

SAMPLE SYLLABUS

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UPDATED: Jan 12, 2022

Note to instructors:

A yellow highlight indicates changes you will need to make later --new additions that you will need to change your own syllabus.

Business & Society Syllabus

SOIM-UB 9125 L01

Spring 2022

Instructor Information

Instructor: Prof. Timothy Glencross

Office hours: Wednesdays, 5:00-6:00 pm by [Zoom](#) (sign-up [here](#))

Other times are available -- and I am happy to meet with you. Please email me directly.

Course Meetings

Plenary Sessions: All Monday night Plenary Sessions, unless advised otherwise, will be conducted on Zoom at 10:15 pm (BST) as designated below. Zoom links will be both emailed privately and posted on the [Plenary Links page](#) in Brightspace. Please log in early to avoid technical delays. A video recording will be available soon after the original event, also on the shared Plenary Page.

Discussion Sessions: Tues / Thurs at 1:00 pm - 2:15 pm, 6 Bedford Sq Room 102

Jump down links:

- I. [Course Overview](#)
- II. [Course Policies](#)
- III. [Assignments and Grading](#)
- IV. Course Schedule (as below)
[Unit 1: January 24 – February 27:](#) [WK1](#), [WK2](#), [WK3](#), [WK4](#), [WK5](#),
[Unit 2: February 28 – April 10:](#) [WK6](#), [WK7](#), [WK8](#), [WK9](#), [WK10](#),
[Unit 3: April 11 – May 8:](#) [WK11](#), [WK12](#), [WK13](#), [WK14](#)

I. Course Overview

The NYU Stern Social Impact Core Curriculum helps students to:

- Become aware of multiple stakeholder perspectives on important business issues;
- Develop a nuanced understanding of the many relationships between corporations, governments, NGOs, market economies, and civil society;
- Begin the process of developing professional ethics in harmony with their own personal values; and,
- Learn to articulate, defend, and reflect critically on a point of view.

Business and Society is the first course in the Social Impact Core Curriculum required for Stern students. It introduces students to the evolving role business plays in society

and challenges students to explore how it can and should create value. The course includes a weekly plenary session in which thought leaders present their distinct perspectives on current and historical issues related to business and society. It also includes small group discussion sessions in which students reflect critically on multiple perspectives. Students then select issues they are passionate about, conduct research and analysis to develop their own perspectives, and present them in writing.

Student learning objectives for Business and Society include:

- Ability to analyze the role of business in society from multiple perspectives and stakeholder interests, while drawing on various academic disciplines.
- Ability to think critically and creatively about how business can respond to current global challenges by creating economic, social, and environmental value.
- Ability to speak and write clearly and persuasively about business and society.

II. Course Policies

Attendance

Attendance is required in all plenary sessions (on Zoom) and discussion class sessions (in person), and any unexcused absences will have a negative impact on your final grade. Accommodations can be made for Covid-related situations. Contact your professor if you have attendance issues. Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>). **To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins.** These rules apply to class excursions and activities as well.

Religious Observances and Other Unique Situations

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London's absence reporting procedure. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Student Wellness

Classes can get stressful. I encourage you to reach out if you need help. Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Bookmark the NYU Stern Well-being Resource Hub (<https://www.stern.nyu.edu/wellbeing>) for existing services at NYU and Stern covering a wide variety of topics including financial well-being, relationship well-being, mental well-being, and more. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also [the Student Accessibility section of this syllabus](#)) at 212-998-4980 to discuss academic accommodations. If mental health assistance is

needed, call the NYU's 24/7 Wellness Exchange hotline 212 443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html>. Please also find NYU London Health and Wellness resources [here](#).

Name Pronunciation & Pronouns

NYU Stern (including FYLO and NYU London) students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#).

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. For more information, including how to report an incident, visit the [Bias Response Line website](#).

Academic Honesty and Late Work

Students at Global Academic Centers must follow the [University and school policies](#). You can find details on these topics and more on this section of our NYUL website (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and Procedures section of the NYU website for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

How to Avoid Plagiarism

Representing the ideas of others as your own is plagiarism, whether accidental or by design. Do not plagiarize. Here are three helpful links:

- Plagiarism and How to Avoid It: Overview from NYU Libraries <https://guides.nyu.edu/plagiarism>.
- “How to Avoid Plagiarism” from Northwestern University, <http://www.northwestern.edu/provost/students/integrity/plagiarism.html>.
- “Plagiarism: What It is and How to Recognize and Avoid It” from Indiana University, <https://wts.indiana.edu/writing-guides/plagiarism.html>.

All references need to be cited or explained. See easybib.com or owl.purdue.edu for more about research and citations.

To further help ensure the integrity of our learning community, prose assignments you submit to Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database. Please ask your professor if you need more clarification.

Note: NYU London academic policies (including penalties for plagiarism) can be found [here](#).

Student Accessibility

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Electronic Device Policies

Laptops, cell phones, smartphones, recorders, and other electronic devices may be addictive.¹ As such, you should think critically before using electronics anytime. One goal of this course is to develop listening skills, focused attention, and critical thinking. Therefore, **you should not use any unnecessary electronics** unless requested by the instructor.

Writing Center Options at NYU and NYUL

For additional writing help, please talk to your professor and check out these helpful NYU/NYUL resources.

- The Writing Center
<https://cas.nyu.edu/ewp/writing-center.html>
- Writing Partners Program
Peer-tutoring initiatives for multilingual and/or international undergraduates
<https://cas.nyu.edu/ewp/writing-center/peer-tutoring-programs.html>
- NYUL Writing Tutor (Ben East) - book an online appointment [here](#)

III. Assignments & Grading

Required Text

The following required text can be accessed online via [NYU Libraries](#):

- Daniel, Carter A. *Reader-Friendly Reports: a No-Nonsense Guide to Effective Writing for MBAs, Consultants, and Other Professionals*. McGraw-Hill Professional, 2012.

