

Queens College, CUNY
Business and Liberal Arts
BALA 101
Business and Society

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Office Hours: MTWTh 7:30am-9:00am, by appointment any day/time

Course Description:

This course will introduce students to an interdisciplinary study of the impact of business on individual and society. Students will explore relationships between people, business, and politics. Concepts in globalization, financial markets, ethics, diversity, leadership, and economics will be examined from an individual perspective vs. societal perspective. Students will learn how individual values, experiences, and ethics affect expectations of business roles and responsibilities in society. Students will receive a broad overview of business functions, including finance, human resources, marketing, and computer information systems. On comprehension of fundamental concepts, students will apply these business theories to current issues in communities such as climate change, diversity, and leadership.

While there will be lectures, this course is a seminar in which ideas will be freely discussed and dissected. Therefore, participation is a must, and as such, will have a major impact on your final grade. It is imperative that everyone come to class prepared. At times, additional readings or reading changes will be posted on Blackboard. You must be sure to check in often. Please be sure the email address listed in Blackboard is the one you look at!

I want you to feel free to contact me by email with any questions or concerns relating to the course, or otherwise. My response time for emails is very quick, usually within a few hours, often within an hour. I do wake up very early in the morning and go to bed early at night, so if you send me an email after 9 pm you probably won't get a reply until the next morning!

Textbook Information:

Boone, L., Kurtz, D. and Berston, S. *Contemporary Business*. 18th Edition. John Wiley & Sons, Limited, 2019. ISBN: 978-1-119-49811-7 **older editions are fine!**

New York Times: Students are expected to read major articles in the NY Times, Monday through Thursday. In addition, the following columnist articles should be read each week:

- Monday – Charles Blow
- Tuesday – Paul Krugman
- Wednesday – Thomas Friedman
- Thursday – David Brooks

You can get a free digital pass to the NY Times using your Queens College email account:

[Free Access to The New York Times and The Wall Street Journal – Queens College Libraries \(cuny.edu\)](#)

Learning Objectives--Students will:

1. Gather, interpret, and assess information from a variety of sources and points of view;
2. Evaluate evidence and arguments critically or analytically;
3. Produce well-reasoned written or oral arguments using evidence to support conclusions;
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society;
5. Examine how an individual's place in society affects experiences, values, or choices;
6. Articulate and assess ethical views and their underlying premises;

In the process of achieving these outcomes, students will:

- Be introduced to the role and responsibilities that business plays in today's world.
- Recognize the relationship between business, government, society, and the individual.
- Comprehend major business functions; Finance, Marketing, Human Resources, Management Information Systems.
- Understand how personal financial decisions are influenced by society and governance.
- Assimilate how ethical/moral behavior of business impacts the individual's economic and social position.

CUNY COMMON CORE

(do not modify the below statement – this statement must be included on all QC IS courses)

All Flexible CORE Courses must meet the following three learning outcomes:

FC 1: Gather, interpret, and assess information from a variety of sources and points of view.
FC 2: Evaluate evidence and arguments critically or analytically.
FC 3: Produce well-reasoned written or oral arguments using evidence to support conclusions.

In Addition, all IS courses must satisfy at least three of the following learning outcomes:

IS 1: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
IS 2: Examine how an individual's place in society affects experiences, values, or choices.
IS 3: Articulate and assess ethical views and their underlying premises.
IS 4: Articulate ethical uses of data and other information resources to respond to problems and questions.
IS 5: Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

