

PROVIDENCE COLLEGE
471.23 – Business/Government Relations
3 credit hours
2010 Fall

Professor: Bruce Duggan, MBA
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Office: 2H22

Website: businessadministration.prov.ca/BG/

Classes: Tue 8:30 – 9:45 2H61
Fri 11:10 – 12:25 2H61

Office hours: Tue 2:00 – 4:30
Tue 3:00 – 4:30
Wed 11:00 – 12:00
Fri 10:00 – 11:00
Email to set up appointments at other times.

SYLLABUS

A. COURSE DESCRIPTION

This course develops the ability of students to analyze the interaction between business firms and government. The history, purposes, and nature of those interactions in the Canadian context will be examined. Areas covered will include the creation, modification, and implementation of government policies that affect business, as well as the ways business influences government decision-making.

B. COURSE OBJECTIVES

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.

C. COURSE TEXT

There appears to be no comprehensive, up-to-date textbook covering this topic from a Canadian perspective. Baron (2006) is written from an American perspective. Nevertheless, it is up to date and does provide a useful conceptual framework.

Taylor et al. (1999) and Brookes & Stritch (1991) focus on the Canadian business environment, but are out of date. Nevertheless, they contain valuable insights on the history and nature of Canadian business/government relations.

1. Required

A compiled text is available for purchase at the Providence bookstore. It features chapters from:

- Baron, D. P. (2006). *Business and its environment, 5th ed.* Upper Saddle River, NJ: Prentice Hall (Pearson). ISBN: 9780131873551.
- Brookes, S. & Stritch, A. (1991). *Business and government in Canada.* Scarborough, ON: Prentice Hall. ISBN: 130984272.
- Taylor, D. W., Warrack, A. A., & Baetz, M. C. (1999). *Business and government in Canada: Partners for the future.* Scarborough, ON: Prentice Hall. ISBN: 130807168.

D. ADDITIONAL SOURCES

- Eagleton, T. F. (1991). *Issues in business & government.* Upper Saddle River, NJ: Prentice Hall. ISBN:0-13-116310-8.
- Howlett, M., Netherton, A. & Ramesh. M. (1999). *The political economy of Canada: An introduction, 2nd edition.* Don Mills, ON: Oxford University Press. ISBN: 0-19-541348-2.
- Howlett, M. & Ramesh. M. (1995). *Studying public policy: Policy cycles and policy subsystems.* Don Mills, ON: Oxford University Press. ISBN: 0-19-250976-0.
- Perry, N. S. (1995). *Business, government, and society: Managing competitiveness, ethics and social issues.* Upper Saddle River, NJ: Prentice Hall. ISBN: 0-02-393401-8.
- Steiner, G. A. & Steiner, J. F. (2006). *Business, government and society, 11th edition: A managerial perspective, text and cases.* New York: McGraw-Hill Higher Education. ISBN: 0-07-299442-8.
- Van Loon, W. (1996). *Canadian government and politics: Institutions and processes.* Toronto, ON: McGraw-Hill Ryerson. ISBN: 0-07-551102-9.

E. COURSE REQUIREMENTS

1. Preparation

Students are required to prepare for and attend all classes. All assigned readings must be completed prior to class.

2. Participation

This is a seminar course. 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.

3. Cases

Students should be prepared to enter into case discussions at every class. Approximately 1-2 hours of preparation will be required for each in-class discussion of a case. Students will not be required to present written material for these cases.

As well, the class will be divided into small groups, with membership to be assigned by the instructor. Each group will formally analyse and present at least two cases during the semester.

A case report is to consist of:

- A title page with:
 - Case title
 - Course number and title
 - Date submitted
 - Group number
 - Group members' names
- A summary:
 - One sentence summarizing the situation facing the case protagonist.
 - One sentence summarizing the decision they must make to address that situation.
- An analysis of the alternatives available (approx. 1 page)
- A summary of theoretical issues applicable to this situation (approx. 1 page).
- An analysis of how those issues apply to this particular situation (approx. 1 page).
- A Christian perspective on this particular situation (approx. 1 page).
- A recommended decision and a course of action to implement that decision (approx. 1 page).
- References (if materials are referenced in the body of the report).