Other readings are linked within this syllabus and also available online.

Reading, Thinking, Discussing, and Writing

As stated, all reading materials are listed and linked on the syllabus. You are expected to come to each session having completed the necessary readings and prepared to engage in class discussion. Journal writing assignments occur each week and cover that week's concepts and topics. Paper writing assignments

¹ Alter, Adam L. *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*. New York: Penguin Books, 2018.

occur at the end of each unit and cover that unit's concepts and topics. Your instructor may add additional assignments in order to enhance your learning.

Grading Guidelines

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35 percent of students will receive an "A" or "A-" grade. In core classes of less than 25 students, instructors are at liberty to give whatever grades they think the students deserve while maintaining rigorous academic standards.

Note: NYU London academic policies (including grade ranges) can be found [here](#).

Grading

Unit 1 Paper #1 : Analysis of a provided research and topic:	20%
Unit 2 Paper #2 : Research and Analysis of your own topic:	25%
Unit 3 Paper #3 : Research, Analysis, and Advocacy of your own topic:	30%
Class Participation and Preparedness	20%
Journals and drafts (weighted):	5%

Participation and Preparedness

Class sizes are small with relatively few sessions in each unit, so your learning experience depends on being prepared and ready to participate in every class session. Participation includes attendance, preparedness, and active involvement in all class activities. The quality as well as quantity of your contributions and insights are important for successful class discussion. Class participation that detracts from fellow students' learning experience, shows a lack of respect for others, or suggests insufficient preparation will have a negative impact. You can excel in this area if you show up on time and contribute to the course by:

- Providing strong evidence of having thought through the material, including performing well on any quizzes.
- Advancing the discussion by contributing with insightful comments and questions
- Listening attentively in class
- Demonstrating interest in your peers' comments, questions, and presentations
- Giving constructive feedback to your peers when appropriate

Written Assignments

Journals

Each journal assignment asks you to explore one aspect of a complex issue. The

individual journals are designed to help you build your thinking as you analyze and explain a larger issue. The process of thinking and writing helps you integrate new ideas, make connections, extract insights, and clarify your perspective as you work toward a comprehensive paper.

Guidelines for Journal Assignments

1. Relate responses to the questions posed in the prompt. Be clear and concise.
2. Explore ideas using the readings and class discussions. Cite your evidence correctly. Note: citations are not part of the word count.
3. Establish an analytical perspective and voice through critical thinking and professional writing that include clear, concise, and focused prose. Note: avoid slang, jargon, clichés, and ambiguous or imprecise language.
4. Please use single space. Submit journal entries on time and within word-limit guidelines.
5. Technical considerations: Use a font size of 12 points with margins of 1 inch. When submitting an assignment or attachment, always include your name as part of the filename (For example, Unit1Journal1_Fullname.doc). Please submit as a **Word doc and NOT as a pdf** as pdfs are difficult to mark up.

Three Papers

Each paper moves you a step closer toward building the final well-reasoned argument paper. The first paper provides a topic for analysis related to a societal/business issue involving the business of news. The second paper asks that you locate, research, and analyze your own specific issue related to business and society. The final paper uses the analytical base established in papers one and two as you build an argument for corporate action. More details follow.

Guidelines for Papers:

In addition to the form and content guidelines for the journals above, you should also do the following:

1. Unless your professor instructs you otherwise, submit your analysis using the “Assignments” tab on your Business and Society section site. The assignments will be evaluated by Turnitin, an online service that compares your content and wording to a database of other papers and websites to check that your work is not plagiarized or copied without citing references.
2. Please include the following statement on your cover page or at the end of your paper: *“This work is my own. I have fully and appropriately referenced any work and efforts of others on which I relied and I did not engage in any method or means that provided me an unfair advantage. I confirm that I have adhered to the University policies on [Academic Integrity](#) in its completion.”*

IV. Course Schedule

Unit 1: January 24 – February 27

The Complex Relationship Between Business and Society

Learning objectives:

- Analyze the complex relationships between business, society, and government from multiple theoretical and stakeholder perspectives.
- Develop the written and verbal skills required to analyze these relationships critically – with a particular focus on this unit’s case study: the business of news.
- Look ahead: [Link to Unit 1 paper instructions](#)

Week 1 – Introduction to Business and Society

Plenary Session 01

Monday January 24, 2022

- *Speakers:*
 - [Dr. Matt Statler](#), Richman Family Director of Business Ethics and Social Impact Programming, Clinical Professor of Business and Society, NYU Stern School of Business

Discussion Sessions

Tuesday January 25

- *Assigned viewing/reading to prepare for class:*
 - [Excerpts from Adam Smith, The Theory of Moral Sentiments \(1759\) and An Inquiry into the Nature and Causes of The Wealth of Nations \(1776\)](#). *Annotation: Smith offers a historical context on market economics. Read slowly and carefully to extract essential meaning.*
 - Halloran, Tyler. “A Brief History of the Corporate Form and Why It Matters.” *Fordham Journal of Corporate and Financial Law*, 18 Nov. 2018, news.law.fordham.edu/jcfl/2018/11/18/a-brief-history-of-the-corporate-form-and-why-it-matters. *Annotation: Halloran offers a history of the corporate form.*
 - Wiesenfeld, Professor Batia. “[The Three-Sector Model](#).” Learning Science Lab, 20 Dec. 2017, (video and/or transcript). *Annotation: Wiesenfeld describes how markets/corporations fit within society. Since this piece is older, note that, (1) you do not have to watch part 2 about Colombia and (2) please replace references to the course titled, “Business and its Publics” to our current course, “Business & Society.”*