<i>Flexible Core</i>	<i>Measurement</i>
Gather, interpret, and assess information from a variety of sources and points of view.	This SLO is assessed in Persuasive Writing through case studies, readings of current and controversial events in the NY Times, other mainstream media, and lectures related to the text. Students will write about empirical and statistical research relating to different topics throughout the semester. Discussions based on the readings will be secondary to the written submissions.
Evaluate evidence and arguments critically or analytically.	This SLO is assessed by quiz/exam questions and assignments related to case studies. Several of the video case studies include statements by people being interviewed which may not fully stand up to critical thought and analysis. Some make use of analytical data that is misrepresented. Students will be asked why this is being done and will be asked to interpret what the data truly shows. Exam/quiz questions will ask students to interpret given data. Exam questions will assess students' ability to interpret data, understand how organizations manage assets, and relate to individual financial planning within a community.
Produce well-reasoned written or oral arguments using evidence to support conclusions.	This SLO is assessed in Expository Writing through a presentation and written assignment relating to different topics found in case studies or NY Times articles. During the midpoint of the course, students learn how financial systems consist of individual households, businesses, governments, financial institutions, and financial markets. At the end of this unit, students work individually and within a cohort to "prove" different sides of a question using provided qualitative and quantitative data. The topics will be targeted to areas that will most affect students.
<i>Individual and Society</i>	<i>Measurement</i>
Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.	This SLO is assessed in the Final Exam through multiple choice/short answer questions. The intersection of business, politics and the individual will be stressed. Students will discuss the different economic systems, including communism, socialism, and capitalism, and analyze their impact on individuals and groups. Students will discuss the impact of the internet and technology on changes in how businesses have evolved and how each individual is better empowered to stimulate change.
Examine how an individual's place in society affects experiences, values, or choices.	This SLO is assessed in a Financial Plan Report through a written report which focuses on how the experiences of an individual living in a middle-class urban environment might lead to certain choices of employment in businesses, views about social corporate responsibility, and support of certain political views related to governmental policies and regulations.
Articulate and assess ethical views and their underlying premises.	This SLO is assessed in Discussion Board posts through readings in newspapers, journal articles, and case studies. Current governmental policies, gender equality, workplace diversity, and corporate social responsibility will be discussed as they relate to different aspects of business and the impact on individuals. Students submit a written summary of their findings and then engage in a class discussion.

Course Grade:

Grades will be determined in the following manner.

Midterm Exam:	20%
Quizzes:	20%
Final Exam:	25%
Assignment	10%
Discussion Board/Participation:	25%

There are no make-ups for missed quizzes/exams/deadlines. Assignments will not be accepted after the due date and time.

Missed exams and quizzes will be graded with a zero. I will drop the lowest quiz grade (one quiz).

Midterm Exam: The midterm exam will contain multiple choice/short answer questions based on topics covered in the textbook; The Changing Face of Business, Business Ethics and Social Responsibility, Economic Challenges Facing Business Today, Individual Economic Choice and our Value System, Competing in World Markets, and Management, Leadership and Organization. This will occur in class 15. (FC2)

Quizzes: There will be 9 individual written quizzes of short answer and multiple-choice formats. Quiz questions will focus on material presented in textbook readings, NY Times readings, and discussion topics. Questions will include fact-based knowledge questions as well as questions that require more in-depth critical analysis of evidence presented in the readings. (FC2)

Final Exam: The final exam will contain multiple choice/short answer questions based on topics covered in the textbook, readings, and discussion topics. This will occur in class 28. (FC2, IS1)

Assignment: Financial Plan Report: Each student will prepare a personal financial plan for the individual's first year of entering the job market after graduation. Specific parameters will be provided based on a middle-class urban environment, individual major, and society's expected average starting salary. A grading rubric describing the detailed requirements of how to identify and apply the fundamental concepts and how to examine the individual's place in society will be provided in advance. Due class 28. (IS1, IS2)

Discussion Board/Participation:

