

# BUSN 490 HATE STUDIES IN BUSINESS

Spring 2010

Tuesday-Thursdays 2:40pm-3:55pm

JP 103



502 E. Boone Ave, Spokane, WA 99258-0009

---

## INSTRUCTORS

<b>Kenneth S. Anderson, Ph.D.</b> Associate Dean & Professor of Management NCAA Faculty Athletics Representative Anderson@jepson.gonzaga.edu	Office: 223 Office Hours: MWF: 10-11 a.m.; TR 11 a.m. – noon
<b>Nancy Chase, Ph.D.</b> Professor of Management Information Systems chase@jepson.gonzaga.edu	Office: 249 Office Hours: M: 10-11:30 a.m. and 4-5:15 p.m. T & W: 1-2 p.m. F: 10-11 a.m.
<b>Marinilka Kimbro, Ph.D.</b> Professor of Accounting kimbor@jepson.gonzaga.edu	Office: 210 Office Hours: TR: 12:10-1:10 p.m. & T: 4-5 p.m.
<b>Adriane Leithauser</b> Adjunct instructor School of Business Administration Philosophy Department leithauser@gonzaga.edu	Office: 218
<b>Peggy Sue Loroz, Ph.D.</b> Professor of Marketing loroz@jepson.gonzaga.edu	Office: JC 236 Office Hours: MWF 10-11:30 a.m.
<b>Silke Mueller</b> Master's of Business Administration student Teaching Assistant smueller2@gonzaga.edu	Office: JC 253
<b>Molly B. Pepper, Ph.D.</b> Professor of Management pepper@jepson.gonzaga.edu	Office: JP 253 Office Hours: MW: 1-2 p.m.; TR 11-12 p.m.
<b>Brian K. Steverson, Ph.D.</b> John L. Aram Chair in Business Ethics Professor of Philosophy steverson@calvin.gonzaga.edu	Office: JC 218 Office Hours: MW 1-3 p.m.
<b>Annie Voy, Ph.D.</b> Professor of Economics voy@jepson.gonzaga.edu	Office: JC 205 Office Hours: TR: 11 a.m.-noon; W 1-3 p.m.

## COURSE OBJECTIVES

This course is designed to introduce students to the field of hate studies in business. The course will cover the topic of hate from the perspectives of several business disciplines including marketing, management, management information systems, philosophy, accounting and economics.

The content of the course will emphasize the ways in which business organizations do violence to individuals, families and society. The outcome of the course is to give students tools to recognize, understand, and combat hate in the workplace and society.

From the University's Ethos Statement:

"Principles rooted in the Catholic, Jesuit tradition, challenge students to strive for excellence, to become men and women in service to others, to integrate classroom and out-of-classroom learning, to develop their talents through discovery and reflection, and to be concerned for each person (*cura personalis*). To achieve these ideals, all students are expected to contribute, through their words, actions and commitments, to the development and sustenance of a community characterized by respect, caring, and honesty. These characteristics are essential to ensure the rights and privileges of all students and to preserve the integrity of our educational community."

## REQUIRED MATERIALS

- Access to Blackboard ([blackboard.gonzaga.edu](http://blackboard.gonzaga.edu))
- Access to your Gonzaga email account
- Readings as assigned

## INDIVIDUAL ASSIGNMENTS

***QUIZZES:*** At the beginning of each class for which readings are assigned, there will be a three-question quiz to test for reading comprehension.

***BLOGS:*** To deeply understand what you are learning in this (or any) class requires reflection. To encourage you to reflect weekly on what you have read, heard, thought or felt about class material, you will be required to write a weekly blog according to the attached schedule. Each student's blog will be available only to the student, the professors and graduate assistants. While blogs may be analyzed at a later date for the purpose of pedagogy development and research, your information will remain anonymous.

The requirement for most blogs will be 500 words, but every 4<sup>th</sup> blog will be required to be integrative of what you have learned and be at least 1,000 words. On the schedule, 500-word blogs are indicated as "blog" and 1,000 word blogs are indicated on the schedule as "int blog." Both types of blogs are due by midnight on Mondays and should cover the class periods from the previous week.

Ideas for what to write about include your reactions to what was discussed in class, new ideas that have occurred to you since class, and anything that you wanted to say in class but didn't get the opportunity to say. A well-written blog entry would accurately reflect the class discussion (but not recap it) and add new insights to it. A mediocre blog entry would just be a recap of class. A bad blog entry would inaccurately reflect class and not contain any new reflection. If you miss class for a legitimate reason, you will be expected to double your blog entry as you reflect on the readings.

Name your blog with the date of the Thursday class that ended the week for which you are writing. For example, your first blog should be named January 21.

**EXPERIENTIAL LEARNING AND REFLECTION (ELR) PROJECTS:** Throughout the semester, students will be expected to engage in individual experiences around social justice issues. These experiences could include attending lectures on social justice issues, volunteering, standing up when they encounter hateful speech, and other social justice acts. After the event, the student should write a reflection paper. Due dates for the papers are indicated on the schedule.

