

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
 (Attach copy of syllabus)

SUBMITTED BY:

Department	Alaska Native Studies and Rural Development	College/ School	CRCD
Prepared by	Pat Sekaquaptewa	Phone	907-474-1539
Email Contact	pssekaquaptewa@alaska.edu	Faculty Contact	Pat Sekaquaptewa

1. ACTION DESIRED (CHECK ONE):	Trial Course		New Course	X
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2. COURSE IDENTIFICATION:	Dept	RD	Course #	471 671	No. of Credits	3 3
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Justify upper/lower division status & number of credits:	<p>At the 400 level, an analysis of the theory and practice of social responsibility building on prior RD coursework in development practice and theory and social change. The course meets the requirements for a 3 credit course.</p> <p>At the graduate level, this course also asks students to analyze the relationship between corporate social responsibility and traditional corporate goals and develop recommendations on corporate social responsibility for corporations and economic sectors. The course meets the contact requirements for a 3 credit course.</p>
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3. PROPOSED COURSE TITLE	Corporate Social Responsibility and Accountability in Rural and Indigenous Contexts
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4. To be CROSS LISTED? YES/NO	No	If yes, Dept:	n/a	Course #	n/a
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NOTE Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?* YES/NO	Yes	If yes, Dept.	RD	Course #	671
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:	<p>At the 400 level: Required reading set at 40 pp./week; 3 Reflection Papers (on required readings); research and draft a White Paper (5-6 pp./double-spaced, w/sources) & final presentation of White Paper.</p> <p>At the 600 level: Required reading set at 80 pp./week; 3 Reflection Papers (on supplemental readings); 3 600 level student-led presentations/facilitations of discussions; research & draft a White Paper (10-12 pp./single-spaced, w/sources); & final presentation of White Paper.</p>
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* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:	Spring Even-numbered years
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)	Spring 2018
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8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)						

9. CONTACT HOURS PER WEEK	<input type="text" value="3"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours/week	<input type="text"/>	PRACTICUM hours/week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)	<input type="text"/>
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

RD F471 Corporate Social Responsibility and Accountability in Rural and Indigenous Contexts

3 Credits

Spring Even-numbered years

Examination of the concept of corporate social responsibility (CSR) – a view of the corporation and its role in society that assumes a responsibility among firms to pursue goals in addition to profit maximization – and how CSR is played out in rural Alaska and other Indigenous contexts. Uses comparative case studies of international, national and rural Alaska organizational, economic, and societal issues with a special emphasis on transnational corporations, ANCSA corporations, tribal enterprises, and other businesses in rural Alaska and in other Indigenous contexts.

Stacked with RD 671.

Prerequisites: RD F300; senior standing; or permission of instructor.

Recommended: RD 110.

Lecture + Lab + Other: 3 + 0 + 0

RD F671 Corporate Social Responsibility and Accountability in Rural and Indigenous Contexts

3 Credits

Spring Even-numbered years

Examination of the concept of corporate social responsibility (CSR) – a view of the corporation and its role in society that assumes a responsibility among firms to pursue goals in addition to profit maximization – and how CSR is played out in rural Alaska and other Indigenous contexts. Uses comparative case studies of international, national and rural Alaska organizational, economic, and societal issues with a special emphasis on transnational corporations, ANCSA corporations, tribal enterprises, and other businesses in rural Alaska and in other Indigenous contexts.

Stacked with RD 471.

Prerequisites: Graduate standing; RD 625 recommended; or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities	<input type="text"/>	S = Social Sciences	<input type="text"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:	<input type="text"/>	NO:	<input checked="" type="text" value="X"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="text"/>	W = Writing Intensive, Format 7	<input type="text"/>	X = Baccalaureate Core	<input type="text"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

"snowflake" symbol will be

YES NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time). n/a

How many times may the course be repeated for credit? n/a TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? n/a CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? n/a CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES Undergraduate: RD F300; senior standing; or permission of instructor. Recommended: RD 110. Graduate: Graduate standing; RD 625 recommended; or permission of instructor. These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS n/a

16. PROPOSED COURSE FEES \$ none
Has a memo been submitted through your dean to the Provost for fee approval? N/A
Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? No
Yes/No

If yes, give semester, year, course #, etc.: n/a

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
The department has the resources to offer this course.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes Library materials are adequate.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)
DANSRD has no courses that explore the unique and complex policy and business issues surrounding corporate social responsibility and accountability in rural Alaska, including a review of the experience of ANCSA corporations (including transnational corporations), tribal enterprises, & private, small, and

other businesses in rural Alaska and other Indigenous contexts. This course would fill the gap.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Proponent was not able to identify a similar existing course in the UAF Course Catalog. This would be a new addition that focuses on topics critical to rural Alaska and Alaska in general. There are no known negative impacts.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The issues surrounding corporate social responsibility and accountability in rural Alaska are critical for all Alaskans, and particularly for Alaska Native peoples whose land settlement came in corporate form and whose surrounding lands are the focus of extractive industries. This course is much needed within the Rural Development programs to support students' efforts toward social and economic change.

The course will be a required course in the new RD BA Entrepreneurship and Economic Development concentration (format 5 submitted) and one of two options for required courses in the new RD MA Indigenous and Rural Economies concentration (format 5 submitted).

APPROVALS: Add additional signature lines as needed.

