



# Lincoln University

## BA 431 – Social Environment of Business

### COURSE SYLLABUS Spring 2024

- Instructor:** Professor Leon Kil  
**Lecture Schedule:** Wednesday, 12:30 PM – 3:15 PM  
**Credits:** 4 units: 3 units / 45 lecture hours + 1-unit individual research project  
**Level:** Mastery 2 / Research (M2R)  
**Office Hours:** Wednesday, 11:15 am – 12:25 pm  
Faculty Room
- e-mail:** [lkil@lincolnuca.edu](mailto:lkil@lincolnuca.edu)
- Textbook:** Course Reader compiled by the instructor
- Prerequisite:** BA 309  
**Last Revision:** January 8, 2024

### CATALOG DESCRIPTION:

Students will explore the relationship between the organization and its environment, including government, labor, public interest groups, various ideological constellations, the media, academia, and local communities. Ideas are reviewed as to what actions can be taken by corporations and by other organizations and/or individuals to improve relationships between business and its environment. A one-unit written research project and its oral presentation are required for the course. (4 units)

### LEARNING OBJECTIVES

- Understanding the origins of the central institutions of capitalism: private property, the nation-state, competition, and international law.
- Analyzing the role of the state in fostering and strengthening industrial enterprise and R&D.
- Considering the sources and the implications of concentration and globalization of commodity production and capital flows.
- Examining the roots and consequences of international political and economic inequality for international legal regimes, their fairness and efficacy across the globe.
- Understanding the importance of political factors in shaping national reactions to international legal arrangements in corporate governance, asset protection,

- multilateral trade and monetary commitments, climate accords, human migration, and non-proliferation of weapons of mass destruction.
- Accounting for how and when business interests rally in support for free trade and economic openness versus for protectionism and economic nationalism.

**COURSE LEARNING OUTCOMES<sup>1</sup>**

	<b>Course LO</b>	<b>Program LO</b>	<b>Institutional LO</b>	<b>Assessment activities</b>
1	Understand the origins of the central institutions of capitalism: private property, the nation-state, competition, and international law.	PLO 1	ILO 1c, ILO 2c, ILO 7c	Assess the factors which contribute to sustained capacity to gain and retain international competitiveness across different historical contexts.
2	Analyze the role of the state in fostering and strengthening industrial enterprise and R&D.	PLO 2	ILO 1c, ILO 2c, ILO 4c	Assess how domestic and external factors influence the shape of state-business relations (i.e., capital accumulation and capital allocation) and how they influence the degree and the mode of state regulation of the domestic economy and its linkages with the world market.
3	Consider the sources and the implications of concentration and globalization of commodity production and capital flows.	PLO 3	ILO 1c, ILO 2c, ILO 7c	Assess how and why capitalist enterprises seek to expand to foreign markets and what impact this expansion tends to have on the more underdeveloped economies at different historical junctures.
4	Examine the roots and consequences of international political and economic inequality for international legal regimes, their fairness and efficacy	PLO 2	ILO 1c, ILO 2c, ILO 4c	Assess asymmetries in power and influence which result from international economic disparity and how they are reflected in central areas of contestation and conflict such as legal regimes

<sup>1</sup> Detailed description of learning outcomes and information about the assessment procedure are available at the [Learning Outcomes Assessment](#) section of LU website.

	across the globe			governing trade, currency valuation, property rights enforcement, migration flows, etc.
5	Understand the importance of political factors in shaping national reactions to international legal arrangements in corporate governance, asset protection, multilateral trade and monetary commitments, climate accords, human migration, and non-proliferation of weapons of mass destruction.	PLO 6	ILO 3b	Assess how and when transnational business networks get established and solidified and why they get disrupted and subjected to the resurgence of state-promoted economic nationalism.
6	Account for how and when business interests rally in support for free trade and economic openness versus for protectionism and economic nationalism	PLO 2	ILO 1b, ILO 2b, ILO 4b	Assess the efficacy of international legal agreements such as arbitration agreements, forum selection clauses, international anti-bribery laws, theories and practice of expropriation and nationalization, and foreign sovereign immunity.

