

Social Impact Core Curriculum
Overall Learning Objectives + Unifying Threads

The Social Impact Core Curriculum helps students to:

- Become more aware of multiple stakeholder perspectives on important business issues;
- Develop a more nuanced understanding of the many relationships between corporations, governments, NGO's, 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.

The four courses are tied together by a series of threads, as follows:

Course/ Element	Business and Its Publics	Organizational Communication and its Social Context	Law, Business and Society	Professional Responsibility and Leadership
<i>General description</i>	Students examine the relationships between corporations and society, in particular the social impact of business. Plenary topics, readings, and assignments frame this examination from multiple perspectives, including (1) the role of business in society, (2) the impact of business on society, and (3) the impact of society on business.	Provides the theoretical fundamentals in communication, applies communication strategy to oral and written business assignments, and focuses on how organizations communicate to their varied internal and external stakeholders.	Students examine how key areas of business law influence the structure of domestic and international business relationships, and how businesses play an active role in shaping the very laws that govern them through lobbying, public relations and the media. Provide students with a basic understanding about how our legal system works. Learn how to read, understand & interpret judicial decisions. Feel more comfortable with ambiguities that are an inherent aspect of our legal system. Become aware of potential legal liability in business settings.	Students become more familiar with the variety of ethical dilemmas that can arise in the course of business practice, understand the different values and principles that can inform and guide decisions in such ambiguous situations, and gain experience articulating and defending courses of action that are coherent with their own values.
<i>Level of perspective</i>	<u>Institutional</u> (focused how different sectors of society relate to each other)	<u>Firm</u> (focused on how organizations respond to stakeholder issues) <u>Individual</u> (skill development on writing, team dynamics and oral presentations.)	<u>Institutional</u> (focused on government legislation of the private sector at both federal & state level). <u>Firm</u> (focused on how business organizations are created & given legal rights). <u>Individual</u> (focused on how individual rights are protected from government intrusion by our legal system).	<u>Individual</u> (focused on the relationship between personal and professional ethics)

<i>_Primary course contents</i>	<p><u>Plenary</u> speakers present perspectives on aspects of the relationship between business and society.</p> <p><u>Inquiry</u> readings including short articles and excerpts from foundational texts provide context and additional perspective.</p> <p><u>Discourse</u> readings include additional perspectives as well as develop analytic skills.</p>	<p>A custom reader contains examples of different types of texts that corporations use to communicate with stakeholders.</p> <p>Additional readings on developing presentation delivery ability and professional writing.</p>	<p>Judicial decisions, statutes, US Constitution, readings by famous jurists, news articles from WSJ & NYT, news videos of events of legal significance.</p>	<p>Classical texts (e.g., Aristotle, Lao Tzu, Adam Smith, etc.) used as lenses to view contemporary business cases.</p>
<i>Course format</i>	<p>Plenary session (all freshman) + inquiry and discussion seminar sections (<20 students)</p>	<p>Traditional class (<40 students) 65% of graded work is individual, 35% based on teamwork.</p>	<p>Traditional class (<40 students) with emphasis on classroom participation (20% of grade).</p>	<p>Discussion seminar (<24 students) with emphasis on participation (33% of grade)</p>
<i>Written work</i>	<p>3 <u>essays</u> that involve inquiry and argumentation</p>	<p>Multiple short assignments that simulate professional genres (emails, reports, etc.) and involve persuasion.</p>	<p>3 <u>essays</u> that involve legal analysis, (applying the law/precedent to the case facts), presenting/anticipating the arguments of both parties (plaintiff & defendant), awareness of societal/business implications & taking a position. Weekly <u>case briefs</u> due every day in class. Written debate <u>report</u>.</p>	<p>2 <u>essays</u> that involve analysis of business cases as well as personal reflection.</p>
<i>Presentations</i>	<p>Recommended but not required; focused on current issues and require research.</p>	<p>Multiple group presentations. Students are videotaped and receive extensive feedback.</p>	<p>Students engage in a required US Supreme Court debate where they need to be familiar with both sides of the legal issue</p>	<p>Not required, though some faculty choose to have students present on the readings.</p>
<i>Modes of reasoning</i>	<p><u>Analytic</u> (multiple framing contrasting texts, application to current events problematizing generalizations) <u>Reflective exploration</u> (opinions, advocacy, behavioral intention, and co-curricular opportunity to act on identity implications)</p>	<p><u>Analytic</u> (using key terms and concepts) <u>Multiple framing</u> (from the perspective of different stakeholder groups).</p>	<p><u>Analytic</u> (using key terms and concepts) <u>Multiple framing</u> (from the perspective of plaintiff versus defendant). <u>Reflective exploration of meaning</u> (regarding how laws & potential legal liability influence our conduct)</p>	<p><u>Analytic</u> (using key terms and concepts). <u>Multiple framing</u> (from the perspective of different theoretical and stakeholder perspectives). <u>Reflective exploration of meaning</u> (regarding personal life history and future professional trajectory)</p>