This assignment involves writing a two-page, double-spaced paper. Be sure to follow these parameters:

- Name your file First Name Last Name ELR (for example: Jane Doe ELR).
- Papers should have 1.5 inch margins on the left and right sides and 1-inch margins at the top and bottom, use Times New Roman 12-point typeface. Failure to use these parameters will result in a 5-point penalty.
- Put your name at the top of the page, flush left. Do not put anything else at the top of the page. (No date, no title, just your name). Then begin the assignment double-spaced. Placing anything else at the top of the page will result in a 5-point penalty.
- Papers should be submitted via Blackboard to the Digital Dropbox. To submit a paper to the dropbox, go to Course Tools, Digital Dropbox, click “Send File” and follow the instructions. Make sure your file is sent, not just saved.

**CLASS CONTRIBUTION:** Intelligent, **relevant and to-the-point** discussion is expected of each student and will be an important part of the general evaluation of the course. Class contribution is both an opportunity and a responsibility. Class contribution provides an opportunity for students to practice important career skills in a low-cost environment. Among other skills, these include the ability to express and defend one’s ideas. The cost of not having developed these skills will increase as you progress in your career (e.g., lost promotions). Class contribution is also a responsibility, because students who attend class expect to learn from the viewpoints of their classmates (We also expect to learn from you!). We therefore reserve the right to “cold call” students who are not participating in class discussions. Our intent is not to embarrass you; rather, it is to help you get involved in the discussion where all of us can benefit from your comments. Unexcused absences will definitely affect your class contribution grade. Please be aware that just coming to class is NOT class contribution.

This is a subjective measure that is often difficult to quantify. However, to standardize it as much as possible, you will complete an assessment of your class contribution each class period. At the beginning of each class, assessment forms will be passed out to you and you will return them at the end of each class. Before you pass them in each class, grade your own contribution to the class on the following scale:

- 0 – didn’t show up or came to class and did not pay attention (daydreamed, took a nap, etc.)
- 1 – Came to class, acted interested.
- 2 – Came to class, acted interested, made some contributions
- 3 – Came to class, acted interested, made several contributions and lead the class discussion at some point.

If you give yourself a 2 or 3, provide a few brief examples of your contribution. The class teaching assistant will look these over after each class and if her assessment of your contribution is different than yours, she will write you a short note regarding why.

Keep in mind that your classmates want a **QUALITY** discussion. Therefore, we are not grading you on the **QUANTITY** of your comments.

## **IMPORTANT NOTE**

The point of this grading system is NOT for you to get all 2s or all 3s. You probably will have many days when you give yourself a 1. That's OK, you can still get full points for contribution with several 1s. If you're giving yourself a 3 for every class, you're probably talking too much and that counts against you.

Some students may find it difficult to state their own opinions or to challenge others. However, contribution in the workplace requires that workers engage in discussions and problem-solve in real time. Therefore, all students will be expected to contribute. However, for those students who are concerned about their ability to participate, here are some ideas:

- Prepare a question before you come to class: If you find it difficult to talk about the topic "on the fly," prepare a topic you'd like to discuss from the readings. Don't make it *just* a question. Prepare a question for the instructor and the class on which you and others can express an opinion or share an experience.
- Describe your own experiences: Everyone brings a unique perspective to class. What things have you seen in your workplace that relates to the issues we discuss? Be prepared to tell the class about a work experience that ties into one of the issues we're discussing.
- Add to what's been said: Look for ways to extend what others are saying. Does something that someone just said strike a cord with you? Tell the class what insight you can add to what's already been said. Or, remind the class of what was said last week. If today's topic can be linked back to what we talked about before, draw the picture for us. We might not see it.
- Go deep: Do not be satisfied with shallow analysis from yourself, your classmates, or your instructor. It is OK to disagree and challenge each other so long as it is done respectfully.
- Ask questions: If you don't understand something, ask. If you're struggling with a concept, it is likely that others are struggling, too.
- Keep it real: It is very easy to suggest a solution to a problem which is unrealistic in real life. When you see the class going out too far, provide a reality check.

## **GROUP ASSIGNMENTS**

**TRAINING PRESENTATION:** Students will be divided into groups of 5 and tasked with researching an area of hate in business. The outcome of the research will be an in-depth (class-period long) training presentation to raise awareness and build skills for dealing with the phenomenon. Each presentation should include:

1. A Powerpoint presentation on the background of the phenomenon
2. A structured experience to raise awareness and/or build skills
3. Supplementary materials
4. Assessment of student learning
5. A portfolio that includes copies of all materials used and a bibliography.

Possible topics include:

- Minorities and the Workplace
- Workplace issues created by socioeconomic status
- Biracial Employee Issues and Cross-Race Relationships
- Homosexuality in the Workplace
- Integrating Challenged Workers
- ADA and Compliance
- Financial Fraud, affinity schemes, betrayal and hate

- Profit maximization, Individualism and greed
- The role of governance and regulation in financial markets
- Retail discrimination
- Perpetuation of stereotypes in marketing
- Targeting of vulnerable consumer groups
- Impacts of overconsumption

**HOPE AGAINST HATE (HAH) PROJECT:** As part of their final grade for the course, student groups will design and complete a “Hope Against Hate” project (HAH Project). The purpose of these projects is to have students involve themselves in some way with the victims of hate in our community, or in efforts to bring instances and sources of hate to the attention of the community.