The written case reports must be submitted by the group prior to the start of their presentation. The written reports will be evaluated for:

- Clarity of the thinking and writing.
- Thoroughness of the alternatives presented.
- Relevance of the theoretical issues discussed.
- Insightfulness demonstrated in applying them to this particular situation.
- Thoughtfulness of the Christian perspective put forward.
- Effectiveness and practicality of the decision recommended and the course of action proposed.

- Format, grammar, style.

Each group will also be required to make a 10-15 minute PowerPoint presentation of their case report to the class, on the day it is due, and then to lead the class in a discussion. The purpose of the presentation is not to reproduce the written report. Each presentation should consist of only:

- A recommended alternative
- A listing of the alternatives considered
- The pros and cons of each alternative considered
- An explanation of why the group is recommending its alternative
- A consideration of the Christian issues in the case, as you see them
- 2 or 3 questions for the class to discuss

The presentation will be evaluated for:

- Clarity
- Involvement of all members of the group in the presentation
- Ability to distinguish between symptoms, facts, opinions, your inferences, and underlying problems or causes
- Professionalism

In leading the discussion, the group will be evaluated on:

- Involving group members in the discussion
- Involving class members in the discussion
- Ability to hear and seriously consider viewpoints differing from their own

4. Quizzes

There will be a maximum of three non-cumulative quizzes. Each quiz will last 10 minutes and will cover the textbook material assigned since the last quiz. The quizzes will be given at the start of class. They are designed to answer two questions:

- Did you read the chapters?
- Did you retain their key points?

The questions will not be designed to catch you on details. If you study and understand the core points the writers are making, you will do fine. Each quiz consists of multiple choice and/or short answer questions.

5. *Reading assessments*

During the semester, each student will write a maximum of three reading assessments, reviewing relevant articles (from current newspapers or magazines), or book chapters (other than the textbook). These will be handed out no less than one week before they are due. You are invited to make suggestions on readings that the class could assess.

A reading assessment submission is to consist of three parts:

- Your rough notes
- Your first draft
- The final draft

Put the final draft on the front at the front, with the rough notes and first draft behind it. On the first page, be sure that you have listed:

- Your student number and your box number
- The name and number of the course
- The date the assignment is due

You can include your name if you like.

You can put this information as a cover sheet, or include it (single-spaced) at the top of the first page. If the academic style you are using requires a cover sheet, follow that format; otherwise, it is your choice.

The rough notes and first draft can be of any length and format. They will, normally, not be marked. The final draft is to be no more than two typed pages (double-spaced) in length. It should cover:

- The key points the article is making.
- How those points could apply in actual business situations you might encounter in your future careers.
- Your assessment of the article's points.

Reading assessments are due at the beginning of the class. Students should come to class on these days prepared to summarize and discuss their assessments in class.

Each assessment will be evaluated for:

- Summary quality
 - Did you accurately and succinctly summarize the points made?

- Analysis
 - Did you relate it to potential business situations?
 - Did you relate it to course materials?
 - Was your assessment of the article insightful?
- Writing style
 - Clarity
 - Grammar
 - Appearance

6. *Final exam*

The final exam is cumulative and will be held:

- Tue 14 Dec 8:30 am, in the gym

It will consist primarily of case and essay questions. Everything covered in class is testable.

The date and time of the exam is subject to change by the Registrar's Office.

7. *Assignment Formats*

Exams, quizzes and in-class assignments are to be handwritten. All other material is to be typed and in Chicago/Turabian style.

F. GRADING SUMMARY

Excellent	A+	4.0	>92
	A		85-92
	A-		80-84
Very Good	B+	3.5	77-79
	B	3.0	73-76
Good	B-		70-72
	C+	2.5	67-69
Satisfactory	C	2.0	63-66
	C-		60-62
	D+	1.0	57-59
Marginal	D		53-56

	D-		50-52
Failure	F	0.0	<50

<i>Group Work</i>		<i>Individual Work</i>	
Case write-ups	25%	Quizzes	15%
Case presentations	10%	Reading Assessments	15%
		Final exam	15%
		Participation	20%
Total	35%	Total	65%

G. COURSE POLICIES

Full text to the academic policies, procedures and regulations of Providence College can be found online in the Student Handbook (http://www.providencecollege.ca/college/student_life/) and the College Academic Calendar (http://www.providencecollege.ca/college/programs/registrar_office/calendar/).

1. *Class Attendance Policy*

Students are required to provide an explanation for absences, using the Absence Form available in the Registrar's Office. Absences will affect the participation grade.