Thursday January 27

- *Assigned viewing/reading to prepare for class:*
 - “The Evolution of Media and Misinformation: Episode 2 of Fighting Misinformation: Digital Media Literacy.” *Kanopy*, The Great Courses, 2020, nyu.kanopy.com/video/evolution-media-and-misinformation.
Annotation: This video lesson places media in historical context and provides crucial information on the subject of news (28 mins).
 - Routley, Nick. *Who Owns Your Favorite News Media Outlet?* Visual Capitalist, 5 Oct. 2019, visualcapitalist.com/who-owns-your-favorite-news-media-outlet.
Annotation: Note how media ownership may reveal current market dynamics.
 - Peckham, Eric. “Business Models for Media Companies.” *Monetizing Media*, 29 May 2020, monetizingmedia.com/business-models-for-media-companies.
Annotation: Read to understand revenue models at the individual firm level.
 - [Daniel, Carter A. Reader-Friendly Reports](#).
 - “Planning a Reader-Friendly Report,” pages 1-19.
- *Hungry for more?*
Annotation: “Hungry for more” indicates optional recommended reading/viewing.
 - “AllSides Media Bias Ratings.” *AllSides*, www.allsides.com/media-bias/media-bias-rating.
 - Vedantam, Shankar. “Fake News: An Origin Story.” *WPSU*, 25 June 2015, radio.wpsu.org/post/fake-news-origin-story.
Annotation: An excellent podcast describing the origins of the fake news story.
 - Review numerous articles collected under, [“Additional Unit 1 Resources - The Business of News.”](#)

Assignment

- *Complete Unit 1 Journal 1 of 2 | 300-400 words due Friday January 28*
 - *Where do you get your news?*
 - *Analyze the organization that provides you with your news. Investigate and describe the organization’s history, ownership, distribution/reach, and revenue model.*
 - *What values and/or biases may be associated with the company? Why?*
 - *Please [research as necessary](#).*

- *Cite your sources*

Annotation: Footnotes and Works Cited are not part of the word count.

Week 2 – Markets and Business Models: Focus on the News

Plenary Session 02

Monday January 31, 2022

- *Speakers:*
 - [Ellen Pollock](#), Business Editor, *The New York Times*, former Editor in Chief, *Bloomberg Businessweek* (also [linked here](#)).
 - [Paul Barrett](#), Deputy Director, Center for Business and Human Rights, NYU Stern
Annotation: Throughout the semester, read the linked articles and bios to familiarize yourself with the speaker/s before the plenary session.

Discussion Sessions

Tuesday February 1

- *Reading:*
 - Friedman, Milton. "[The Social Responsibility of Business is to Increase its Profits.](#)" *The New York Times Magazine*, 13 Sep. 1970.
 - Freeman, R. Edward. "[Managing for Stakeholders.](#)" Jan. 2007.

Thursday February 3

- *Reading:*
 - Henderson, Rebecca. "Reimagining Capitalism." *MBR Journal*, 15 Nov. 2021, mbrjournal.com/2020/12/23/reimagining-capitalism.
 - "Apology for Printers, 10 June 1731," *Founders Online*, National Archives, founders.archives.gov/documents/Franklin/01-01-02-0061.
Annotation: Compare this view with Zuckerberg's statements below
 - "Mark Zuckerberg Stands for Voice and Free Expression." *Meta*, 17 Oct. 2019, about.fb.com/news/2019/10/mark-zuckerberg-stands-for-voice-and-free-expression.
 - [Daniel, Carter A. Reader-Friendly Reports.](#)
 - "Understandability and Organized Paragraphs," pages 21-40.
Annotation: Pay close attention to page 28: paragraph form.
- *Hungry for more?*
Annotation: "Hungry for more" indicates optional recommended reading/viewing.
 - Coppins, McKay. "A Secretive Hedge Fund Is Gutting Newsrooms." *The*

Atlantic, 5 Nov. 2021,
theatlantic.com/magazine/archive/2021/11/alden-global-capital-killing-american-newspapers/620171. Also here:

drive.google.com/file/d/1iK_h0w_6R7N_nRR9f5ewCpcruKoU-6wl/view

Annotation: How Hedge Fund/Private Equity Ownership is affecting the news.

- Kishan, Saijel. "[How Wrong Was Milton Friedman? Harvard Team Quantifies the Ways.](#)" *Bloomberg*, 1 Dec. 2020.

Assignment

- *Complete Unit 1 Journal 2 of 2 | 300-400 tight words due Friday February 4*
 - *Who are the primary stakeholders of your chosen news organization? In other words, who exactly may be involved and/or affected by the company's business?*
 - *What are each stakeholder's interests?*
 - *How do stakeholders' interests conflict or align?*
 - *Be as specific as possible offering analysis, including reasoning, contextual details, and examples.*

Week 3 – Nonprofits and Civil Society: Focus on the News

Plenary Session 03

Monday February 7, 2022

- *Speaker:*
 - [Steven Waldman](#), Co-Founder and President, [Report for America](#) with [Report for America Corps Members](#)

Discussion Sessions

Tuesday February 8

- *Viewing/Reading:*
 - Kowal, Rachel, 2021, [Market Failure Teaching Notes](#).
 - Abernathy, Penelope Muse. "[News Deserts and Ghost Newspapers: Will Local News Survive?](#)" *UNC Hussmann School of Journalism and Media*, 22 June 2020.
Annotation: Read, "*The News Landscape in 2020: Transformed and Diminished*," Pages 1-53.