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
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21. POSITIVE AND NEGATIVE IMPACTS

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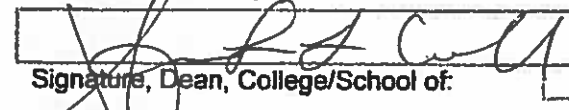
The course will be a required course in the new RD BA Entrepreneurship and Economic Development concentration (format 5 submitted) and one of two options for required courses in the new RD MA Indigenous and Rural Economies concentration (format 5 submitted).

RD 471+671 format 1

APPROVALS: Add additional signature lines as needed.

 Date 10/17/16
Signature, Chair, Program/Department of: DANSRD

 Date 10/16/16
Signature, Chair, College/School Curriculum Council for: Rural + Community Development

 Date 10/17/16
Signature, Dean, College/School of: CRCD

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs) Date _____

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair
Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC
___ Core Review ___ SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of: _____ Date _____

Signature, Chair, College/School Curriculum Council for: _____ Date _____

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

- Course textbook title, author, edition/publisher.
- Supplementary readings (indicate whether required or recommended) and
- any supplies required.

4. Course description:

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/faculty/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

**Corporate Social Responsibility & Accountability in Rural & Indigenous
Contexts****Course Information**

Title: Corporate Social Responsibility & Accountability in Rural & Indigenous
Contexts

Number: RD 471

Credits: 3 credits

Prerequisites: RD F300; senior standing; or permission of instructor.

Recommended: RD 110.

Location: UAF & Distance

Meeting Time: TBD

Toll-free dial-in number (U.S. & Canada):

(866) 832-7806

International dial-in number:

(330) 595-1371

Participant Conference Code:

2090832

Instructor

Name: TBD

Office Location: TBD

Office Hours: TBD

Telephone: TBD

Email Address: TBD

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

Course Reading/Materials

Course Textbook Title: Strategic Corporate Responsibility
Authors: David Chandler & William B. Werther, Jr.
Edition/Publisher: Sage Publications, Inc. (2014)

Case Studies In Blackboard:

- Kivalina v. ExxonMobil Corporation, et al.
- Walmart
- Split Chair/CEO
- Citizens United
- John Lewis Partnership
- Stock Options
- The Body Shop
- McDonalds
- The Foreign Corrupt Practices Act
- Conflict Minerals
- Starbucks
- Grameen Bank
- Unilever
- Lifecycle Pricing
- Nudge
- Benefit Corporations
- CNBC
- e-Waste
- Ben & Jerry's

Course Description

RD F471 Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

Examination of the concept of corporate social responsibility (CSR) – a view of the corporation and its role in society that assumes a responsibility among firms to pursue goals in addition to profit maximization – and how CSR is played out in rural Alaska and other Indigenous contexts. Uses comparative case studies of international, national and rural Alaska organizational, economic, and societal issues with a special emphasis on transnational corporations, ANCSA corporations, tribal enterprises, and other businesses in rural Alaska and in other Indigenous contexts.

[This course will emphasize legal and policy writing and oral communication.]

Course Goals

The goal of this course is to develop an understanding of the social issues facing modern corporations and how modern corporations in a globalized wired world are a part of the social and natural environments in which they operate and that in order to be successful in the medium and long run, then must be seen a legitimate and as offering value, including sculpting and evolving a sustainable business model where the business is both responsive and responsible. Students will examine the

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

principles of CSR as applied to a variety of local, state, national, and international corporations.

Student Learning Outcomes

Students will be able to:

- Define CSR and the major arguments surrounding it;
- Recognize the importance of a multi-stakeholder perspective;
- Discuss and critique the debates around who should be responsible (the firm, the stakeholders, and/or the consumers), to understand how firms integrate CSR into their strategic planning and day-to-day operations;
- Understand and evaluate the plan for how senior management might integrate CSR principles and engage dialogue with key stakeholders;
- Examine how CSR applies to transnational corporations, ANCSA corporations, tribal enterprises, and businesses in rural Alaska and other Indigenous contexts.

Instructional Methods

The teaching techniques will include lecture, case study, small group discussion, use of Blackboard, and audio conferencing.

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

Course Calendar

	Topics	Readings	Assignments & Due Dates
Week 1			
Day 1	Introductions & Overview	Kivalina v. ExxonMobil Corporation, et al. (pp. TBD)	
Day 2	Defining CSR (core definitions & arguments)	C&W, Chapter 1 – What is CSR? (pp.3 – 43) Plus selected Student Discussion Leader readings (TBD)	
Week 2			
Day 1	The Importance of the Stakeholder Perspective (why a multi-stakeholder perspective is best)	C&W, Chapter 2 – Strategy + CSR: A Stakeholder Perspective (pp.44 – 83) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion - Social Purpose of ANCSA & ANCSA Corporations; Prohibition on the Sale of Shares & Impacts on CSR Analysis	
Week 3			
Day 1	Corporate & Stakeholder/ Consumer Responsibility	C&W, Chapter 3 – Whose Responsibility? (pp.84 – 132) Case Study: Walmart Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – Role of U.S. Federal Trust Responsibility & ANCSA Corporations & Impacts on CSR Analysis	
Week 4			
Day 1	CSR & Day-to-Day Operations (mission & balance between economic ends & socially acceptable means & 5 driving forces)	C&W, Chapter 4 – CSR as a Strategic Filter (pp.133 – 180) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What are the internal mission & vision statements of ANCSA corporations? Is it feasible? Does the structure of the organization support the mission/vision? Do their capabilities, competencies, core resources, and core competencies support their mission/vision?	
Week 5			
Day 1	CSR & Day-to-Day	C&W, Chapter 5 – Implementing CSR (pp.181 – 232)	

