**PA 3150: FALL 2024**

**GOVERNMENT-BUSINESS RELATIONS**

**CLASS: ONLINE COURSE**

**PROFESSOR SHARON VELARDE PIERCE**

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| **Instructor:** | Dr. Sharon Velarde Pierce |
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**Office hours:**  By appointment / online

**Class days and times: Asynchronous Online – class does not meet in-person or Zoom**

**COURSE DESCRIPTION:**

The course examines government policies affecting business development at local, state, and national levels. It discusses major international trade treaties, trading blocs, and international financial institutions and the impact of globalization on government's involvement with business. Issues regarding governance, planning and economic development will be addressed. Topics also covered include the ethical implications of government-business interactions and roles; and its applications to the government-business relations. One of the most important parts of the course represents the detailed discussion of the ethical implications of government-business interactions.

Course Learning Objectives:

This course targets several important objectives.

1. Students will develop a knowledge base regarding the foundation, concepts, principles, and facts regarding government-business interactions. *Evaluated through discussions, quizzes, writing assignments and ethics research paper.*
2. Students will develop clear understandings of the value and significance of ethics and corporate social responsibility within the context of government-business interactions. *Evaluated through discussions, quizzes, exams, writing assignments and ethics research paper.*
3. Students will be able to identify and argue the rationale behind the most important models and theories of government-business relations. *Evaluated through discussions and writing assignments.*
4. Students will be able to analyze local and regional macroeconomic ramifications of government and business interactions, with a specific focus on sustainable, strategic, and economic development. *Evaluated through discussions, writing assignments and presentation.*
5. Students will develop the ability to adapt and apply theoretical reasoning to understanding the historical evolution of government-business interactions on such matters as delivery of public goods, business support, partnerships, outsourcing, contracting out as well as collaboration in terms of regulation design and compliance. *Evaluated through discussions, writing assignments and ethics research paper.*
6. Students will compare and contrast the government structures of the United States and Spain, analyzing their impact on business-government relations, policy implementation, and economic development strategies. *Evaluated through a compare and contrast paper, and class discussions.*
7. Student will develop a practical understanding of the global ramifications of government business relations within the context of international institutions and such dynamics as globalization. *Evaluated through in discussions, writing assignment and globalization reflective essay.*
8. Students will improve their critical analysis, presentation, writing and communication skills. *Evaluated through discussions, writing assignments and presentation.*

**COURSE TEXT AND MATERIALS:**

* Textbook: *Building Business-Government Relations: A Skills Approach*, 2016 Routledge, ISBN: 9780765640086. There is a link in Canvas for a free book.
* Additional required readings/videos can be accessed from Canvas under the various ***Modules***.

**CLASS STRUCTURE AND GRADING SCHEME:**

**General Class Expectations:**

Students are expected to complete the required readings for each module. Given that discussions represent a critical component of the course it is imperative that students are prepared. One will not receive a positive grade for the course if one does not complete all the required readings. Interaction and participation are very important.

**Classroom with Web Component Course:**

This is a “Classroom with Web Component” course. You must have an adequate Internet connection or use campus student computer centers for full participation in the course. Canvas supports the course [(https://Canvas.csusb.edu) and m](https://blackboard.csusb.edu/)ust be checked daily for announcements and course information. Students are responsible for an active CSUSB email address associated with Canvas throughout the course.

**Course Assignments and Weights:**

Final class grades will be determined with the following breakdowns:

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| Weekly Reflective Journals (15 weeks up to 1 point each) | 15 |
| Weekly Quizzes (10 quizzes worth 2.5 points each) | 25 |
| 6 Big Ideas in the Constitution Presentation | 10 |
| Economic Development Project Presentation | 10 |
| Globalization Reflective Essay | 10 |
| Final Exam | 30 |

**Total points = 100**  **GRADING SYSTEM**

Grades will be given based on the following point-grade scale:

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| --- | --- | --- | --- | --- |
| 95 - 100 | A |  | 73 – 76.99 | C |
| 90 – 94.99 | A - | 70 – 72.99 | C - |
| 87 – 89.99 | B + | 67 – 69.99 | D + |
| 83 – 86.99 | B | 63 – 66.99 | D |
| 80 – 82.99 | B – | 60 – 62.99 | D - |
| 77 – 79.99 | C + | 59.99 or less | F |

Incompletes are given at the discretion of the instructor and only with documented circumstances.