Thursday February 10

- *Viewing/Reading:*

- Faulk, Lewis, et al. “Nonprofit Trends and Impacts 2021.” *Urban Institute*, Oct. 2021,
www.urban.org/sites/default/files/publication/104889/nonprofit-trends-and-impacts-2021_1_0.pdf.
Annotation: Read pages 1-17 for an overview of the nonprofit sector.
- Daniel, Carter A. *Reader-Friendly Reports*.
 - “Constructing Subheaded Segments,” pages 16-18.
 - “Strong Sentences and Clear Style,” pages 41-61.
 - “Footnotes,” pages 139-145.
 Annotation: Try owl.purdue.edu for accurate MLA9 citation format.
- *Hungry for more?*
 - “Local News Deserts Are Expanding: Here's What We'll Lose.” *The Washington Post*, 30 Nov. 2021,
washingtonpost.com/magazine/interactive/2021/local-news-deserts-expanding.
 - Waldman, Stephen. “[Information Needs of Communities: The Changing Media Landscape in a Broadband Age](http://www.fcc.gov/general/information-needs-communities).” *Federal Communications Commission*, July 2011,
www.fcc.gov/general/information-needs-communities.
Annotation: Read, “Non-Profit Media,” pages 146-169.

Assignment

- *Begin Unit 1 Prewrite on Draft Paper*
Due in class next week on Thursday February 17
Note: You will be analyzing and assembling: nothing to upload yet
 - *Consider what market failures are associated with your selected news company:*
 - *Categorize your ideas into different subtopics by gathering, labeling, and assembling different possible sections of your upcoming paper. Do not force it; let it evolve.*
 - *Gather and list your various sources; build your “Works Cited.”*
 - *Name your categories with subheaders and organize these sections into a logically structured outline.*
 - *Draft your introduction including a lead-in and thesis statement, where the subsequent paper subtopics provide evidence that prove your opening claim.*
 - *HINT: The upcoming paper asks you to analyze and explain to demonstrate understanding of a situation; please do not suggest what “should” happen.*

- [Complete Unit 1 paper instructions are below.](#)

Week 4 – Government and the Social Contract: Focus on the News

Plenary Session 04

Monday February 14, 2022

- *Speakers:*
 - [Paul Barrett](#), Deputy Director, NYU Center for Business and Human Rights, in dialogue with,
 - [Anna Lenhart](#), Senior Legislative Assistant and House Antitrust Subcommittee Majority Staff, U.S. House of Representatives

Discussion Sessions

Tuesday February 15

- *Viewing/Reading:*
 - “Social Contract Theory.” *Ethics Unwrapped*, ethicsunwrapped.utexas.edu/glossary/social-contract-theory.
 - Rousseau, Jean-Jacques. “[The Social Contract & Discourses by Jean-Jacques Rousseau](#).” *Project Gutenberg*, 19 July 2014.

Thursday February 17

- *Viewing/Reading:*
 - Barrett, Paul M., Justin Hendrix, and J. Grant Sims, “Fueling the Fire: How Social Media Intensifies U.S. Political Polarization—And What Can Be Done About It.” *NYU Stern Center for Business and Human Rights*, Sep. 2021, bhr.stern.nyu.edu/polarization-report-page.
- *Hungry for More?*
 - Review numerous articles collected under, “[Additional Unit 1 Resources - Current Legislative Proposals for Regulating Social Media](#)”

Assignment

- *Complete Unit 1 Draft*
due Saturday February 19 by 11:59 pm

Week 5 – Writing Workshop Week

No Plenary Session

Monday February 21 Presidents’ Day/University Holiday

Workshop Sessions

Tuesday February 22

- *Working session with your instructor and colleagues*

Thursday February 24

- *Working session with your instructor and colleagues (continued)*
- *Viewing/Reading:*
 - Daniel, Carter A. *Reader-Friendly Reports*.
 - “Sentence Connectives,” “Numbers and Words,” “Possessive Apostrophes,” and “Commas,” pages 62-81.
 - “Appendix: Checklists,” pages 193-200.
- *Hungry for more?*
 - “State of the News Media.” *Pew Research Center*, www.pewresearch.org/topics/state-of-the-news-media.
Annotation: Great information here covering all aspects of the business of news.
 - Review numerous articles collected under [“Additional Unit 1 Resources - The Business of News.”](#)

Assignment

- *Complete Unit 1 Paper*
due by 11:59 pm, Sunday February 27

Paper Instructions:

- *Analyze your news organization's business:*
 - *What are the relevant market dynamics?*
 - *What business model/s does the organization use to make money?*
 - *What key stakeholders have an interest in this organization? Why?*
 - *For what stakeholders does the organization create or destroy value?*
- *Build on your previous journal entries.*
- *Draw on and cite theoretical concepts and empirical evidence from course readings that are most relevant to your analysis, possibly including sectors of society, stakeholders/shareholders, market failures, and the social contract.*
- *Do not present solutions or opinions. Move quickly from summary to analysis. Identify multiple perspectives to provide insight into the complex problem. Provide contextual examples.*
- *Compare your paper to the [Unit 1 rubric](#) to be sure you cover all*

necessary items, including:

- Footnoting all sources in MLA9 style (visit owl.purdue.edu).
 - Adding Works Cited (Citations are not part of the word count).
 - Achieving a word count of ~1500 words.
- Important note: Cite all ideas that are not your own and [avoid plagiarism](#). When you reference sources (or when in doubt) cite your sources.

Unit 2: February 28 – April 10

Global Challenges Facing Business and Society

Learning objectives:

- Analyze how a series of global challenges shapes the relationship between business and society.
- Select, research, and critically analyze in writing an issue you care about that relates to business and society.
- Continue to develop the writing and verbal skills needed to analyze issues critically.

Look ahead: [Link to Unit 2 paper instructions](#)

Week 6 – The Causes and Consequences of Climate Change

Plenary Session 05

Monday February 28, 2022

- *Speaker:*
 - [David Wei](#), Director of Climate for [BSR](#) (Business for Social Responsibility) and International Policy Lead for the [We Mean Business](#) coalition.