### INSTRUCTIONAL METHODS

Students are expected to read the assigned reading materials before each class. Case studies demonstrating specific issues of interest will comprise a part of each class session. Students will consider the case studies individually and in groups.

Each session will strike a balance between thematic lecture and teacher-student interaction in the class.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [LU Library](http://lincolnuca.libguides.com) website (lincolnuca.libguides.com).

### INDIVIDUAL PROJECT PRESENTATION:

Each student is expected to choose a topic related to the subject matter – it could be contemporary or historical or comparative – and present a short reflection on it to the rest of the

class. This should be done through consultations with the instructor. At the end of the course each student should submit a 6-8 page written document detailing one's findings and thinking. In your project/presentation, please explain how your topic/issue is related to the interaction between political power and business interests, what interesting and important lessons we can derive from analyzing this issue, and what kind of further research you would like to pursue with regard to it. Feel free to make use of the materials from class as well as any other reputable source. The order of presentations will be determined on a volunteer basis and then by a lottery.

### TESTING

There will be one mid-term examination and one final examination. The midterm exam will be in the take-home format. The final exam – an in-class. Both examinations are based on the assigned readings and lectures. There will be a review for both exams ahead of time.

### GRADING

Grading will be based on the following criteria:

Mid-term	: 25 per cent
Final Examination	: 40 per cent
Class Attendance and Participation	: 10 per cent
Individual Project	: 25 per cent
Total	: 100 per cent

### Grading Standard

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Points	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-72	67-69	60-66	0-59

### Classroom Protocol

Courtesy is expected. This includes no cell phone usage.

**COURSE CALENDAR AND ASSIGNMENTS**

The assigned material for each date should be read **before** the class. Class participation in discussing the material is expected.

**Week 1 (January 24): Political and Legal Power amidst Global Economic Interdependence**

Introducing main themes of the course

**Week 2 (January 31): Formation of Modern State-Business Relations**

- Morris R. Cohen, “Property and Sovereignty,” *Cornell Law Review*, vol. 13, issue 1 (December 1927)
- Charles Tilly, “War Making and State Making as Organized Crime” in Peter B. Evans et al., eds., Bringing the State Back In (Cambridge UP, 1985), pp. 169-191

**Week 3 (February 7): Three Templates of Foreign Economic Policy: Mercantilism, Liberalism, Nationalism**

- David Boucher. Political Theories of International Relations: from Thucydides to the Present (Oxford: Oxford UP, 1998), chapter 7
- Robert L. Heilbroner. The Worldly Philosophers: the Lives, Times, and Ideas of the Great Economic Thinkers (Simon&Shuster, 1995), chapter 3
- David Levi-Faur, “Friedrich List and the Political Economy of the Nation-State,” *Review of International Political Economy*, vol. 4, issue 1, 1997, pp. 154-178

**Week 4 (February 14): Capital Accumulation and Capital Allocation in European Industrial Growth**

- Alexander Gerschenkron, “Economic Backwardness in Historical Perspective” in Mark Granovetter and Richard Swedberg, eds., The Sociology of Economic Life (Boulder: Westview, 1992), pp. 111-130
- Linda Weiss and John M. Hobson, “Strong and Weak States in European Industrialization” in their States and Economic Development: a Comparative Historical Analysis (London: Polity, 1996), pp. 93-129

**Week 5 (February 21): International Economic Crises and National Reactions**

- Ronald Rogowski, “Why Changing Exposure to Trade Should Affect Political Cleavages” in his Commerce and Coalitions: How Trade Affects Domestic Political Alignments (Princeton: Princeton UP, 1989), pp. 3-20.

**Week 6 (February 28): International Politico-Economic Influences on Capital Accumulation and the Psychology of Consumption**

- John M. Hobson, The Wealth of States: a Comparative Sociology of International Economic and Political Change (Cambridge: Cambridge UP, 1997), chapter 6.
- Ragnar Nurkse, Problems of Capital Formation in Underdeveloped Countries (Oxford UP, 1970).