1. **Persuasive Writing:** Students will be placed in cohorts to research multiculturalism in New York and factually argue that New York City is truly a multicultural city or not. The argument for or against should include examples related to doing business in the city. Each student will write a fully developed and carefully constructed persuasive response referencing evidence gathered. A grading rubric describing the detailed requirements of how to gather, interpret, and assess information from a variety of sources and points of view will be provided in advance. Arguments will be presented class 5. (FC1, IS1)
2. **Expository Writing:** Students will be placed in cohorts to determine 5 reasons why student debt forgiveness is not a good idea, determine 5 reasons why it is a good policy, and how it should be implemented. Each student will produce a well-reasoned expository response using the qualitative and quantitative data provided as evidence to support conclusions with suggestions for implementation. A grading rubric describing the detailed requirements of how to produce well-reasoned written or oral arguments using evidence to support conclusions will be provided in advance. Due class 21. (FC3, IS1, IS2)
3. Students will be assessed on Discussion Board posts that articulate ethical views and underlying premises based on readings in newspapers, journal articles, and case studies. Current governmental policies, gender equality, workplace diversity, and corporate social responsibility will be discussed as they relate to different aspects of business and the impact on individuals. Individual and group class participation based on assignments and Discussion Board posts will be included. (IS3)

Course Calendar:

Class Meeting	Readings/Assignment	Topic	Objectives/Criteria Met
1	Introduction	Discuss syllabus and class requirements	
2,3	<p>The Changing Face of Business</p> <p>Assessment: Persuasive Writing</p> <p>Case Study/Discussion: Is NY City truly a multicultural city?</p>	<ul style="list-style-type: none"> • What is a business? • Not-For-Profits • The Private Enterprise System • Current Workforce Trends • Multiculturalism and Diversity – good for business and society • Why and how does business affect our lives? • Why do we admire certain companies? 	<ul style="list-style-type: none"> • FC1,3 • IS1 • LO1,3,4
4,5	<p>Business Ethics and Social Responsibility</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion Board Post: Corporate Social Responsibility – how has it evolved through the different eras of business history?</p>	<ul style="list-style-type: none"> • Concern for Ethical and Societal Issues • How Organizations Shape Ethical Conduct • Acting Responsibly to Satisfy Society • Gender Equality and Diversity in the Workplace 	<ul style="list-style-type: none"> • FC2 • IS1,2,3 • LO2,4,5,6
6,7	<p>Economic Challenges Facing Business</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion: Google and Amazon Seem Unstoppable. Now what?</p>	<ul style="list-style-type: none"> • Microeconomics – Supply and Demand • Macroeconomic – The Entire Economy • Evaluating and Managing Economic Performance • Global Economic Challenges 	<ul style="list-style-type: none"> • FC2 • IS1,2,3 • LO2,4,5,6

8,9	<p>Individual Economic Choice and our Value System</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion: The US Health System and Insurance Industry – how does it affect the individual and the country as a whole? The Medicare for all debate.</p>	<ul style="list-style-type: none"> • How does an individual value system affect buying habits • Key demographics and how we relate to the business environment • Climate change and the role of big business • Politics and business 	<ul style="list-style-type: none"> • FC1,2 • IS1,2,3 • LO1,2,4,5,6
10,11	<p>Competing in World Markets</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion Board Post: General Motors Production Moving to Mexico</p>	<ul style="list-style-type: none"> • Why Nations Trade • How Does World Trade Affect Our Lives • Barriers to Trade • How do Business Compete in Other Countries 	<ul style="list-style-type: none"> • FC2,3 • IS1,2,3 • LO1,2,4,5,6
12,13	<p>Management, Leadership and Organization</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion: Boeing CEO and Leadership</p>	<ul style="list-style-type: none"> • Setting a Vision with Ethical Standards • The Importance of Planning • Managers as Leaders • Corporate Culture • The Glass Ceiling and compensation inequities 	<ul style="list-style-type: none"> • FC2 • IS1,2,3 • LO2,4,5,6
14,15	Midterm	Review Midterm	<ul style="list-style-type: none"> • FC2 • LO2