Discussion Sessions

Tuesday March 1

- *Reading/Viewing:*
 - “Here’s How Climate Change Will Impact Businesses Everywhere – and What Can Be Done.” *Zurich Insurance Group*, 16 Nov. 2021, zurich.com/en/knowledge/topics/climate-change/how-climate-change-will-impact-business-everywhere.
 - Wei, David. “Climate + the Just Transition: The Business Case for Action.” *Business for Social Responsibility*, Dec. 2018, www.bsr.org/reports/BSR_Climate_Nexus_Just_Transition.pdf.

Thursday March 3

- *Viewing/Reading:*
 - “Amina J. Mohammed– ‘It Is Time for a Sustainable Development Agenda.’” *YouTube*, uploaded by United Nations, 12 Aug. 2015, youtube.com/watch?v=q6hl3QQmLhA.
 - “The Guide for Business Action on the SDGs.” *SDG Compass*, GRI, UN Global Compact, and WBCSD, sdgcompass.org/wp-content/uploads/2015/12/019104_SDG_Compass_Guide_2015.pdf.
Annotation: Please read this entire document and reflect on how “The Logic Model” on page 14 pertains to your possible Unit 2 paper topic.
 - Daniel, Carter A. *Reader-Friendly Reports*.
 - “Semicolons and Colons, Dashes and Hyphens,” and “Spelling,” pages 82-99.
 - “A Note on a, an, and the, for Non-Native Speakers of English,” pages 115-116.
- *Hungry for More?*
 - “Ten Ways to Confront the Climate Crisis Without Losing Hope – Podcast.” *Spotify*, from *The Guardian*, 20 Dec. 2021, open.spotify.com/episode/4C4HNqGYluds5GFwzcJSPq.
 - Cramer, Alan, et al. “The Business Role in Creating a 21st-Century Social Contract.” *Business for Social Responsibility*, 2020, bsr.org/reports/BSR-21-Century-Social-Contract.pdf.
Annotation: How the Private Sector Can Support Economic Prosperity and Social Mobility Through a New Social Contract
 - Review numerous articles collected under [“Additional Unit 2 Resources - Global Challenges.”](#)

Assignment

- *Complete Unit 2 Journal 1 of 2 | 300-400 words due by Saturday March 5*
 - *Review the [UN Sustainable Development Goals](#) to identify a global challenge that interests you and that you would like to research. Then, search [The Solutions Journalism Network](#), [The Center for Public Integrity](#), [Journalist’s Resource](#), and [How to Save a Planet](#), four excellent research sites, to identify specific aspects of an issue that you might focus on in your paper. (You might review “Hungry for More” materials as well.)*

- *Narrow the scope. While you may start broadly, you will be expected to focus on how that challenge unfolds within one industry, one region, one city, maybe even one building or street. What you find may be a reflection of the whole. Remember we are looking to first understand the challenge thoroughly – not solve it.*
- *Consider the following:*
 - *What are the underlying causes and consequences of the challenge in this particular context?*
 - *What unresolved aspects of the challenge concern you most?*
 - *Examine the stakeholders involved or affected. Identify their perspectives, interests, and sources of power. Where do groups have shared and/or opposing interests?*
 - *What is the essence of the challenge?*
 - *Consider how you might narrow the scope of your topic to move from general ideas to specific (local) details.*

Week 7 – The Causes and Consequences of Social Injustice

Plenary Session 06

Monday March 7, 2022

- *Speaker:*
 - [Saru Jayaraman](#), *President and Co-Founder, One Fair Wage and Director of the [Food Labor Research Center at University of California, Berkeley](#).*

Discussion Sessions

Tuesday March 8

- *Viewing/Reading:*
 - Rawls, John. "[A Theory of Justice](#)." Cambridge, Mass: Belknap Press of Harvard University Press, 1971, Excerpt.
 - Jayaraman, Saru, and Tom Perriello. "Opinion: How the Current Worker Shortage Is Really a Wage Shortage." *NYN Media*, 4 Jan. 2022, www.nynmedia.com/content/opinion-how-current-worker-shortage-really-wage-shortage.

Thursday March 10

- *Listening/Reading:*
 - Reeves, Richard V., and Eleanor Krause. "Raj Chetty in 14 Charts: Big

Findings on Opportunity and Mobility We Should All Know.” *The Brookings Institution*, 11 Jan. 2018,
www.brookings.edu/blog/social-mobility-memos/2018/01/11/raj-chetty-in-14-charts-big-findings-on-opportunity-and-mobility-we-should-know.

- “NYU Virtual Business Library: Home.” *Research Guides*,
guides.nyu.edu/c.php?g=415441&p=2830939.
Annotation: View this video to familiarize yourself with research possibilities.
- Israel, Shel. “[9 Tips on Conducting Great Interviews](#).” *Forbes*, 19 Apr. 2012.
- Meyerson, Bruce. “[Seven Interview Tips](#).” 2021.
- Daniel, Carter A. *Reader-Friendly Reports*.
 - “Research Techniques,” pages 118-134.
 - “Charts,” pages 100-114.
- *Hungry for more?*
 - Yonzan, Nishant, et al. “Is Covid-19 Increasing Global Inequality?” *World Bank*, 7 Oct. 2021,
blogs.worldbank.org/opendata/covid-19-increasing-global-inequality.
 - Coman, Julian. “[John Rawls: Can Liberalism's Great Philosopher Come to the West's Rescue Again?](#)” *The Guardian*, 20 Dec. 2020,
www.theguardian.com/inequality/2020/dec/20/john-rawls-can-liberalisms-great-philosopher-come-to-the-wests-rescue-again.
 - Francis, Theo, and Emily Glazer. “WSJ News Exclusive: Newest Class of Corporate Directors Is the Most Diverse Yet, but Gains Are Uneven.” *The Wall Street Journal*, Dow Jones & Company, 19 Oct. 2021,
[wsj.com/articles/newest-class-of-corporate-directors-is-the-most-diverse-yet-but-gains-are-uneven-11634644801](https://www.wsj.com/articles/newest-class-of-corporate-directors-is-the-most-diverse-yet-but-gains-are-uneven-11634644801). Also here:
<https://drive.google.com/file/d/1WGD5wYz0Y3XNWWyXj2ExFtbVZqEhkbL-/view?usp=sharing>.

