Instructor: Lori L. Pack, Esq.
E-Mail: Lori.Pack@stonybrook.edu

Required Text:
Text: The Legal, Ethical and Regulatory Environment of Business in a Diverse Society by Bennett-Alexander and Hartman

Course Description: This course is designed to provide the MBA candidate with an understanding of the significant ethical and legal challenges facing global businesses. In particular, we will examine certain aspects of the American legal and regulatory system and compare and contrast them to other systems around the world. Further, the course will consider legal and regulatory concepts that shape and define business here and around the world. The course will also consider ethical responsibilities imposed on corporations and their officers, directors and employees.

Some of the specific topics that will be covered in this course include the sources, types and origin of law, basic economic systems, the structure of the court systems and the litigation process around the globe, conflicts of interest and their effect on the decision-making process, corporate social responsibility, corporate governance and regulatory process including, without limitation, penalties and personal responsibility, securities regulation, antitrust and restraint of trade, employer-employee relations, diversity and other work-place issues, environmental and other global topics, and intellectual property. Many of the concepts will be discussed by examining current issues and developments in the global business community.

Course Overview:
The student will gain a better understanding of
1) How ethical and legal considerations shape every aspect of effective leadership in both public service and in the private sector;
2) How to apply the primary ethical principles and legal concepts that guide difficult decisions in the business environment; and
3) The statutory and case laws relating to current economic, political, and social justice issues.
4) Public speaking through the chat rooms and final projects

College of Business Program Learning Outcomes
Ethical Corporate Responsibility – Students will be able to defend ethical positions with reason, and evaluate ethical and societal implications of managerial decisions including analysis of alternatives and consequences

Global Perspective – Students will be able to demonstrate how cultural differences impact business workplace and how different ethical beliefs affect the ability of people from different demographic, cultural, and interdisciplinary backgrounds to work together

**Course Specific Learning Outcome Measures:**
Review of relevant state and federal cases and statutes which outline how the courts have interpreted and enforced various laws and the ethical implications of these laws will provide the students with opportunities to demonstrate an understanding the relevant policies and procedures in the workplace which are compliant with the laws of that jurisdiction.

Active participation in the Discussion Board and quizzes will provide students with opportunities to demonstrate subject matter knowledge, identification and comprehension of specific legal and ethical issues arising from particular fact patterns.

**Grade Determination:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>25%</td>
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<tr>
<td>Chapter Quizzes</td>
<td>35%</td>
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<tr>
<td>Assignments</td>
<td>20%</td>
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<tr>
<td>Final Presentation (and responses)</td>
<td>20%</td>
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**Participation in Discussion Forums:** Please note that participation in the discussion board is part of your grade determination! Active participation will enhance your learning experience as well as enrich the experience of your classmates through the knowledge you share. The quality and frequency of that participation will also be a key determinant of "borderline" grades. The discussions will include New York laws, recent cases and other pertinent topics. Extra credit will be given to students who provide information in the discussion forum as to any recent developments in the news related to these topics, such as lawsuits filed, settlements, etc., but QUALITY over QUANTITY counts. One relevant post that results in other student’s responses will get you a better grade than five comments simply agreeing or disagreeing with other student’s posts. You can get a maximum of four points with just a couple of very good pro-active posts during the week, or only get one point for posting several reactive posts. A detailed grading rubric of the Discussion Board is annexed to this syllabus.

**Quizzes:** There will be quizzes for each chapter based upon the textbook reading. You have one hour to complete each quiz and they must be completed the first time you attempt to take the quiz. The quiz must be taken by the date specified. Failure to do any of the quizzes on time will result in a zero for that assignment.
**Academic Integrity:** Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/uaa/academicjudiciary/](http://www.stonybrook.edu/uaa/academicjudiciary/)

**Academic Dishonesty:**
The College of Business regards any act of academic dishonesty as a major violation punishable by severe penalties, including dismissal from the University. University policy requires that instructors and GAs and TAs report all suspected cases of academic dishonesty to the appropriate Academic Judiciary Committee, which is empowered to take strong action against violators. Under no circumstances will the College of Business permit cheating of any kind. Many activities constitute academic dishonesty. The following list is not inclusive, only suggestive:

- Cheating on exams or assignments by the use of books, electronic devices, notes, or other aids when these are not permitted, or by copying from another student.
- Collusion: two or more students helping one another on an exam or assignment when it is not permitted.
- Ringers: taking an exam for someone else, or permitting someone else to take one's exam. Submitting the same paper in more than one course without permission of the instructors.
- Plagiarizing: copying someone else's writing or paraphrasing it too closely, even if it constitutes only some of your written assignment.
- Submitting the same paper in more than one course without approval of the instructors.
- Falsifying documents or records related to credit, grades, status (e.g., adds and drops, P/NC grading), or other academic matters.
- Altering an exam or paper after it has been graded in order to request a grade change.
- Stealing, concealing, destroying, or inappropriately modifying classroom or other instructional material, such as posted exams, library materials, laboratory supplies, or computer programs.
- Preventing relevant material from being subjected to academic evaluation.

**Americans with Disabilities Act:**
If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services at (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: [http://www.sunysb.edu/ehs/fire/disabilities.shtml](http://www.sunysb.edu/ehs/fire/disabilities.shtml)

**Critical Incident Management:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

Assignments (All included within “Assignments Folder” with specifics on each Assignment – all assignments are due on midnight of the date assigned)

1  (Due February 2)
Read Chaps 1 Introduction to the Business and Ethics Environment
Review and listen to ppt slides
Submit chapter quiz
Participate in Discussion Board

2  (Due February 9)
Read Chap 3 The Court System and the Legal Process
Review and listen to ppt slides
Submit chapter quiz
Participate in Discussion Board

3  (Due February 16)
Read Chap 5 Contracts
Review and listen to ppt slides
Submit chapter quiz
Participate in Discussion Board

4 Assignment 1 (Due February 23)

5  (Due March 2)
Read Chapter 6 Torts
Review and listen to ppt slides
Submit chapter quiz
Participate in Discussion Board

6 (Due March 9)
Read Chap 7 Property
Review and listen to ppt slides
Submit chapter quiz
Participate in Discussion Board

7 (Due March 16)
Read Chapter 8 Business Crimes
Review and listen to ppt slides
Submit chapter quiz
Participate in Discussion Board

8 Assignment 2 (Due March 30)

9 (Due April 6)
Read Chapter 10 Agency and Business Organizations
Submit quiz for Chapters 10
Participate in Discussion Board

10 (Due April 13)
Read Chapter 11 Employment Law
Review and listen to ppt slides
Submit chapter quiz
Participate in Discussion Board

11 (Due April 21)
Read Chapter 16 Environmental Law
Review and listen to ppt slides
Submit chapter quiz
Participate in Discussion Board

12 Assignment 3 (Due April 28)

Final Project Due May 4
Responses to Projects of other projects Due May 11
Rubric for Assessing Discussion Forums:
Weekly discussion grades will be posted to the Blackboard gradebook. Participation will be evaluated using the rubric that follows.

<table>
<thead>
<tr>
<th>Participation</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
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<tbody>
<tr>
<td>Communication of ideas</td>
<td>Minimal organization, purely anecdotal or exclamatory, generalizations without supporting evidence</td>
<td>Basic organization of ideas but with limited evidence</td>
<td>Organized argument with good supporting evidence from the readings</td>
<td>Well-organized, persuasive argument with ample &amp; accurate, supporting evidence that furthers our discussion</td>
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<td>Responsiveness within class community</td>
<td>Sporadic interaction with little reference to others in the class</td>
<td>Discussion not entirely centered on topic</td>
<td>Discussion focuses mostly on readings and topic</td>
<td>Refers to others’ opinions and questions as well as readings in discussion</td>
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<tr>
<td>Thoughtful Interaction that fosters engaged discussion</td>
<td>Failed to comment on classmates’ postings, or provided no support when challenging someone else’s view</td>
<td>Responded to classmates, but provided little support for your viewpoint</td>
<td>Referred to classmates responses with adequate support</td>
<td>Created strong arguments for/against classmates postings with ample support material</td>
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<tr>
<td>Posting frequency</td>
<td>1-2 times each week</td>
<td>3 times but clustered on a day or two</td>
<td>2-3 times throughout each of the weeks</td>
<td>&gt;4 times throughout each week</td>
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Zero points are awarded for a week in which you post nothing or you have demonstrated a lack of respect for the community.