*Grades will* ***not*** *be rounded up when calculating final grades.*

**ASSIGNMENTS:**

**All written assignments must follow APA style and format**. Abstracts are not required.

***Attendance***

This is an asynchronous online course meaning we do not have a set time or day to meet.

***Weekly Reflective Journals: Due Weekly***

A core goal for this class is to facilitate your reflection on the topics presented in our readings. At the end of each week, you will submit 350-500 words of reflection on those topics. I want to hear your reactions to the material and how they can be applied/seen in your life and workplace. Your entries will be submitted each week through the Weekly Reflection Journal link available in a weekly module via Canvas. These journals can be written in an informal, journalistic, reflective, and personal style. This contrasts with other written assignments for this class, which should be formal and professional. These reflections will not be shared with anyone else. **Weekly reflections due Sundays by 11:59 p.m.**

***Weekly Quizzes: Due weekly***

There will be 10 quizzes in this course. The format may include multiple choice, true/false questions and fill in the blank. There will be 25 questions on the quiz. Quizzes are designed to test recall and application of information covered in the textbook and readings. The quizzes will cover all assigned weekly readings and material covered for the week assigned. You will have 50 minutes to complete the quiz. Quizzes open on Mondays at noon in the designated module. Each quiz is worth up to 2.5 points. Please ensure you have a stable connection when taking the quizzes. One quiz opportunity.

***Six Big Ideas in the Constitution Presentation:*** In order to understand how our government works students need to understand the major ideas that underpin it. This assignment encourages students to explore the six big ideas in the Constitution. The Six Big Ideas are: limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty. Students will need to analyze the text of the US Constitution to explore these ideas and apply them to current issues. Students will create a 7–10-minute video explaining the following:

1. Introduction – Briefly discuss the six ideas.
2. What is the significance of the Six Big Ideas in the Constitution historically and for Americans today?
3. Choose 3 ideas to discuss in depth and apply them to current issues.
4. Conclusion

The video should be 7-10 minutes long, students should be present in the video, and a PowerPoint like presentation should be included. No embedded videos or voice overs.

# Economic Development Case Study Presentation:

The assignment is to find a **local** (San Bernardino or Riverside counties) economic development project. You may identify a case as reported from a city’s website, local newspapers, or other quality source. Remember, a low-quality source, or insufficient information from your sources, will affect the quality of your grade for this assignment. ***The Economic Development project cannot have been completed****.* The project you plan to analyze must be posted prior to September 10th to receive approval. Case studies are approved on a first posted basis – each project must be unique, and students are **required** to review previously posted projects to alleviate duplicate economic development projects.

Create a presentation (PowerPoint, Prezi, etc.) with a video of the presentation. The time frame should be about eight to ten minutes in length. No embedded videos or voice overs. You should be present in the video. Worth up to 10 points.

**Presentation should include at minimum the following:**

1. Introduction to the economic development case
2. Identify the role government played
3. Identify the role of the public if any
4. Economic impact to the community – a What is the economic impact to the community? b How will it benefit or not benefit the community?
5. Analysis – a. What is your analysis on the project? b. What are your thoughts?
6. Conclusion – Explain in detail where the project is currently.

You will be graded on this criterion. Each of these sections should be included in your presentation.

# Government Structures of the United States and Spain Paper:

This assignment requires you to write a compare and contrast paper on the government structures of the United States and Spain. Your paper should analyze the similarities and differences between these two systems, focusing on key aspects of their governmental organization and function.