Assignment

- **Personal Interview**
 - *Arrange and conduct a personal interview as described below, due after break, 11:59 pm Tuesday March 22*
 - *Identify a person who deals with your chosen global challenge. That person should be already working on, familiar with, or passionate about the topic. Possible interviewees might be a*

reporter, public relations person, executive, manager, volunteer, or government official.

- *Reach out (early) to that person and request an informational interview to be conducted either in person, over the phone, or over Zoom and interview that person, seeking their perspective for your paper.*
- *Take notes during the interview so that you can cite them properly in your paper.*

Spring Break / No Classes

Monday March 14, 2022 through Sunday March 20, 2022
Look ahead for upcoming assignments and due dates.

Week 8 – The Causes and Consequences of Public Health Crises

Plenary Session 07

Monday March 21, 2022

- *Speakers:*
 - [Alison Taylor](#), Research Scientist, [Ethical Systems](#)
 - **Roberta Driscoll**, Director of Ethics, Risk and Compliance · Novartis Institutes for BioMedical Research (NIBR)

Discussion Sessions

Tuesday March 22

- *Readings*
 - Authers, John. "[Vaccine Confronts Humanity With Next Moral Test.](#)" *Bloomberg*, 2 Aug. 2020.
 - Authers, John. "[How Coronavirus Is Shaking Up the Moral Universe.](#)" *Bloomberg*, 29 Mar. 2020.
 - "Listen: Who Gets the Next Shot?" *The Atlantic*, 24 Jan. 2021, theatlantic.com/health/archive/2021/01/who-gets-the-next-shot/617808.
Annotation: A bioethics expert discusses moral questions facing vaccine rollouts.

Thursday March 24

- *Reading/Viewing:*
 - Taylor, Alison, et al. "[Five-Step Approach to Stakeholder Engagement: Reports.](#)" *Business for Social Responsibility*, 29 Apr. 2019.

- Focus on pages 16-26, “Stakeholder Mapping.”
 - Daniel, Carter A. *Reader-Friendly Reports*.
 - “General Tips about Different Kinds of Research,” pages 135-138.
- Hungry for more?
 - Gonzalez, Oriana. “Here Are the Companies Requiring Workers to Get Vaccinated.” *Axios*, 30 July 2021, <https://www.axios.com/companies-require-vaccine-covid-netflix-facebook-3d73f8bb-7b7b-4ab0-8035-ea9a78a6783d.html>.

Assignment

- *Complete Unit 2 Journal 2 of 2 | 300-400 words due by Friday March 25*
 - *Research and describe the existing approaches toward a solution to the challenge you have chosen.*
 - *Review the [UN SDG Indicators](#) to determine what metrics experts use to measure the problem.*
 - *What other metrics does society use to measure the problem?*
 - *What values and/or assumptions are inherent in the metrics and the proposed solutions?*
 - *Expand your stakeholder map as necessary.*

Week 9 – The Causes and Consequences of Technological Change

Plenary Session 08

Monday March 28, 2022

- *Speaker:*
 - [Dr. Mona Sloane](#), NYU Future Imagination Collaboratory Fellow, in dialogue.

Discussion Sessions

Tuesday March 29

- *Reading:*
 - Sloane, Mona. “The Algorithmic Auditing Trap.” *Medium*, OneZero, 17 Mar. 2021, onezero.medium.com/the-algorithmic-auditing-trap-9a6f2d4d461d.
 - Lum, Kristian. “What Is an ‘Algorithm’? It Depends Whom You Ask.” *MIT Technology Review*, MIT Technology Review, 26 Feb. 2021,

[technologyreview.com/2021/02/26/1020007/what-is-an-algorithm](https://www.technologyreview.com/2021/02/26/1020007/what-is-an-algorithm).

Thursday March 31

- *Reading:*
 - *Unlocking Technology for the Global Goals*. World Economic Forum, Jan. 2020, [weforum.org/docs/Unlocking_Technology_for_the_Global_Goals.pdf](https://www.weforum.org/docs/Unlocking_Technology_for_the_Global_Goals.pdf).
Annotation: Note the useful chart beginning on page 14.
 - Lander, Eric and Alondra Nelson. “Americans Need a Bill of Rights for an AI-Powered World.” *Wired*, Conde Nast, 8 Oct. 2021, [wired.com/story/opinion-bill-of-rights-artificial-intelligence](https://www.wired.com/story/opinion-bill-of-rights-artificial-intelligence).
 - Daniel, Carter A. *Reader-Friendly Reports*.
 - “Footnotes,” pages 139-145 (re-read).
- *Hungry for more?*
 - Braswell, Sean. “Could Robots Develop Prejudice on Their Own?” OZY, 12 Dec. 2018, [ozy.com/acumen/could-robots-develop-prejudice-on-their-own/91165](https://www.ozymagazine.com/acumen/could-robots-develop-prejudice-on-their-own/91165).
 - Dhar, Vasant. “[Who Controls Your Data? India May Pass a Law Ensuring That You Do](https://www.washingtonpost.com/news/monkey-cage/wp/2018/09/25/who-controls-your-data-india-may-pass-a-law-ensuring-that-you-do).” *The Washington Post*, WP Company, 25 Sep. 2018, [washingtonpost.com/news/monkey-cage/wp/2018/09/25/who-controls-your-data-india-may-pass-a-law-ensuring-that-you-do](https://www.washingtonpost.com/news/monkey-cage/wp/2018/09/25/who-controls-your-data-india-may-pass-a-law-ensuring-that-you-do).

