Behind.
<https://www.aspeninstitute.org/longform/expanding-economic-opportunity-for-more-americans/restoring-economic-opportunity-for-the-people-left-behind-employment-strategies-for-rural-america/>

Jan 26 (Asynch): Homelessness in American Cities

Class goal: How is homeless related to business and society? I'll take a bit about homelessness in Austin as well.

Readings:

- CASE STUDY 1: San Francisco, 2015 #tech #inequality (Online Course Packet)
- [Vancouver gave people experiencing homelessness \\$5800.](#)

Participation Assignment 1: Complete course survey (due by 10:00 am central on January 27th)

Jan 28 (Live): Business and Sustainability

Class goal: How can the private sector help make a profit while providing quality jobs and protect the environment?

Readings:

- CASE STUDY 2: Patagonia: Closing the Loop on Packaging Pollution (Online Course Packet)
- Kristin Heist. 2012. How Packaging Protects the Environment. Harvard Business Review.
<https://hbr.org/2012/06/how-packaging-protects-the-env>

Other Materials

- Podcast: [Can Corporations Solve Climate Change](#)
- Interview: Fair Trade America (sorry for the bad picture quality on my Camera)

Section 2: State and Local Economic Development

Feb 2: (Asynch) Introduction to State and Local Development

Readings:

- Joseph Parilla and Sifan Liu. 2018. Examining the local value of economic development incentives: Evidence from four US cities. <https://www.brookings.edu/research/examining-the-local-value-of-economic-development-incentives/>
- Jensen, Nathan M. 2018. Do taxpayers know they are handing out billions to corporates? *New York Times*. (April 24, 2018).
- Nathan M. Jensen and Edmund J. Malesky. 2010. FDI Incentives Pay—Politically. *FDI Perspectives*.

Other Materials:

- Short [video](#) on my own book.

Participation Assignment 2: Look up your home town and their economic development agency website. How does this agency market your city? Are there any recent companies that relocated or expanded there. You just have to write up a paragraph or so summarizing this (due by 10:00 am central on Feb 4)

Feb 4: (Live) Promoting Economic Development in the US

Guest Speaker: Christopher Chung. Economic Development Partnership of North Carolina

Class Goal: How does a state promote economic development? What does that mean? What are the tradeoffs?

Readings:

- I will add a very short readings based on the speaker's recommendation.

Feb 9: (Asynch) The Quest for Amazon HQ2

Class Goal: Understand what is unique about the Amazon HQ2 search process and what lessons can be learned.

Readings:

- A nearly complete list of the 238 places that bid for Amazon's next headquarters. <https://qz.com/1119945/a-nearly-complete-list-of-the-238-places-that-bid-for-amazons-next-headquarters/>
- Amazon HQ2: How did we get here and what comes next? <https://www.brookings.edu/research/amazon-hq2-how-did-we-get-here-what-comes-next/>
- The Amazon HQ2 Fiasco was no outlier. <https://www.wsj.com/articles/the-amazon-hq2-fiasco-was-no-outlier-11544800749>
- A Better Way to Attract Amazon's Jobs. <https://www.nytimes.com/2019/02/16/opinion/amazon-new-york.html>

Participation Assignment 3: Pick a major city U.S. city. How did this city market itself for Amazon HQ2? What did they offer? You just have to write up a paragraph or so summarizing this (due by 10:00 am central on Feb 10)

Feb 11 (Live) The Role of Anchors in Local Economic Development.

Guest Speaker: Stephen Pedigo, UT LBJ School

Class goal: To understand the vital role the anchor institutions in the life of the city and building. To uncover the best practices for building effective partnerships between communities and anchor institutions

Readings:

- Eugenie Birch, David C. Perry, and Henry Louis Taylor, Jr., [“Universities as Anchor Institutions,” \(Links to an external site.\)](#) Journal of Higher Education Outreach and Engagement, 2013.
- Richard Florida, [“ \(Links to an external site.\)The New Grand Bargain Between Cities and Anchor Institutions,” \(Links to an external site.\)](#) CityLab, October 5, 2015.
- Richard Florida and Steven Pedigo, [“The Case for Inclusive Prosperity,” \(Links to an external site.\)](#) New York University Schack Institute of Real Estate, 2017.
- Steven Pedigo and Kim Zeuli, [“Anchor Institutions and Urban Economic Development,” \(Links to an external site.\)](#) Initiative for a Competitive Inner City, 2011.

Section 3: Globalization and Business

Feb 16 (Asynch) Globalization and International Business.

Class Goal: Understand why companies go abroad and what are the general patterns of global investment.

Readings:

- Jensen *et al.* 2012. *Politics and Foreign Investment*. Chapter 1.
- IBM Global Location Trends

Participation Assignment 4: Pick a major company. Describe where it has invested in the world. What do you think explains this pattern of investment? Just write up one paragraph (due by 10:00 am central on Feb 17).

Feb 18: Simulation Day and 5 Page Review Due

Class Goal: We will engage in bargaining simulations

Readings. 5-page review due

Participation Assignment 5: We will conduct online simulations during class. This will count as your participation assignment 5.

Feb 23 Quiz 1 (During class time)

Feb 25: (Live) Bargaining and Competition for Investment

Class Goal: Understand how the competition for investment can shape government policy and what governments can try to do to manage this competition.