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	Operations (implementation plans, commitment by senior management, dialogue with stakeholders)	Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What must trans-national corporations doing business in Alaska, ANCSA corporations, and tribal and other Alaskan enterprises do to integrate CSR into their culture, strategy, and everyday operations?	
Week 6			
Day 1	Issues & Case Studies Re: Organizational Stakeholders (business practices & functions that affect shareholders, employees, & managers)	C&W, Chapter 6 – Organizational Issues (pp. 237 – 346) Case Study: Split Chair/CEO (duties of a board of directors) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of role/duty conflicts are we seeing among boards and CEOs in ANCSA and tribal corporations? How are these relevant to CSR?	
Week 7			
Day 1	Issues & Case Studies Re: Organizational Stakeholders (business practices & functions that affect shareholders, employees, & managers)	C&W, Chapter 6 – Organizational Issues (pp. 237 – 346) Case Study: Citizen United (corporate rights) Case Study: John Lewis Partnership (motivating employees & employee rights) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What level of employee satisfaction do we see, and what rights are protected for employees of ANCSA and tribal corporations? How are they protected? How is this relevant to CSR?	
Week 8			
Day 1	Issues & Case Studies Re: Organizational Stakeholders (business practices & functions that affect shareholders, employees, & managers)	C&W, Chapter 6 – Organizational Issues (pp. 237 – 346) Case Study: Stock Options (executive pay) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What issues or conflicts surround executive pay in ANCSA and tribal corporations? In transnational corporations doing business in Alaska? How is this relevant to CSR?	
Week 9			

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Day 1		C&W, Chapter 6 – Organizational Issues (pp. 237 – 346) Case Study: The Body Shop (social entrepreneurship) Case Study: McDonalds (wages – “distributing the fruits”) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of social entrepreneurship do we see among Alaskan businesses and nonprofits? How is this relevant to CSR?	
Week 10			
Day 1	Issues & Case Studies Re: Economic Stakeholders (issues affecting financial/economic aspects & bonds of accountability re: consumers, creditors, & competitors)	C&W, Chapter 7 – Economic Issues (pp. 347 – 462) Case Study: The Foreign Corrupt Practices Act (FCPA) (corruption) Case Study: Conflict Minerals (ethical consumption) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of corruption and/or unethical consumption do we see among Alaskan corporations? How is this relevant to CSR?	
Week 11			
Day 1	Issues & Case Studies Re: Economic Stakeholders (issues affecting financial/economic aspects & bonds of accountability re: consumers, creditors, & competitors)	C&W, Chapter 7 – Economic Issues (pp. 347 – 462) Case Study: Starbucks (ethical sourcing) Case Study: Grameen Bank (microfinance) Case Study: Unilever (profits & CSR – longterm corporate viability) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of ethical sourcing, microfinance, or other CSR are we seeing among Alaskan corporations? What can we learn from this?	
Week 12			
Day 1	Issues & Case Studies Re: Societal Stakeholders (government agencies, regulators, communities, & the natural environment – legitimacy in the broader business & social environment)	C&W, Chapter 8 – Societal Issues (pp. 463-590) Case Study: Lifecycle Pricing (accountability & measuring CSR) Case Study: Nudge (focus on profit maximizes level of social value added?) Case Study: Benefit Corporations (corporate responsibilities & founding charters) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of benefit corporations do we see among Alaskan corporations? How is this relevant to CSR?	
Week 13			
Day 1	Issues & Case Studies	C&W, Chapter 8 – Societal Issues (pp. 463-590)	

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

	Re: Societal Stakeholders (government agencies, regulators, communities, & the natural environment – legitimacy in the broader business & social environment)	Case Study: CNBC (media) Case Study: e-Waste (sustainability) Case Study: Ben & Jerry's (values) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion – How do ANCSA corporations balance sustainable development, serving their shareholders & communities, & staying in business when it comes to natural resource extraction, clean water & air, & climate change? Is it feasible/possible? What have we learned in this course that might help them do it [better]?	
Week 14			
Day 1	Presentations	Presentations	Final White Papers Due Student Presentations
Day 2	Presentations	Presentations	Student Presentations
Week 15			
Finals Week			

Course Policies

Attendance

Attendance in class is required. Attendance and participation are part of your grade. You may miss two class sessions for any reason and not be penalized on your grade. However, after two missed classes, you will start to lose attendance and participation points, which will negatively impact your grade. “Participation” means that you attend class, show up on time, are prepared for class by doing the required readings before class, and attempt to answer questions when called upon.

Policy on Incomplete (I) and No Basis (NB) grades

No NB grades will be awarded in this course. A student who is not participating sufficiently in the course and who will obtain a “D” grade or lower will be advised of this before the final deadline for withdrawal and be given the opportunity to withdraw from the course. Students should review the syllabus and schedule and make sure that they can schedule the time needed for attendance and assignments in this course.

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An “I” grade will be awarded only under truly extenuating circumstances and in cases where the student would have earned at least a “C” grade in the course. The student must have discussed the extenuating circumstance with the instructor as soon as it began to interfere with course-work in order to be considered for an “I” grade. If an “I” grade is awarded, the student will be expected to complete outstanding work within a short time period (weeks not months) unless a physical limitation dictates otherwise.

Plagiarism

Plagiarism is quoting from, paraphrasing or using specific material contained in any published work, e.g. books, periodicals, public documents, internet or another person’s ideas without providing appropriate citations or recognitions. Self-plagiarism is using all or part of a paper that you wrote previously for a different class or assignment and failing to indicate that it is your earlier work. NOTE: if you copy material from a course lecture or web link to use for an assignment, and do not cite this material, it is considered to be plagiarism even if you agree with the author and would have written the same words yourself. Plagiarism can earn you an “F” grade in this course so if you have any doubts about how to recognize it please talk to the instructor.