2. *Late Assignment Policy*

Assignments will not normally be accepted late. Assignments will be collected at the beginning of class on the day they appear in the class calendar.

Penalty for late assignments can be worth from 10% to 100% of the mark, depending on the importance of the lateness and on the nature of the assignment. If a student hands in a late assignment and wishes it to be considered for partial marks, they must submit it with the Late Assignment Form available in the Registrar's Office.

3. *Plagiarism*

Students are expected to demonstrate academic integrity in all its various forms, and will be held accountable for doing so by the policy on Academic Conduct in the Student Handbook (http://www.providencecollege.ca/college/student_life/).

One particularly problematic breach of academic integrity is plagiarism, which is stealing from the ideas and writings of another person and passing them off as one's own. For an elaboration of the nature, types, and prevention of plagiarism, see the Providence College document entitled "Academic Dishonesty: The Problem of Plagiarism in Academic

Writing,” in the Providence College Academic Formation Guide available in the Bookstore.

4. *Final Exam Policy*

All requests to have a final exam rescheduled must be approved by the Academic Committee in accordance with the Early Leave Policy (available in the College Academic Calendar http://www.providencecollege.ca/college/programs/registrars_office/calendar/).

5. *Missed Exams*

Students who miss exams other than a final exam are responsible to contact the professor within one week of the exam date if they still wish to write the exam. Permission to do so will be given to only those students who present evidence or reasonable grounds acceptable to the professor for having missed the exam. The format of the exam will be at the discretion of the professor, with essay questions likely. Students who do not write an exam by at most two weeks after the exam date will receive a grade of zero for that component of the course.

Exceptions to final exams must be processed by appeal to the Academic Committee.

6. *Information and Communication Technologies in the Classroom*

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.

H. COURSE SCHEDULE

<i>day</i>	<i>date</i>	<i>class #</i>	<i>topic</i>	<i>have read</i>	<i>due</i>	<i>activity</i>
Fri	10-Sep	1	Introduction			
Tue	14-Sep	2a	Why is Canadian business the way it is?	Brooks & Stritch, ch. 2		
Fri	17-Sep	2b	Why should business care about government?	Baron, ch. 1 case: Personal Watercraft		
Tue	21-Sep	3a	Integrated strategy: Making government relations part of a whole	Baron, ch. 2 sim 1: Morris Electrohome		Personal Watercraft

<i>day</i>	<i>date</i>	<i>class #</i>	<i>topic</i>	<i>have read</i>	<i>due</i>	<i>activity</i>
Fri	24-Sep	3b				sim1: Morris Electrohome
Tue	28-Sep	4a	Law and markets: Why isn't the market free?	Baron, ch. 12		q1
Fri	01-Oct	4b			ra1: gov't resources	
Tue	05-Oct	5	The current state of business-government relations: Are we still getting along?	Taylor, <i>et al.</i> , ch. 10		
Tue	12-Oct	6a	Navigating federal-provincial waters	Case: Envirotest		
Tue	15-Oct	6b		Brooks & Stritch, ch. 6		
Tue	19-Oct	7a	Political analysis for business: Doing the research	Baron, ch. 6	case presentation 1	
Fri	22-Oct	7b				
Tue	26-Oct	8a	Formulating political strategies	Baron, ch. 7		Envirotest
Fri	29-Oct	8b	Business organizations and lobbying: Working with other businesses	Brooks & Stritch, ch. 7	ra2: A Vigorous Push	q2
Tue	02-Nov	9a	Regulation: Law, economics and politics: They can't tell me how to run my business!	case		
Fri	05-Nov	9b		Baron, ch. 10		
Tue	09-Nov	10a	Government dealing with business: How government controls Canadian business	Taylor, <i>et al.</i> , ch. 13		
Fri	12-Nov	10b				
Tue	16-Nov	11a	?	Home Depot case		
Fri	19-Nov	11b	Environmental economics, politics and management: Why are those people protesting?	Baron, ch. 11	2 short cases	q3
Fri	26-Nov	12			2 longer cases	ra3
Tue	30-Nov	13a	The political economy of international trade policy: How does the world work?	Baron, ch. 17		
Fri	03-Dec	13b			case presentation 2	
Tue	07-Dec	14a	?			
Fri	10-Dec	14b	?			