

Huron University College
Management and Organizational Studies
Business-Government Relations: A Contemporary Policy Perspective
MOS 3353G

CONTACT INFORMATION

Instructor: Dr. Bill Irwin, MPA, PhD
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Course Website: OWL Sakai
Office Hours: Wednesdays 2:00pm to 4:00pm or by appointment.

CLASS INFORMATION

Day	Time	Location
Tuesday	1:30pm – 2:30pm	V207
Thursday	12:30pm – 2:30pm	V207

Course Calendar Description:

This course provides a comprehensive view of the multi-faceted and multi-dimensional relationships between businesses and government in a modern Canadian economic environment. The major goal of the course is to provide students, from a policy perspective, with knowledge and clear understanding of: the nature, the forms and the ways of business-government interaction.

Prerequisite(s): Enrollment in 3rd or 4th year of BMOS.

Course Description:

The purpose of this course is to introduce the complex interrelationships between business and government in Canada. The bi-directional influences are explored. The resulting institutional and policy outcomes are discussed and evaluated. The course will prepare students to meet these managerial requirements and to participate in complex decisions when changing laws, regulations, and other governmental factors that have major long-term implications. In addition to case situations and readings on current issues, selected speakers from business and government will add their expertise.

As this is a policy course, the complex nature of strategic actions in an uncertain and risky environment is also addressed. The core analytical models used are neo-classical microeconomic analysis and public choice. Students are expected to know or quickly grasp the basic institutional aspects of Canadian Democracy.

Course Objectives:

This course is an analysis of public policies as represented by laws and regulatory governmental activities, and their effects on business decision-making, distribution of wealth, and allocative efficiency in the public and private sectors. The course will deal with such topics as: externalities and the assignment of property rights (natural resource conservation, pollution, congestion, issue of corporate social responsibility); theories of the regulatory process and the performance of regulatory agencies in specific markets; legislative process and lobbying strategies; competition policy; marketing boards; government assistance to failing firms; Canadian industrial strategy; public ownership; free trade, etc.

After successfully completing this course the student will:

- Have a basic understanding of the nature of the relationships between business and government in Canada at the federal, provincial and municipal level.
- Be able to analyze business strategies and tactics directed at governments.

Learning Outcomes:

1. Explain the nature of the state and Canadians' different understanding of the role of the state, as it pertains to business-government relations.
2. Analyze the dynamic and changing structure of the relationship between the business sector and the Canadian state.
3. Analyze the various aspects of policy with regard to the functioning of the economy: for example competition policy, trade policy and labour policy.
4. Explore the impact of the influence of the growing global economy on business-government relations.

Evaluation:

Assignment	Due Date	Value (%)
Participation	On-Going	15
Case Discussion Leaders	To Be Assigned	20
Mid-Term Paper	Feb. 26	25
Final Paper	April 7	40

COURSE READINGS:

Required Text

Steiner, J.F. & Steiner, G.A. (2012). *Business, government and society (13th ed): A managerial perspective, text and cases*. New York: McGraw-Hill

Additional sources (Will be identified and supplied by the course instructor)

Baron, D. P. (2006). *Business and its environment (5th ed)*. Upper Saddle River, NJ: Prentice Hall (Pearson).

Howlett, M., Netherton, A. & Ramesh. M. (1999). *The political economy of Canada: An introduction*, (2nd ed.). Don Mills, ON: Oxford University Press.

Lawrence, A. & Weber, J. (2014). *Business and society: Stakeholders, ethics, public policy* (14th ed.) New York, NY: McGraw-Hill

Taylor, D. W., Warrack, A. A., & Baetz, M. C. (1999). *Business and government in Canada: Partners for the future*. Scarborough, ON: Prentice Hall.