Paper requirements:

* 750 to 1000 words
* Double-spaced
* APA style formatting and citations
* Compare and contrast at least 4 of the following elements:
  1. Executive branch structure and powers
  2. Legislative branch composition and functions
  3. Judicial system and constitutional review
  4. Electoral processes and political party systems
  5. Distribution of power between national and regional governments
  6. Role of the constitution in each system
* Provide specific examples to support your comparisons
* Conclude with a brief analysis of the major strengths and weaknesses of each system

***Essay will be graded as follows:***

4.5-5 points = Excellent paper is professionally written, clearly answers the items for the assignment.

4 – 4.5 points = Good paper but has errors in the writing.

3.5 - 4 points = Fine job but has writing errors and there are some issues.

3 points = Poor job that lacks time and effort spent.

1-2 points = Turned in something but does not meet the requirements.

0 points = Missing

**Final Exam*:***

The final exam consists of an open-book true/false questions, multiple choice questions, fill in the blank questions, and one essay. Total of 75 questions and one essay (minimum of 500 words) . It is a timed exam and will be 2 hours in length. Do not leave your test until the last minute. You are strongly encouraged to begin your exam no later than 6 hours before it is due. If you encounter computer or internet failure during your test, it is your responsibility to have a backup plan (school computer lab, library, etc.). **Final Exam open from Friday, December 6th at 12:00 pm through Sunday, December 8th at 5:00 pm.**

**EXTRA CREDIT: There is only one extra credit opportunity.**

**#1 - Extra Credit: Introduction Post (up to 2 points):** Create a post of a minimum of 350 – 500 words introducing yourself. Please include information about your hobbies, work situation, your major and why you chose it, future goals after college, and at least one topic of interest regarding the course. Please attach at least one personal picture (if you do not feel comfortable sharing your personal picture, you may substitute it with any picture that is related to your life. By **Sunday, September 1st by 11:59 pm.**

***Late Assignments:***

Late assignments **will not be accepted**. Please provide ample time to complete assignments to ensure you turn in your assignments before the deadline**. No exceptions.**

***Assignments and Canvas*:** Assignments will **only** be accepted through Canvas. Assignments sent via email will not be accepted.

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| **SCHEDULE OF READINGS AND ASSIGNMENTS** | **:** |

Students are expected to keep current with the readings and be prepared to complete weekly assignments. *This syllabus is subject to change. Changes, if any, will be announced and an updated syllabus will be posted on Canvas. Students will be held responsible for all changes presented*. ***All modules are open. Please note that weekly quizzes and final exam will not be available until the week that they are due.***

**Module 1: August 26 – September 1**

* Introduction to class, syllabus, assignments, and Canvas
* Ni and Van Wart, Chapter 1 • What is Economic Development?
* Weekly Journal Reflection due
* Weekly Quiz Due
* Personal Introduction (Only extra credit opportunity)

**Module 2: September 2 – September 8**

* Ni and Van Wart, Chapter 2
* Economic Development Project due
* Weekly Journal Reflection
* Weekly Quiz Due

**Module 3: September 9 – September 15**

* Ni and Van Wart, Chapter 3
* Weekly Journal Reflection
* Weekly Quiz Due

**Module 4: September 16 – September 22**

* Ni and Van Wart, Chapter 6
* Weekly Journal Reflection
* Weekly Quiz Due

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| • | 6 Big Ideas in the Constitution Presentation |  |

**Module 5: September 23 – September 29**

* Ni and Van Wart, Chapter 5
* Weekly Journal Reflection
* Weekly Quiz Due

**Module 6: September 30 – October 6**

* Ni and Van Wart, Chapter 4
* Weekly Journal Reflection
* Weekly Quiz Due

**Module 7: October 7 – October 13**

* Ni and Van Wart, Chapter 7
* Weekly Journal Reflection
* Weekly Quiz Due

**Module 8: October 14 – October 20**

* Ni and Van Wart, Chapter 8
* Weekly Journal Reflection
* Weekly Quiz Due

**Module 9: October 21 – October 27**

* Ni and Van Wart, Chapter 9
* Weekly Journal Reflection
* Weekly Quiz Due

**Module 10: October 28 – November 3**

* Ni and Van Wart, Chapter 10
* Weekly Journal Reflection
* Weekly Quiz Due

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| • | ECONOMIC DEVELOPMENT PRESENTATION DUE |