Assignment

- *Complete Unit 2 Draft Paper*
due by 11:59 pm, Saturday April 2
 - *[Follow the complete Unit 2 paper instructions](#) as you craft a working draft for next week’s writing workshop. The further along you are -- the more we can help you progress.*
 - *Categorize your ideas into different subtopics by gathering, labeling, and assembling different possible sections of your upcoming paper. Do not force it; let it evolve.*
 - *Gather and list your various sources; build your “Works Cited.” Include a minimum of 12-20 sources.*
 - *Name your categories with subheaders and organize these sections into a logically structured outline.*
 - *Draft your introduction including a lead-in and thesis statement,*

where the subsequent paper subtopics provide evidence that prove your opening claim.

- *Draft all subsequent paragraphs.*
- *HINT: The upcoming paper asks you to analyze and explain to demonstrate understanding of a situation; please do not suggest what “should” happen.*

Week 10 – Writing Workshop Week

No Plenary Session

Monday April 4, 2022

Tuesday April 5

- *Working session with your instructor and colleagues*

Thursday April 7

- *Working session with your instructor and colleagues (continued)*

Assignment

- *Complete Unit 2 Paper due by 11:59 pm, Sunday April 10*

Paper Instructions:

- *Investigate and analyze how a complex global challenge plays out in a particular context.*
- *How do specific business practices exacerbate the problem?*
- *How do the consequences of this challenge in this context shape or constrain business activities?*
- *Use the [UN SDG Indicators](#) and/or other metrics to describe how this challenge impacts different stakeholders in this specific situation.*
- *Build directly on your previous journal entries.*
- *Draw on and cite theoretical concepts and empirical evidence from course readings that are most relevant to your analysis.*
- ***Do not present solutions, opinions or summary but identify multiple perspectives to provide insight into the complex problem. Provide contextual examples.***
- *Why does the problem appear (or remain) intractable?*
- *Footnote all sources in MLA9 style (visit owl.purdue.edu).*
 - *Add a Works Cited page.*
 - *~1,500 words.*
 - *Compare your paper to the [Unit 2 rubric](#) to be sure you cover all*

necessary items.

Unit 3: Developing Business Strategies to Address Global Challenges

April 11 - May 8

Learning objectives:

- Analyze how businesses can respond strategically to global challenges by creating economic, social, and environmental value.
- Develop and apply the creative and analytical skills necessary to design a business strategy focused on a specific societal challenge.
- Integrate course concepts and your own research as you develop a written argument that persuades business to address the challenge in some way.
- Look ahead: [Link to Unit 3 Paper Instructions](#).

Week 11 – Developing Corporate Strategies to Address Environmental Challenges

Plenary Session 09

Monday April 11, 2022

- *Speakers:*
 - [Tensie Whelan](#), Clinical Professor of Business and Society, Director, Center for Sustainable Business, NYU Stern School of Business in dialogue with industry experts.

Discussion Sessions

Tuesday April 12

- *Reading:*
 - Van Wert, Chet. "[Case Study: The Campaign to Reenergize ExxonMobil](#)." *NYU Stern Center for Sustainable Business*, Nov. 2021.
 - Whelan, Tensie, et al. "[How to Quantify Sustainability's Impact on Your Bottom Line](#)." *Harvard Business Review*, 13 Oct. 2017, hbr.org/2017/09/how-to-quantify-sustainabilitys-impact-on-your-bottom-line.

Thursday April 14

- *Reading:*
 - "Business Roundtable Redefines the Purpose of a Corporation to Promote 'An Economy That Serves All Americans.'" *Business Roundtable*, 19 Aug. 2019, www.businessroundtable.org/business-roundtable-redefines-the-purpose-

[of-a-corporation-to-promote-an-economy-that-serves-all-americans.](#)

- Porter, Michael E. and Mark R. Kramer. "[Creating Shared Value](#)." *Harvard Business Review*, 25 Aug. 2015.
Annotation: Listen to this [bonus interview with Prof. Michael Porter](#).
- Read articles 1-5. Be ready to discuss in class. [The Call for Corporate Action: NYU Stern Student Voices, Vol. 9, Spring 2022](#). *Annotation: You can also search for older issues with these search terms: "Issuu Call for Corporate Action."*
- *Hungry for more?*
 - Scott, Louise, and Alan McGill. "From Promise to Reality: Does Business Really Care about the SDGs?" *PricewaterhouseCoopers*, 2018, www.pwc.com/gx/en/sustainability/SDG/sdg-reporting-2018.pdf.
 - Henisz, Witold J. "Stakeholders Drive Stock Values." *Brunswick Review*, 2011, brunswickgroup.com/media/1991/stakeholders_drive_stock_values.pdf.
 - "How to Save a Planet: The Shareholders vs. Exxon." *Spotify*, from Gimlet Media, 26 Aug. 2021, open.spotify.com/episode/7oDVU7oEC5cO1UfxuowNif.
Annotation: (49 mins.) This entire podcast series is highly recommended.

Assignment

- *Complete Unit 3 Journal 1 of 2 | 300-400 words due by Sunday April 17*
 - *Think creatively to propose a specific strategy that a particular business can use to profit or grow while creating value for stakeholders.*
 - *Identify how this strategy addresses the causes and/or consequences of your chosen global challenge in a particular context.*
 - *Identify the metrics that can be used to measure business benefit and stakeholder value (in reference to the [SDG indicators](#)).*
 - *Tip 1: Think realistically. Avoid asking companies to "stop" doing something key to their bottom line or to simply "keep" doing something they are already doing.*
 - *Tip 2: Consider how a well-positioned company or industry might ameliorate a specific issue in some (small) way. You need not fully "solve" an existing problem.*
 - *[Tip 3: Review the "Hungry for more" Strategic Ideas section for inspiration.](#)*

Week 12 – Developing Circular Economy Strategies to Address Environmental Challenges

Plenary Session 10

Monday April 18, 2022

- *Speaker:*
 - [Tom Szaky](#), Founder and Chief Executive Officer, [TerraCycle](#)

Discussion Sessions

Tuesday April 19

- *Reading:*
 - “Towards a Circular Economy: Business Rationale for an Accelerated Transition: Shared by Business.” *Ellen MacArthur Foundation*, Nov. 2015, emf.thirdlight.com/link/ip2fh05h21it-6nvypm/@/preview/1?o.
 - Howard, Brian. “Meet the Company That Is Revolutionizing e-Commerce by Conquering the Mountain of Packages Outside Your Front Door.” *The Hill*, 6 Jan. 2021, thehill.com/changing-america/video/529879-loop-rolls-out-reusable-packaging-system-with-aim-to-revolutionize.