16,17	<p>Human Resource Management and Me</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion: The Researcher Building a Robot for Your Grandparents</p>	<ul style="list-style-type: none"> • HR: The People Behind the People • Recruitment and Selection • Orientation, Training and Evaluation • Compensation • Separation • Motivating People • Labor-Management 	<ul style="list-style-type: none"> • FC2 • IS1,2,3 • LO2,4,5,6
18,19	<p>The Financial System</p> <p>Assessment: Expository Writing</p> <p>Case Study/Discussion: Student Loans- should some/all be forgiven? Under what circumstances? Is there a moral hazard?</p>	<ul style="list-style-type: none"> • Understanding the Financial System • Types of Securities • Financial Markets • Understanding Stock Markets • Banks and business/personal lending • The Role of The Federal Reserve • Regulation of the Financial System • Shocks to the System: The Depression, The Great Recession, COVID-19 	<ul style="list-style-type: none"> • FC1,3 • IS1,2 • LO1,3,4,5
20,21	<p>Empowerment, Teamwork and Communication</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion: Facebook and dis-information – how has leadership failed the individual and society?</p>	<ul style="list-style-type: none"> • Team Characteristics • Team Cohesiveness and Norms • The Importance of Effective Communication • Crisis Management • Team Diversity 	<ul style="list-style-type: none"> • FC1,2 • IS1,2,3 • LO1,2,4,5,6
22,23	<p>Personal Finance</p>	<ul style="list-style-type: none"> • I Have A job – Now What? • How to Handle Money 	<ul style="list-style-type: none"> • IS1,2 • LO4,5

	<p>Assessment: Financial Plan Report</p> <p>Assignment: Preparing a personal financial budget</p>	<ul style="list-style-type: none"> • Credit Cards and Consumer Debt • Good debt vs. bad debt • Short- and Long-Term Planning • Personal Budgeting • Planning for Retirement 	
24,25	<p>Using Technology to Manage Information</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion: Stitch Fix CEO Sees Business Personalization as Key to Success</p>	<ul style="list-style-type: none"> • Tech has Forever Changed Business • Data, Information Systems and Big Data • Types of Information Systems • Networks, the Internet and Cloud Computing • Security and Ethical Issues • IT Trends 	<ul style="list-style-type: none"> • FC2 • IS1,2,3 • LO2,4,5,6
26,27	<p>Introduction to Marketing</p> <p>Assessment: Quiz</p> <p>Case Study/Discussion: Is Apple on the right side of history in privacy?</p>	<ul style="list-style-type: none"> • The evolution of marketing • Not-for-profit and nontraditional marketing • Developing a marketing strategy • Marketing research • Consumer behavior • Relationship marketing 	<ul style="list-style-type: none"> • FC2,3 • IS1,2,3 • LO2,3,4,5,6
28,29	<p>Review for Final Exam</p> <p>Final Exam</p>		<ul style="list-style-type: none"> • FC2 • IS1 • LO2,4

BALA is an Honors Program. You will be treated in a manner that reflects the exceptional student that you are. It is up to you to carry yourself and act accordingly.

Cheating of any kind and in any form will not be tolerated. Copying information consciously or inadvertently allowing your work to be used or copied by another student and/or using material from other sources without appropriate citation are all forms of cheating. While having family, classmates and friends provide opinions and feedback on your work are legitimate activities, having them do all or part of your work is unacceptable and constitutes cheating.

If you are found to be cheating, you may receive a failing grade on the assignment or in the course. Additionally, you may be subject to dismissal from the BALA program and the college.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter to your instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, visit the website, or contact: Special Service Office; Frese Hall, Room 111; 718-997-5870.

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at:

<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

NETIQUETTE

Please maintain a professional demeanor when posting online. You can be respectful even when you have a difference of opinion. Treat others as you'd want to be treated yourself. Don't type in all caps, as that is the online equivalent of shouting. If you need to emphasize a word or phrase, use italics.

If you have any technical issues, please visit the [QC Help Desk](#).

Please be advised, there is no grade whining via email!

This course, or any other BALA course, may NOT be taken for a P/NC grade if you wish to continue in the BALA program.