**Module 11: November 4 – November 10**

* Ni and Van Wart, Chapter 11
* Weekly Journal Reflection

**Module 12: November 11 – November 17**

* Comparing Government Structures - USA and Spain
* Weekly Journal Reflection

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| • | Government Structures of the United States and Spain Paper DUE |  |

**Module 13: November 18 – November 24**

* Ni and Van Wart, Chapter 13
* Weekly Journal Reflection

**Module 14: November 24 – December 1**

* Weekly Journal Reflection

**Module 15: December 2 – December 8**

* Weekly Reflective Journal

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| • | **Final Exam open from Friday, December 6th at 12:00 pm through Sunday, December 8th at 5:00 pm** |

**COURSE APPS:**

**Remind App:** In addition to Canvas, I will be using a free application called “Remind” to send reminders (e.g., upcoming due dates), announcements, and other important information. Instructions for joining - Get the app by searching “remind 101” on your app store then join with a class code: **pa3150fal**. You can also join by texting @pa3150fal to 81010.

***This service is optional*** (i.e., students are not required to sign up for “Remind”); however, it is strongly encouraged. After joining, you can choose to receive reminder messages via text, email, or push notification to the mobile app. “Remind” protects the privacy of the students and instructor by keeping their phone number hidden during messaging. All personal information is kept private. Instructors will never see your phone number, nor will you see theirs.

**UNIVERSITY POLICIES:**

**ACADEMIC HONESTY**

Students are expected to be familiar with California State University, San Bernardino’s policy on cheating and plagiarism.

In this course, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. Using previous course assignments is not acceptable, as all work must be original for this course. Any violations of academic honesty will result in a failing grade in the class and will be forwarded to the University for appropriate action. Joint/group responses are not allowed in any written work in this class. All postings and written assignments must be original; cited material must be in quotation marks and provide the source. This includes completing class assignments for participation. Plagiarism will result in a zero grade for the assignment and a failing grade for the class. PLEASE REVIEW YOUR ORIGINALITY REPORTS. Please see the Academic Dishonesty Section on CANVAS for more information. For more details, please refer to the “Academic Regulations and Standards” in the CSUSB Bulletin of Courses for the university’s policies.

**ACCOMMODATION NEEDS**

**Note: Accommodations will be made as necessary for students with disabilities. Please speak to me at the beginning of the course to make me aware of extenuating circumstances.**

Students with documented learning disabilities or special needs must clearly identify those accommodation requirements at the beginning of the quarter. Students with personal/work- related needs should contact the instructor before the class or during the first week to see if they are resolvable. For additional information, please contact Services to Students with Disabilities (SSD) at (909)537-5238 (voice), (909)537-7230(TTY), or fax (909) 537-7090. The Office of Services to Students with Disabilities is committed to providing eligible students accommodations that ensure equal access to learning and equal opportunity for academic success.

**CANVAS HELP:** If you are having problems with your Canvas account or need information about how to use a Canvas function call: 537-3395.

**ADMINISTRATIVE DROPS IN THE FIRST WEEKS OF CLASS**

“Students who fail to attend two consecutive class meetings during the first two weeks of the term without contacting the faculty member or making special arrangements may be dropped.” (University policy)

**LATE ADDS AND WITHDRAWAL FROM CLASS**

Late adds are allowed within the first week but students are fully responsible for the work and assignments missed if they do add late. Official withdrawal must occur directly with the registrar; the instructor has no responsibility for dropping you. Withdrawal is allowed through the end of the third week of the semester (Census). The College routinely denies late drops (after census) without documentation.

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| For more information, please refer to the “Academic Regulations and Standards” in the CSUSB Bulletin of Courses for the | |
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