Thursday April 21

- *Reading:*
 - Read articles 6-10. Be ready to discuss in class. Be ready to discuss in class. [The Call for Corporate Action: NYU Stern Student Voices, Vol. 9, Spring 2022](#). Annotation: You can also search for older issues with these search terms: “Issuu *Call for Corporate Action*.”
- *Hungry for more?*
 - Cline, Elizabeth L. “Will the Circular Economy Save the Planet?” *Sierra Club*, 23 Dec. 2020, www.sierraclub.org/sierra/2021-1-january-february/feature/will-circular-economy-save-planet.
 - “Ellen MacArthur Foundation.” *YouTube*, www.youtube.com/channel/UCQAC2otE5_agzHZPnk3mE5w.
Annotation: Watch any of the excellent videos on this page. Pick your favorite. ellenmacarthurfoundation.org/publications

Assignment

- *Complete Unit 3 Journal 2 of 2 | 300-400 words due by Friday April 22*
 - *Critically analyze the strategy that you wrote about in the previous journal in order to expand and refine your proposal.*
 - *What resources are required?*
 - *What are the risks and how do you balance them against possible returns?*
 - *What elements in your strategy differ from previous attempts and efforts to address this problem?*
 - *What conflicts among stakeholder interests remain to be addressed?*

Week 13 – Developing ESG Investment Strategies to Address Social Challenges

Plenary Session 11

Monday April 25, 2022

- *Speaker:*
 - [Michael Posner](#), Executive Director of NYU Stern’s Center for Business and Human Rights, in dialogue.

Discussion Sessions

Tuesday April 26

- *Reading:*
 - “ESG 101: What Is Environmental, Social and Governance?” *MSCI*, www.msci.com/esg-101-what-is-esg.
 - O'Connor, Casey. “Making ESG Work: How Investors Can Help Improve Low-Wage Labor and Ease Income Inequality.” *NYU Stern Center for Business and Human Rights*, 14 Oct. 2021, static1.squarespace.com/static/5b6df958f8370af3217d4178/t/616736a444c6ca5cb23d5966/1634154148488/NYU+CBHR+ESG+Report_FINAL+BLUE+LINKS+REVISED+Oct13.pdf.
 - Simpson, Cam, et al. “The ESG Mirage: MSCI, the Largest ESG Rating Company, Doesn’t Even Try to Measure the Impact of a Corporation on the World. It’s All about Whether the World Might Mess with the Bottom Line.” *Bloomberg*, 10 Dec. 2021, www.bloomberg.com/graphics/2021-what-is-esg-investing-msci-ratings-focus-on-corporate-bottom-line.

Thursday April 28

- *Reading:*
 - Daniel, Carter A. *Reader-Friendly Reports*.
 - “Sample Reports,” pages 170-184.

Assignment

- *Complete Unit 3 Draft Paper due by 11:59 pm, Saturday April 30*
 - [Follow the complete Unit 3 paper instructions](#) as you craft a working draft for next week’s writing workshop. *The further along you are, the more we can help you progress.*
 - *Categorize your ideas into different subtopics by gathering, labeling, and assembling different possible sections of your upcoming paper. Do not force it; let it evolve.*
 - *Gather and list your various sources; build your “Works Cited.” Include a minimum of 12-20 sources.*
 - *Name your categories with subheaders and organize these sections into a logically structured outline.*
 - *Draft your introduction including a lead-in and thesis statement, where the subsequent paper subtopics provide evidence that prove your claim.*
 - *Draft all subsequent paragraphs.*

Week 14 – Developing Collective Action Strategies to Address Social and Environmental Challenges

Plenary Session 12

Monday May 2, 2022

- *Speaker:*
 - [Marianna Koval](#), Director, Invest NYC SDG Initiative in dialogue.

Discussion Sessions

Tuesday May 3

- *Viewing/Reading:*
 - “Voluntary Local Review: New York City’s Implementation of the 2030 Agenda for Sustainable Development.” *The City of New York*, 2019, sdgs.un.org/sites/default/files/2020-09/International-Affairs-VLR-2019.pdf.

Thursday May 5

- *Reading:*
 - Daniel, Carter A. *Reader-Friendly Reports*.
 - “Sample Reports,” pages 170-184.

Assignment

- *Complete Unit 3 Final Paper*
due by 11:59 pm, Sunday May 8

Paper Instructions:

- *Develop and advocate a business strategy that addresses a global challenge in a particular context.*
- *Explain how the strategy can create value, benefit stakeholders, and achieve measurable progress toward the SDGs.*
- *Draw on your research, journals, course readings, and plenary sessions.*
- *Include analysis and evidence to support your specific recommendation/s.*
 - *Cite all sources in MLA9 style (visit owl.purdue.edu).*
 - *Add a Works Cited page.*
 - *~2000 words.*
- *Compare your paper to the [Unit 3 rubric](#) to be sure you cover all necessary items.*
- *Follow these helpful checklists: Daniel, Carter A. *Reader-Friendly Reports*.*
 - *“Checklists,” pages 193-200.*

Last Day of Class Thursday May 5