Week	Topic	Purpose	Readings¹
Jan. 6/8 <i>A Framework for Studying Business, Government & Society</i>	Introduction: The Nature of the State	Ideologies and Approaches	Steiner & Steiner, Chpt 1
Jan. 13/15	The Canadian Political system	The Machinery of Government: institutions, federalism, policy making processes and special interest	Steiner & Steiner, Chpt 2
Jan. 20/22		The Machinery of Government - continued	Steiner & Steiner, Chpt3
Jan. 27/29	The Canadian Business Environment	Populations and Demographics – macro-economic trends	Steiner & Steiner, Chpt 4
Feb. 3/5 <i>Business and Government</i>		Market structure; The role of government and Canada in the world economy	Steiner & Steiner, Chpt 9
Feb. 10/12	Normative Analysis of Government	Government Policy Towards business: meaning of competition, efficiencies and market failure	Steiner & Steiner, Chpt 10
Feb. 17/19	Research/Reading Week		
Feb. 24/26		Stabilization and Economic Growth – Policy Interventions	Steiner & Steiner, Chpt 13
March 3/5 <i>Multi-national Corporations and Globalization</i>	The Canadian Economic System	The Marketplace: firms and markets	Steiner & Steiner, Chpt 11
March 10/12		The Marketplace: the Canadian business environment	Steiner & Steiner, Chpt 12
March 17/19 <i>Managing Ethics and consumerism</i>	Competition Pricing	The Canadian Market in Action: a brief history of competition policies, its objectives, etc.	Steiner & Steiner, Chpt 7

¹ Other readings will be provided by the instructor, and assigned during the course.

March 24/26		The Canadian Market in Action: anti-competition practices	Steiner & Steiner, Chpt 8
March 31/April 1 <i>Human Resources</i>	Price and Entry Regulation	The Regulatory environment: meaning of regulation theories, Canadian overview, de-regulation	Steiner & Steiner, Chpt16 & 17
April 7	Canadian Business and Government in the Global economy	A New Business world: Canada trades, trade barriers, global to local, implications	Steiner & Steiner, Chpt 5 & 6

Participation:

Participation is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others. Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas.

During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continuously dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say.

The following scale will be used to rate your class participation:

0. Absent

1. Attended class, but did not speak or participate. When invited to give an opinion, gave an answer such as "I'm not sure".

2. Made minor comments or contributed only when called on.

3. Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.

4. Made insightful and significant contributions to the discussion. Built on the contributions of others personal experience and examples provided were supported with theory and concepts.

5. Made exceptional contributions.

The course will include simulations, short exercises, and group work. The involvement of every student in these activities is essential to the success of the activities and to their value as learning tools. Your involvement in these activities will be given significant weight in assessing your participation mark.

Case Studies:

Each week during the 1 hour seminar class, a small group (2 TO 4) will act as discussion leaders for an assigned case study. The Discussion Leaders will be responsible for:

1. Posting a series of questions about the case, 1 week prior to its discussion, to help focus the conversation.
2. Present a short overview (5 to 10 minutes) of the case prior to it being discussed in class. The group may wish to introduce additional material at this time.
3. Lead the class discussion, by use of: an exercise, a facilitation process, or what every other means they deem acceptable.

Week	Text Chapter	Case
Jan. 6/8	Steiner & Steiner, Chpt 1	
Jan. 13/15	Steiner & Steiner, Chpt 2	The American Fur Company
Jan. 20/22	Steiner & Steiner, Chpt3	John D. Rockefeller and the Standard Oil Trust
Jan. 27/29	Steiner & Steiner, Chpt 4	A Campaign Against KFC Corporation
Feb. 3/5	Steiner & Steiner, Chpt 9	Citizens United v. Federal Election Commission
Feb. 10/12	Steiner & Steiner, Chpt 10	Good and Evil on the Rails
Feb. 24/26	Steiner & Steiner, Chpt 13	A World Melting Away
March 3/5	Steiner & Steiner, Chpt 11	Union Carbide Corporation and Bhopal
March 10/12	Steiner & Steiner, Chpt 12	David and Goliath at the WTO
March 17/19	Steiner & Steiner, Chpt 7	The Trail of Martha Steward
March 24/26	Steiner & Steiner, Chpt 8	Short Incidents for Ethical Reasoning
March 31/April 1	Steiner & Steiner, Chpt16 & 17	A Tale of Two Raids <i>or</i> Adarand v. Pena
April 7	Steiner & Steiner, Chpt 5 & 6	Jack Welch at General Electric <i>or</i> Marc Kasky versus Nike

Term Papers:

Two term papers are required for this course. The ideal length of the first is approximately 2000-2500 words (approx. 8-10 double-spaced printed pages). The final paper should be approximately 3000 to 3500 words. In terms of focus; my preference will be that the focus for the first paper will relate to material from the 1st half of the course and the focus for the final will come from the 2nd half of the course. I expect each student to discuss their topic with me prior to beginning to work on their paper(s).

Details on style, citation, design etc, will be covered in class, and a handout covering these issues will be provided within the first 2 weeks of class.

In addition a list of potential essay topics will be posted on the class website.

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities. In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student.

Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

MOS students registered at Huron who require advice about modules and courses in MOS should contact Academic Counselling. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>