Examples of such project include:

- Working with local shelters for abused women and children, including providing needed supplies
- Creating and implementing informational campaigns to educate the student body and a local community about incidents and sources of hate in our community
- Work with the Peace and Justice Action League of Spokane in their efforts to address issues of hate in the local community
- Creating of an informational video to be used by grade schools, middle schools, and/or high schools addressing how to respond to hate (e.g. cyber bullying)
- Gather and analyze data from the GU community identifying instances and types of hate and prepare a recommendation on how to address those instances. (Report to be presented to the Institute for Action Against Hate and GU Administration).

While the field is open for project ideas, groups should avoid projects of an illegal or political nature.

## GRADING POINTS

Quizzes	3 points each
Blogs	3 points each for regular blogs 5 points each for integrative blogs (45 points total)
ELR Projects	10 points each (30 points total)
Class Contribution	30 points
Training Presentation	50 points
Hope Against Hate Project	50 points

## CLASSROOM POLICIES

Classroom policies are based on maintaining an appropriate level of professional respect for your instructors, for your colleagues, and for the learning environment. Therefore, we ask that you observe the following:

1. **Tardiness.** Arriving late to class causes a distraction and hurts the quality of instruction in the class. Showing up late will hurt your class contribution score. Avoid coming and going from the classroom once class has started. This also will hurt your class contribution score.
2. **Class behavior:** Please engage only in course-related activities during class. That means NO texting, reading the newspaper, doing the crossword, working on other assignments, listening to music, etc. If there is something else you must do during class, please do it elsewhere.

3. **Cell phones.** Turn *off* your cell phone and *put it away* where it cannot be seen nor heard. If you need an exception for a single class session, please discuss the situation with the instructor before class. You get one warning for cell phone going off in class or having your cell phone out, each subsequent violation provides a zero on your class contribution for that day.
4. **Laptops:** Laptops are welcome in the classroom, but are for note-taking purposes only. Instructors reserve the right to check your screen.
5. **Music players (MP3 players, CD players, etc.)** These are not appropriate for use in class.
6. **Make Ups, Late Assignments, Absences, Etc.** If you have a legitimate reason to deviate from assigned due dates, please discuss them with your instructors as far in advance as possible.
7. **Academic Dishonesty** An obvious but important note: Any academic dishonesty will be dealt with to the fullest extent of university policies. The academic honesty policy in the Gonzaga University's student handbook (p. 145) states that dishonest activities such as cheating, fabrication and plagiarism carry penalties that could lead to severe penalties. Should you have any doubt regarding a course of conduct, don't hesitate to inquire of an instructor for guidance on addressing the situation.
8. **End of class:** Do not pack up your things until class has ended. Your instructor will tell you when that is.
9. Please recycle your recyclables!

## CLASS SCHEDULE

Date	Day	Topics	Instructors	What's due
Jan. 12	T	Syllabus and introductions	All professors	
Jan. 14	TH	Institute for Action Against Hate Day		
Jan. 19	T	Vignettes on Hate from Each Professor	Chase, Mueller, Pepper, Steverson	
Jan. 21	TH	Vignettes on Hate from Each Professor	Anderson, Leithauser, Loro, Voy	
Jan. 28	T	Philosophy	Steverson	Blog
Jan. 30	TH	Philosophy	Steverson	
Feb. 2	T	Philosophy	Steverson	Blog
Feb. 4	TH	Philosophy	Steverson	Topic due
Feb. 9	T	Economics	Voy	Blog ELR
Feb. 11	TH	Economics	Voy	
Feb. 16	T	IT	Chase	Int. Blog
Feb. 18	TH	IT	Chase	
Feb. 23	T	Accounting	Kimbrow	Blog
Feb. 25	TH	Management	Anderson	
March 2	T	Management	Anderson	Blog
March 4	TH	Management	Pepper	ELR
March 9	T	SPRING BREAK		
March 11	TH	SPRING BREAK		
March 16	T	Management	Pepper	Blog
March 18	TH	HR Sessions on how to create training	Pepper	
March 23	T	Marketing	Loro	Int. Blog
March 25	TH	Marketing	Loro	
March 30	T	Accounting	Kimbrow	Blog
April 1	TH	Accounting	Kimbrow	
April 6	T	Guest speaker	Professors who can attend	Blog ELR
April 8	TH	Presentation	All professors	
April 13	T	Presentation	All professors	Blog
April 15	TH	Presentation	All professors	
April 20	T	Presentation	All professors	Blog
April 22	TH	Presentation	All professors	
April 27	T	Hope Project Presentations	All professors	Int. Blog
April 29	TH	Hope Project Presentations	All professors	

Int. Blog = *Integrative Blog*

ELR = *Experiential Learning And Reflection projects*