Evaluation

Participation & Assignments	Percentage
Class Attendance & Participation	10%
Reflection Papers (3) Paper 1 – Due TBD Paper 2 – Due TBD Paper 3 – Due TBD	40%
White Paper Due TBD	40%
Final Presentation Due TBD	10%
Total:	100%

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Reflection Papers

Students are expected to complete three reflection papers (3-4 double-spaced pages in length) that respond to one or more of the assigned readings. The reflection papers are not intended to be summaries. Rather they are an opportunity for you to apply critical thinking skills to the materials/topics covered in this course. Use the following guiding questions: Did you agree or disagree with the information presented in the readings? Did you find them applicable to the context in which you live and work? What critical information was missing or overlooked that would have been useful for you to know?

White Paper

Students are expected to research and write a “white paper” (5-6 pages, single spaced) answering the following questions:

What types of CSR are transnational corporations doing business in Alaska, ANCSA corporations, or tribal or Alaskan enterprises practicing? Given what you have learned in this class, what stakeholders should they be including, how, and what CSR principles and practices could better assist them in meeting their CSR?

White Paper/Presentation

Students are expected to prepare and present a 20-25 minute in-class presentation based upon the research and conclusions of their white paper. Students are encouraged to prepare a 10-12 slide Power Point presentation. Power Point presentations must be emailed to the instructor the day prior to your presentation.

White Paper

Undergraduate Students -_The White Paper will consist of a 4-5 page white paper (single-spaced with footnotes and endnotes):

White Paper: Purpose and Audience

What is a White Paper?

Originally, the term white paper was used as shorthand to refer to an official government report, indicating that the document is authoritative and informative in nature. Writers typically use this genre when they argue a specific position or propose a solution to a problem, addressing the audience outside of their organization.

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

The Purpose of a White Paper

Typically, the purpose of a white paper is to advocate that a certain position is the best way to go or that a certain solution is best for a particular problem.

White Paper: Organization and Other Tips

A white paper typically starts with a big picture and leads readers to the proposed solution. Make the headings clear and specific so that busy readers can scan the white paper effectively. The following are general guidelines on organizing a white paper.

Introduction / Summary

It is a good idea to provide a summary at the beginning of the paper in order to have busy readers quickly grasp the main point.

Background / Problems

A white paper needs to provide readers with general background information of a particular issue in order to help them make their decision based on the understanding of facts. Show them enough evidence that you are an expert on the subject. Point out problems from your readers' perspective. Make sure that you do not digress from the main subject; do not pose problems for which you cannot provide solutions.

Solution

After explaining the background and problems, propose your solution.

Conclusion

Write a conclusion in order to wrap up the white paper and enhance your readers' understanding.

Works Cited

Put the works cited at the end of your white paper. Do not forget to put the information of hyperlinked sources for the reader who prints out your white paper.

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Grading System

Letter grades for the course will be determined as follows and will reflect the Grading System and Grade Point Average Computation policy stated in the current UAF Catalog. I will apply plus and minus grades.

A+100-97%	A.....96-93%	A-.....92-90%
B+.....89-87%	B.....86-83%	B-.....82-80%
C+.....79-77%	C.....76-73%	C-.....72-70%
D+69-67%	D.....66-63%	D-.....62-60%
F.....less than 60%		

A "A" (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.

B "B" (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.

C "C" (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

D "D" (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core or graduate programs.

F "F" indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

Go to: <https://uaf.edu/catalog/current/academics/regs1.html> for more details and grade point computation.

Go to: [https://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](https://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf) for details on "C - Grading Policy."

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Support Services

UAF Tutoring Center

The Student Support Services Tutoring Center is located in 514 Gruening and is open Sunday-Friday. Walk-in and scheduled tutoring for one-on-one or small group (up to 3 students) is available.

See the detailed schedule for available times and tutors. Please call 474-6844 to schedule an appointment.

Go to <https://www.uaf.edu/sss/tutoring-center/> for more details.

The UAF Writing Center

Tutorials. Tutorial appointments at the Writing Center are 30 minutes long. Call or stop by to make an appointment. Walk-in sessions are often available, but in the last half of the semester are often booked.

E-mail/Fax/Telephone Tutoring: The UAF Writing Center provides a telephone tutoring service for those not able to come to the campus location: CRCD students, students enrolled in courses through E-Learning and Distance Education, and those in the Fairbanks-North Star Borough with life demands preventing easy campus access. If you would like a telephone session call the Writing Center (907/474-5314) for an appointment and then e-mail (uaf-writing-center@alaska.edu) or fax (1-800-478-5246) your paper the day of your appointment--by 5:00 pm for an evening session and 12:00 pm for a Sunday afternoon session. The UAF Writing Center will then call you at the set time and collaborate with you on your writing need or needs. They offer telephone tutorials on Monday through Thursday evenings (7:15, 8:15, 9:15) and Sunday afternoon (1:15, 2:15, 3:15, 4:15, 5:15).

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314

Fax: 1-800-478-5246

Email: uaf-writing-center@alaska.edu

Go to <https://www.uaf.edu/english/writing-center/> for more details.

