

**Huron University College**  
**Management and Organizational Studies**  
**Business-Government Relations: A Contemporary Policy Perspective**  
**MOS 3353G**  
**Winter 2018**

**CONTACT INFORMATION**

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Course Website: OWL Sakai  
Office Hours: Mondays 1:00pm to 4:00pm or by appointment.

**CLASS INFORMATION**

<b>Day</b>	<b>Time</b>	<b>Location</b>
Monday	9:30am – 12:30am	W108

**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		15
Case Discussion Leaders		20
Mid-Term Paper	February 12th	25
Symposium	March 16th	40
Final Paper	April 9th	

## COURSE READINGS:

### Required Text

Weekly readings are comprised of journal and professional articles. They will be posted on the class OWL site.

### 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, (2<sup>nd</sup> ed.)*. Don Mills, ON: Oxford University Press.

Lawrence, A. & Weber, J. (2014). *Business and society: Stakeholders, ethics, public policy (14<sup>th</sup> 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.

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

<b>Week</b>	<b>Topic</b>	<b>Purpose</b>	<b>Readings <sup>1</sup></b>
Jan. 8 <i>A Framework for Studying Business, Government &amp; Society</i>	Introduction: The Nature of the State	Ideologies and Approaches	
Jan. 15	The Canadian Political system	The Machinery of Government: institutions, federalism, policy making processes and special interest	"The Role of Local Government"
Jan. 22		The Machinery of Government - continued	"Elite Attitude on the Centralization of Political Decision-Making"
Jan. 29	The Canadian Business Environment	Populations and Demographics – macro-economic trends	"Surviving Brexit"
Feb. 5 <i>Business and Government</i>		Market structure; The role of government and Canada in the world economy	"Will They Love us Tomorrow..."
Feb. 12	Normative Analysis of Government  <b>Mid-term Paper Due</b>	Government Policy Towards business: meaning of competition, efficiencies and market failure	The Corporation as Political Actor - European and North American Perspectives"
<b>Feb. 19</b>	<b>Research/Reading Week</b>		
Feb. 26		Stabilization and Economic Growth – Policy Interventions	"Wildcats and Sickouts"
March 5 <i>Multi-national Corporations and Globalization</i>	The Canadian Economic System	The Marketplace: firms and markets	"Multinational Corporation a Political Actor"

<sup>1</sup> Other readings will be provided by the instructor, and assigned during the course.

March 12		The Marketplace: the Canadian business environment	"Inter-Provincial Trade Deal is worst Than NAFTA"
March 19 <i>Managing Ethics and consumerism</i>	Competition Pricing	The Canadian Market in Action: a brief history of competition policies, its objectives, etc.	"Conspiracy at the Pump"
March 26		The Canadian Market in Action: anti-competition practices	"Industrial Policy for Growth"
April 2 <i>Human Resources</i>	Price and Entry Regulation	The Regulatory environment: meaning of regulation theories, Canadian overview	"Social License"
April 9		De-regulation	"Keep Hydro Public"

## 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 period in 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.

<b>Week</b>	<b>Case</b>
Jan. 22	John D. Rockefeller and the Standard Oil Trust
Jan. 29	A Campaign Against KFC Corporation
Feb. 5	Citizens United v. Federal Election Commission
Feb. 12	Good and Evil on the Rails
Feb. 26	A World Melting Away
March 5	Union Carbide Corporation and Bhopal
March 12	David and Goliath at the WTO
March 19	The Trail of Martha Stewart
March 26	Short Incidents for Ethical Reasoning
April 2	Jack Welch at General Electric

All students are required to read the case studies before class to enable full-some participation. the case studies are posted on the class OWL site.

### **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 1<sup>st</sup> half of the course and the focus for the final will come from the 2<sup>nd</sup> 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.

## **Business-Government Policy Symposium:**

### ***Concept:***

This year MOS 3353 will hold its second annual student led symposium focused on one of the relational aspects of Business and Government that is covered in the curriculum. The symposium will occur on a half-day **Saturday, March 16, 2018**. The students will undertake the symposium as part of their course requirements and their involvement will include:

- Working with the external expert working group to identify the symposium topic
- Engage in event planning and preparation, including invitation to both the broader and university community, Huron alumni and interested others
- Prepare and deliver for the conference one of the following: a poster for a poster session; a panel participation; and conference presentation based on a paper. (panels may be either alumni and student, or perhaps a mixed s alumni-student panel will be considered)

### ***The Symposium Event:***

The symposium is an annual event whose purpose is two-fold: to establish a meaningful method of engagement between Huron alumni and 3<sup>rd</sup> and 4<sup>th</sup> year MOS students; and, to further the understanding of a current issue of business and government relations with the student body. The expert working group is proposed to be lead by Huron alumni, whose real-world expertise and interest in the selected topic area will add authentic value to the event.

The alumni would assist as the leaders of the expert working group that would help the students identify the topic on an annual basis and provide advice leading to the creation and deliver of the annual symposium. In the inaugural year further details on how the event will be structured and delivered (an emergent deign model) will be established.



## **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 Provost and 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, 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**

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](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where

the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**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](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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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](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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>