Readings:

- Yadong Luo. 2001. Toward a Cooperative View of MNC-Host Government Relations: Building Blocks and Performance Implications. *Journal of International Business Studies* 32 (3): 401-419.
- Layna Mosley and Saika Uno 2007. Racing to the bottom or climbing to the top? Economic globalization and collective labor rights. *Comparative Political Studies*.
- Vid Prislán and Ruben Zandvliet Labor provisions in bilateral investment treaties: Does the new US Model BIT provide a template for the future?

March 2: (Asynch) Company Supply Chains: Case Study of Bangladesh

Readings:

- CASE STUDY 3: The Ready Made Garment Industry (Online Course Packet) Case A and B.
- News Stories (Added one week before class)

Other Materials:

- Video or Podcast

Participation Assignment 6: What are you wearing right now? List where every product was made. Are you surprised by any of this?

March 4 (Live) Company Supply Chains and Labor: Case Study of Nike

Readings:

- CASE STUDY 4: Global Sourcing at Nike (Online Course Packet)
- Alice Evans. The Politics of Pro-Worker Reforms.

Section 4: The Influence of Business on Politics

March 9: (Asynch) Firms and Political Influence in the US

Class Goal: In what ways does money affect politics? What are the solutions to having “too much money” in politics?

Readings:

- Stephen Ansolabehere, John M. de Figueiredo, and James M. Snyder. Why is There So Little Money in U.S. Politics? *Journal of Economic Perspectives* 17 (1): 105-130.
- Abby Wood. Campaign Finance Disclosure. <https://www.annualreviews.org/doi/10.1146/annurev-lawsocsci-110316-113428>
- Kay Lehman Schlozman. Other Kinds of Political Money. <https://scholars.org/other-kind-political-money>

- Nicholas Carnes. The Cash Ceiling. <https://scholars.org/cash-ceiling>

Participation Assignment 7: Look up your U.S. representative. Describe how much money your representative raised in the last election and who contributed. (due by 10:00 am central on March 10)

March 11: Quiz 2

March 16: Spring Break

March 18 Spring Break

March 23: (Asynch) Nonmarket Strategy: Case Study of Target

Readings:

- CASE STUDY 5: Making Target the Target: Boycotts and Corporate Political Activity
- CASE STUDY 6: Rethinking Political Activity at Target

Other Materials:

- Short news story

March 25: (Live) Simulation Day and 3 Page Proposal Due. Your participation in the simulation is participation assignment 8.

Participation Assignment 8: In class simulation.

March 30: (Asynch) Corruption and Business.

Readings:

- Andrei Schleifer and Robert W. Vishney. 1993. Corruption. *Quarterly Journal Economics* 108 (3): 599-617.
- News Stories (Added one week before class)

Participation Assignment 9: Pick a major corporation. Search if you can find any instance of bribery or corruption. Give a short summary of what you found and what was the punishment.

April 1: (Live) Corruption and Business: Case Study of IKEA in Russia

Readings:

- CASE STUDY 7: Corruption in Russia: IKEA's Expansion to the East (A&B Case)

Section 5: Topics

April 7: Business and the Environment

Readings:

- Readings to be added one week before the class. We will focus on recent policy proposals on the environment.

Participation Assignment 10: Complete course survey

April 9 Business and the Environment: Case Study of Fiji Water

Class Goal: Think about the sustainability of bottled water and other products. What if the underlying business model isn't sustainable?

Readings:

- CASE STUDY 8: Fiji Water. Carbon Negative. (Online Course Packet)
- Research Article: Raul Pachego-Vega: Human right to water and bottled water consumption.

Other Materials:

April 14: 15 (Asynch) News Round-up and 15 Page Draft Due!

Class Goal: There will be no reading for this class. I want you to focus on your draft. I will upload a short video on interesting news stories related to the course.

(No Participation Assignment this week)

April 16 (Live) Company Supply Chains and Human Rights: Case Study of Intel

Class Goal: Understand why it so difficult to monitor supply chains. Why would businesses put in the effort to monitor these supply chains?

Readings:

- CASE STUDY 9: Looking Inside: Intel and Conflict Minerals (Online Course Packet)
- Research Article: Ann Harrison and Jason Scorse. 2008. Multinationals and Anti-Sweatshop Activism. *American Economic Review* 100 (1): 247-273.

Other Materials:

- Podcast or video

April 21 (Asynch) Business and Human Trafficking: Case Study of Hilton

Class Goal: Understand the extent of human trafficking, how it occurs, and why business and government can do to try to stop it.

Readings:

- CASE STUDY 10: Hilton: Combating Human Trafficking. (Online Course Packet)
- News Article: The State of Human Trafficking in Sports in 2019.
https://www.espn.com/espn/story/_/id/27263771/the-state-human-trafficking-sport-2019
- Report: Human Trafficking by the Numbers: The Initial Benchmark of Prevalence and Economic Impact for Texas. (Read the Executive Summary).
<https://repositories.lib.utexas.edu/bitstream/handle/2152/44597/idvsa-2016-human-trafficking-by-the-numbers.pdf?sequence=2&isAllowed=y>

Make-up Participation Assignment:

April 23 (Live) Global Taxation of Business: Case Study of Apple

Class Goal: Understand the complexity of taxing companies like Apple, including how these companies can use their international operations to reduce their taxes.

Readings:

- CASE STUDY 11: Did Apple Pay Too Little Tax? (Online Course Packet)
- James Hines Jr. Treasure Islands. *Journal of Economic Perspectives* 24 (4): 103-124.

April 28 Final Presentations

April 30 Final Presentations

May 5: Final Presentations

May 6: Final Paper due

Final Exam: Date to be determined.