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Disabilities Services

UAF Disability Services

UAF Office of Disability Services
Whitaker Building, Room 208
612 N. Chandalar
PO Box 755590
University of Alaska Fairbanks
Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655
TTY: (907) 474-1827
Fax: (907) 474-5688
Disability Services E-mail: uaf-disabilityservices@alaska.edu

At UAF our goal is to provide UAF students with access to academic classes and course materials through an interactive accommodation process.

UAF Disability Services provides accommodations to students on the Fairbanks campus as well as on the Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, Northwest, Community Technical College (CTC), UAF eLearning & Distance Education, and College for Rural and Community Development (CRCD) campuses.

Students using community campuses or distance learning programs should contact Disability Services via telephone, fax, e-mail, U.S. postal mail, or in person to request and arrange for accommodations.

UAF is obligated to provide accommodation only to the known limitations of an otherwise qualified student who has a disability. Please identify yourself to UAF Disability Services by applying for accommodations.

To be considered for UAF Disability Services accommodations individuals must be enrolled for at least one credit as a UAF student.

Applications for services can be hand-delivered, emailed, faxed or mailed to Disability Services.

If you need assistance with completion of any form, contact UAF Disability Services by email at uaf-disabilityservices@alaska.edu, by phone at (907)474-5655, or by TTY at (907)474-1827.

Go to <http://www.uaf.edu/disability/> for more details.

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UAF Policy Regarding Discrimination, Harassment & Violence

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you disclose sexual harassment or sexual violence to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic fact of the incident.

Your choices for disclosure include:

1. You may confidentially disclose and access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

The Conferencing Center

Toll-free dial-in number (U.S. and Canada): (866) 832-7806

International dial-in number: (330) 595-1371

Participant conference code: 2090832

Additional resources:

Go to <http://www.meetingconnect.net/rphelp> for more information, including a user guide and a list of phone commands.

Get started:

1. I will give you the date and time of the call, your dial-in number (above) and the participant conference code (above).
2. Join the conference by dialing your number and entering the participant conference code.

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Helpful Keypad Commands:

- *0 Operator assistance – conference
- 00 Operator assistance – individual
- *1 Dial-out to a participant – leader only
- *2 Begin/end conference record – leader only
- *3 Change entry/exit method (recorded names, tones, silence) – leader only
- *4 Private roll call
- *5/#5 Mute/unmute all participant lines – leader only
- *6/#6 Mute/unmute your own line
- *7/#7 Lock/unlock conference (including operator) – leader only
- *8 Allow/disallow conference continuation – leader only
- *9 Start/join sub-conferencing
- 11 Third-party conference start – bypass hold music to start call as leader
- *51/#51 Lecture mode on/off – leader only
- #99 Disconnect all lines except leader's – leader only
- *# Participant count
- ** List available keypad commands

Student Code of Conduct

UAF students are subject to the Student Code of Conduct.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others.

Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.

No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, please visit www.uaf.edu/deanofstudents/.

<http://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

Course Information

Title: Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

Number: RD 671

Credits: 3 credits

Prerequisites: Graduate standing or permission of instructor

Recommended: RD 625

Location: UAF & Distance

Meeting Time: TBD

Toll-free dial-in number (U.S. & Canada):

(866) 832-7806

International dial-in number:

(330) 595-1371

Participant Conference Code:

2090832

Instructor

Name: TBD

Office Location: TBD

Office Hours: TBD

Telephone: TBD

Email Address: TBD

Course Reading/Materials

Course Textbook Titles:

Strategic Corporate Responsibility

Authors: David Chandler & William B. Werther, Jr.

Edition/Publisher: Sage Publications, Inc. (2014)

Building Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs

Authors: Muhammad Yunus & Karl Weber

Edition/Publisher: PublicAffairs (2010)

ISBN 978-1-58648-824-6

Supplementary Readings (excerpts from the following in Course Reader):

Case, David S., Voluck, David A., Alaska Natives & American Laws, 3rd Edition, University of Alaska Press (2012), ISBN 978-1-60223-175-7

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

Chapter 5, ANCSA: The Alaska Native Claims Settlement Act (pp. 165-198)

Chafee, Eric C., Business Organizations & Tribal Self-Determination: A Critical Re-examination of the Alaska Native Claims Settlement Act, *Alaska Law Review*, Vol. 25:107 (2008)

Chafee, Business Organizations & Tribal Self-Determination: A Critical Re-examination of the Alaska Native Claims Settlement Act (pp. 107-155)

Cheney, Gail, Understanding the Future of Native Values at an Alaska Native Corporation (2014), *Disertations & Theses*, Paper 81, <http://aura.antioch.edu/etds/81>

Cheney, Understanding the Future of Native Values at an Alaska Native Corporation (pp. 1-143, note: this is a dissertation)

Jessup-Newton, N., Robert T. Anderson, et al., *Cohen's Handbook of Federal Indian Law*, 2012 edition, Matthew-Bender, (2012), ISBN-13: 978-0769855165

§4.01 – Inherent Tribal Sovereignty

§4.02 – Federally Imposed Limits on Tribal Powers

§4.03 – Indian Tribal Governments

§4.04 – Tribal Governments

§4.07[3] – Alaska Natives

§5.01 – Sources of Federal Power over Indians

§5.02 – Scope of Federal Authority over Indian Affairs

§5.03 – The Role & Power of the Bureau of Indian Affairs

§5.04 – Limitations on Federal Power

§21.01 – Tribal Economic Development

§21.01 – The Legal Dimensions of Development

Dayo, Dixie, Institutional Innovation in Less than Ideal Conditions: Management of the Commons by an Alaska Native Village Corporation, *International Journal of the Commons*, Vol. 4, No 1 (2010), also available at:

<http://www.thecommonsjournal.org/index.php/ijc/rt/printerFriendly/146/101>

Dayo, Institutional innovation in less than ideal conditions: management of commons by an Alaska Native village corporation (pp. 1-17)

Gilberthorpe, Emma, Hilson, Gavin, *Natural Resource Extraction & Indigenous Livelihoods*, Ashgate ((2014), ISBN 9781409437772

Gilberthorpe & Hilson, Chapter 1, Case Study: Indigenous Employment, Training & Retention: Successes & Challenges at Red Dog Mine, by Sharman Haley & David Fisher, in Natural Resource Extraction & Indigenous Livelihoods Development Challenges in an Era of Globalization (pp. 11-35)

Monsma, David, Equal Rights, Governance, & the Environment: Integrating Environmental Justice Principles in Corporate Social Responsibility, *33 Ecology L.Q.* 443 (2006)

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

Monsma, Equal Rights, Governance, & the Environment, Integrating Environmental Justice Principals in Corporate Social Responsibility (pp. 1-30)

Mungiu-Pippidi, A., *The Quest for Good Governance: How Societies Develop Control of Corruption*, 2015, Cambridge University Press (2015), ISBN 978-1-107-53457-5
(excerpts)

Rajak, Dinah, *In Good Company, An Anatomy of Corporate Social Responsibility*, Stanford University Press (2011), ISBN 978-0-8047-7610-3
Rajak, In Good Company, Introduction: Towards an Ethnography of Corporate Social Responsibility, Chapter 1 – Let Business Lift Africa Out of Poverty; Chapter 4 – HIV/AIDS is our Business; Chapter 5 – The Moral Economy of Treatment; & Chapter 6 – Between the Market & the Gift – Corporate Responsibility in the Community

Reich, Robert B., *Saving Capitalism: For the Many, Not the Few*, 2016, Vintage Books Trade, ISBN 978-0-345-80622-2
(excerpts TBD)

Williams, Cynthia A., *Corporate Social Responsibility in an Era of Economic Globalization*, 35 U.C. Davis L. R. 705 (2002)
Williams, Corporate Social Responsibility in an Era of Economic Globalization (pp. 1-40)

Arctic Slope Regional Corporation Bylaws

Arctic Slope Regional Corporation, Corporate Governance Guidelines, July 29, 2003

Case Studies In Blackboard:

- Kivalina v. ExxonMobil Corporation, et al.
- Walmart
- Split Chair/CEO
- Citizens United
- John Lewis Partnership
- Stock Options
- The Body Shop
- McDonalds
- The Foreign Corrupt Practices Act
- Conflict Minerals
- Starbucks
- Grameen Bank
- Unilever
- Lifecycle Pricing
- Nudge
- Benefit Corporations
- CNBC
- e-Waste
- Ben & Jerry's

Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

Course Description

RD F671 Corporate Social Responsibility & Accountability in Rural & Indigenous Contexts

3 Credits

Offered Spring Odd-numbered years

Examination of the concept of corporate social responsibility (CSR) – a view of the corporation and its role in society that assumes a responsibility among firms to pursue goals in addition to profit maximization – and how CSR is played out in rural Alaska and other Indigenous contexts. Uses comparative case studies of international, national and rural Alaska organizational, economic, and societal issues with a special emphasis on transnational corporations, ANCSA corporations, tribal enterprises, and other businesses in rural Alaska and in other Indigenous contexts.

Prerequisites: Graduate standing; RD 625 recommended; or permission of instructor. (3+0)

Course Goals (general)

The goal of this course is to develop an understanding of the social issues facing modern corporations and how modern corporations in a globalized wired world are a part of the social and natural environments in which they operate and that in order to be successful in the medium and long run, then must be seen a legitimate and as offering value, including sculpting and evolving a sustainable business model where the business is both responsive and responsible. Students will examine the principles of CSR as applied to a variety of local, state, national, and international corporations.

Student Learning Outcomes (more specific)

Students will be able to:

- Define CSR and the major arguments surrounding it;
- Recognize the importance of a multi-stakeholder perspective;
- Discuss and critique the debates around who should be responsible (the firm, the stakeholders, and/or the consumers), to understand how firms integrate CSR into their strategic planning and day-to-day operations;
- Understand and evaluate the plan for how senior management might integrate CSR principles and engage dialogue with key stakeholders;
- Examine how CSR applies to transnational corporations, ANCSA corporations, tribal enterprises, and businesses in rural Alaska and other Indigenous contexts.
- Analyze the relationship between corporate social responsibility and traditional corporate roles.

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- Develop recommendations to implement CSR within a particular corporation or economic sector.

Instructional Methods

The teaching techniques will include lecture, case study, student led small group discussion, use of Blackboard, and audio/video conferencing.