**Week 7 (March 6): Uneven Development of Capitalism and the Theories and Practice of Imperialism**

!!! - Midterm Exam Questions distributed to the students - !!!

- Vladimir Lenin, Imperialism, the Highest Stage of Capitalism, entire, accessible at: <http://www.marxists.org/archive/lenin/works/1916/imp-hsc/>

**Week 8 (March 13) SPRING RECESS: NO CLASS!****Week 9 (March 20): International Trade and International Business Between the First and the Second World War (1914-1945)**

!!! - Midterm Exams Due in Class - !!!

- Karl Polanyi, The Great Transformation: the Political and Economic Origins of Our Time (Boston: Beacon Press, 2001), chapters 11-18

**Week 10 (March 27): America’s Benevolent Hegemony, ‘Organized Capitalism’ and the Political Economy of the Cold War**

- John Gerard Ruggie, “International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order” in Stephen Krasner, ed., International Regimes (Ithaca: Cornell UP, 1981), pp. 195-232.
- Stephan Haggard, “Explaining Development Strategies” in his Pathways from the Periphery: the Politics of Growth in the Newly Industrializing Countries (Ithaca: Cornell UP, 1990), pp. 23-48.

- Hagen Koo, “The Interplay of State, Social Class, and World System in East Asian Development: the Cases of South Korea and Taiwan” in Frederic C. Deyo, ed., The Political Economy of the New Asian Industrialism (Ithaca: Cornell UP, 1987), pp. 165-181

**Week 11 (April 3):                    The Origins of Neo-Liberal Globalization in the Industrialized and the Developing World**

- William K. Carroll and J.P.Sapinski, “Neoliberalism and the Transnational Capitalist Class” in Simon Springer et al., eds., The Handbook of Neoliberalism (Routledge, 2016), pp. 39-49
- Dieter Plehwe, “Neoliberal Hegemony” in Simon Springer et al., eds., The Handbook of Neoliberalism (Routledge, 2016), pp. 61-72
- Kiren Chaudhry, “The Myths of the Market and the Common History of Late Developers” in Naazneen H. Barma and Steven K. Vogel, eds., The Political Economy Reader: Markets as Institutions (London: Routledge, 2008), pp. 447-473

**Week 12 (April 10):                    The Empire of Capital: Transnational Business and Its Legal Regimes**

- Ronen Palan. The Offshore World: Sovereign Markets, Virtual Places, and Nomad Millionaires (Ithaca: Cornell UP, 2003), chapters 1-2
- Garry Gereffi, “Global Value Chains in a post-Washington Consensus World,” *Review of International Political Economy*, vol. 21, issue 1, 2014, pp. 9-37

**Week 13 (April 17):                    American Hegemony Challenged and the Rise of Alternative Centers of Capital Accumulation**

- Stephen S. Cohen and J. Bradford DeLong. The End of Influence: What Happens when Other Countries Have the Money (Basic Books, 2010), chapters 4 and 5
- Henry Farrell and Abraham L. Newman, “Weaponized Interdependence: How Global Economic Networks Shape State Coercion,” *International Security*, vol. 44, no. 1 (Summer 2019), pp. 42–79

**Week 14 (April 24):                    A New Globalization Project or a New World War?**

- Klaus Schwab. Stakeholder Capitalism: a Global Economy that Works for Progress, People and Planet (World Economic Forum, 2021).

**Week 15 (May 1):                    Individual Project Presentations**

**Week 16 (May 8):                    Final Examination**

**INDIVIDUAL RESEARCH PROJECT (1 unit)**

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor or student may select another topic of interest.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student’s work will be done using the following rubric:

<b>WRITTEN REPORT</b>				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality	A few high-quality sources	Sources used are of a questionable	Sources are not identified or of

	sources are used; all factual claims are supported with citations. The report follows the APA style guidelines.	are used; majority of factual claims are supported with citations The report mostly follows the APA style guidelines.	quality: factual claims are not supported. Use of APA style is inconsistent.	a poor quality: factual claims are unsubstantiated. The report is poorly formatted
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<b>PRESENTATION</b>			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident, and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise, and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.