Course Calendar

	Topics	Readings	Assignments & Due Dates
Week 1			
Day 1	Introductions & Overview	Kivalina v. ExxonMobil Corporation, et al. (pp. TBD)	
Day 2	Defining CSR (core definitions & arguments)	C&W, Chapter 1 – What is CSR? (pp.3 – 43) Plus selected Student Discussion Leader readings: <i>C&V, Chapter 5, ANCSA: The Alaska Native Claims Settlement Act (pp. 165-198)</i> <i>Chafee, Business Organizations & Tribal Self-Determination: A Critical Re-examination of the Alaska Native Claims Settlement Act (pp. 107-155)</i>	
Week 2			
Day 1	The Importance of the Stakeholder Perspective (why a multi-stakeholder perspective is best)	C&W, Chapter 2 – Strategy + CSR: A Stakeholder Perspective (pp.44 – 83)	
Day 2	Same as Above	Student Facilitated Group Discussion - Social Purpose of ANCSA & ANCSA Corporations; Prohibition on the Sale of Shares & Impacts on CSR Analysis <i>Williams, Corporate Social Responsibility in an Era of Economic Globalization (pp. 1-40)</i>	
Week 3			
Day 1	Corporate & Stakeholder/ Consumer Responsibility	C&W, Chapter 3 – Whose Responsibility? (pp.84 – 132) Case Study: Walmart	
Day 2	Same as Above	Student Facilitated Group Discussion – Role of U.S. Federal Trust Responsibility & ANCSA Corporations & Impacts on CSR Analysis <i>Cheney, Understanding the Future of Native Values at an</i>	

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		<p><i>Alaska Native Corporation (pp. 1-143, note: this is a dissertation)</i></p> <p><i>J&A, §5.01 – Sources of Federal Power over Indians, §5.02 – Scope of Federal Authority over Indian Affairs §5.04 – Limitations on Federal Power, & §4.07[3] – Alaska Natives</i></p>	
Week 4			
Day 1	CSR & Day-to-Day Operations (mission & balance between economic ends & socially acceptable means & 5 driving forces)	C&W, Chapter 4 – CSR as a Strategic Filter (pp.133 – 180)	
Day 2	Same as Above	<p>Student Facilitated Group Discussion – What are the internal mission & vision statements of ANCSA corporations? Is it feasible? Does the structure of the organization support the mission/vision? Do their capabilities, competencies, core resources, and core competencies support their mission/vision?</p> <p><i>Arctic Slope Regional Corporation Bylaws</i></p> <p><i>Arctic Slope Regional Corporation, Corporate Governance Guidelines, July 29, 2003</i></p> <p><i>Most recent ASRC Annual Report</i></p> <p><i>OR</i></p> <p><i>Your ANCSA Corporations' Articles, By-laws & Annual Reports</i></p>	
Week 5			
Day 1	CSR & Day-to-Day Operations (implementation plans, commitment by senior management, dialogue with stakeholders)	C&W, Chapter 5 – Implementing CSR (pp.181 – 232)	
Day 2	Same as Above	<p>Student Facilitated Group Discussion – What must trans-national corporations doing business in Alaska, ANCSA corporations, and tribal and other Alaskan enterprises do to integrate CSR into their culture, strategy, and everyday operations?</p> <p><i>Gilberthorpe & Hilson, Chapter 1, Case Study: Indigenous Employment, Training & Retention: Successes & Challenges at Red Dog Mine, by Sharman Haley & David Fisher, in Natural Resource Extraction & Indigenous Livelihoods Development Challenges in an Era of Globalization (pp. 11-35)</i></p> <p><i>Rajak, In Good Company, Introduction: Towards an Ethnography of Corporate Social Responsibility, Chapter 1 – Let Business Lift Africa Out of Poverty; Chapter 4 – HIV/AIDS is our Business; Chapter 5 – The Moral Economy of Treatment; & Chapter 6 – Between the</i></p>	

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		<p><i>Market & the Gift – Corporate Responsibility in the Community</i></p> <p><i>J & A, Cohen’s Handbook of Federal Indian Law</i> §4.01 – Inherent Tribal Sovereignty §4.02 – Federally Imposed Limits on Tribal Powers §4.03 – Indian Tribal Governments §21.01 – Tribal Economic Development §21.01 – The Legal Dimensions of Development</p>	
Week 6			
Day 1	Issues & Case Studies Re: Organizational Stakeholders (business practices & functions that affect shareholders, employees, & managers)	C&W, Chapter 6 – Organizational Issues (pp. 237 – 346) Case Study: Split Chair/CEO (duties of a board of directors)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of role/duty conflicts are we seeing among boards and CEOs in ANCSA and tribal corporations? How are these relevant to CSR? <i>Selected ANCSA shareholder litigation & opinions & orders (TBD)</i>	
Week 7			
Day 1	Issues & Case Studies Re: Organizational Stakeholders (business practices & functions that affect shareholders, employees, & managers)	C&W, Chapter 6 – Organizational Issues (pp. 237 – 346) Case Study: Citizen United (corporate rights) Case Study: John Lewis Partnership (motivating employees & employee rights)	
Day 2	Same as Above	Student Facilitated Group Discussion – What level of employee satisfaction do we see, and what rights are protected for employees of ANCSA and tribal corporations? How are they protected? How is this relevant to CSR? <i>Selected ANCSA shareholder litigation & opinions & orders (TBD)</i>	
Week 8			
Day 1	Issues & Case Studies Re: Organizational Stakeholders (business practices & functions that affect shareholders, employees, & managers)	C&W, Chapter 6 – Organizational Issues (pp. 237 – 346) Case Study: Stock Options (executive pay)	
Day 2	Same as Above	Student Facilitated Group Discussion – What issues or conflicts surround executive pay in	

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		ANCSA and tribal corporations? In transnational corporations doing business in Alaska? How is this relevant to CSR? <i>Selected ANCSA shareholder litigation & opinions & orders (TBD)</i>	
Week 9			
Day 1		C&W, Chapter 6 – Organizational Issues (pp. 237 – 346) Case Study: The Body Shop (social entrepreneurship) Case Study: McDonalds (wages – “distributing the fruits”)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of social entrepreneurship do we see among Alaskan businesses and nonprofits? How is this relevant to CSR? <i>Website & story of ArXotica & others</i>	
Week 10			
Day 1	Issues & Case Studies Re: Economic Stakeholders (issues affecting financial/economic aspects & bonds of accountability re: consumers, creditors, & competitors)	C&W, Chapter 7 – Economic Issues (pp. 347 – 462) Case Study: The Foreign Corrupt Practices Act (FCPA) (corruption) Case Study: Conflict Minerals (ethical consumption)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of corruption and/or unethical consumption do we see among Alaskan corporations? How is this relevant to CSR? <i>A.M., The Quest for Good Governance: How Societies Develop Control of Corruption (excerpts)</i> <i>R.R., Saving Capitalism: For the Many, Not the Few (excerpts)</i>	
Week 11			
Day 1	Issues & Case Studies Re: Economic Stakeholders (issues affecting financial/economic aspects & bonds of accountability re: consumers, creditors, & competitors)	C&W, Chapter 7 – Economic Issues (pp. 347 – 462) Case Study: Starbucks (ethical sourcing) Case Study: Grameen Bank (microfinance) Case Study: Unilever (profits & CSR – longterm corporate viability)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of ethical sourcing, microfinance, or other CSR are we seeing among Alaskan corporations? What can we learn from this?	

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		<i>MY, Building Social Business (whole book)</i>	
Week 12			
Day 1	Issues & Case Studies Re: Societal Stakeholders (government agencies, regulators, communities, & the natural environment – legitimacy in the broader business & social environment)	C&W, Chapter 8 – Societal Issues (pp. 463-590) Case Study: Lifecycle Pricing (accountability & measuring CSR) Case Study: Nudge (focus on profit maximizes level of social value added?) Case Study: Benefit Corporations (corporate responsibilities & founding charters)	
Day 2	Same as Above	Student Facilitated Group Discussion – What types of benefit corporations do we see among Alaskan corporations? How is this relevant to CSR? Selected ANCSA Corp Annual Reports & websites for ANCSA related nonprofits & foundations	
Week 13			
Day 1	Issues & Case Studies Re: Societal Stakeholders (government agencies, regulators, communities, & the natural environment – legitimacy in the broader business & social environment)	C&W, Chapter 8 – Societal Issues (pp. 463-590) Case Study: CNBC (media) Case Study: e-Waste (sustainability) Case Study: Ben & Jerry's (values)	
Day 2	Same as Above	Student Facilitated Group Discussion – How do ANCSA corporations balance sustainable development, serving their shareholders & communities, & staying in business when it comes to natural resource extraction, clean water & air, & climate change? Is it feasible/possible? What have we learned in this course that might help them do it [better]? Kivalina litigation & settlement	
Week 14			
Day 1	Presentations	Presentations	Final Research Paper Due Student Presentations
Day 2	Presentations	Presentations	Student Presentations
Week 15			
Finals Week			

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Course Policies

Attendance

Attendance in class is required. Attendance and participation are part of your grade. You may miss two class sessions for any reason and not be penalized on your grade. However, after two missed classes, you will start to lose attendance and participation points, which will negatively impact your grade. “Participation” means that you attend class, show up on time, are prepared for class by doing the required readings before class, and attempt to answer questions when called upon.

Policy on Incomplete (I) and No Basis (NB) grades

No NB grades will be awarded in this course. A student who is not participating sufficiently in the course and who will obtain a “D” grade or lower will be advised of this before the final deadline for withdrawal and be given the opportunity to withdraw from the course. Students should review the syllabus and schedule and make sure that they can schedule the time needed for attendance and assignments in this course.

An “I” grade will be awarded only under truly extenuating circumstances and in cases where the student would have earned at least a “C” grade in the course. The student must have discussed the extenuating circumstance with the instructor as soon as it began to interfere with course-work in order to be considered for an “I” grade. If an “I” grade is awarded, the student will be expected to complete outstanding work within a short time period (weeks not months) unless a physical limitation dictates otherwise.

Plagiarism

Plagiarism is quoting from, paraphrasing or using specific material contained in any published work, e.g. books, periodicals, public documents, internet or another person’s ideas without providing appropriate citations or recognitions. Self-plagiarism is using all or part of a paper that you wrote previously for a different class or assignment and failing to indicate that it is your earlier work. NOTE: if you copy material from a course lecture or web link to use for an assignment, and do not cite this material, it is considered to be plagiarism even if you agree with the author and would have written the same words yourself. Plagiarism can earn you an “F” grade in this course so if you have any doubts about how to recognize it please talk to the instructor.

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Evaluation

Participation & Assignments	Percentage
Class Attendance & Participation	10%
Analysis Papers (3) Paper 1 – Due TBD Paper 2 – Due TBD Paper 3 – Due TBD	30%
Reading Summary Presentation Facilitation of Group Discussion (graduate students)	10%
White Paper Due TBD	40%
Final Presentation Due TBD	10%
Total:	100%

Analysis Papers

Students are expected to complete three analysis papers (3-4 double-spaced pages in length) that respond to one or more of the assigned readings. The reflection papers are not intended to be summaries. Rather they are an opportunity for you to analyze the relationship between the concept of corporate social responsibility and traditional corporate roles in relation to the materials/topics covered in this course.

Reading Summary Presentation / Facilitation of Group Discussion

Each student will be assigned three required readings and be expected to (on three class dates): (a) prepare a 15 minute Power Point presentation summarizing key concepts; (b) facilitate a 20-30 minute group discussion of the reading; and (c) identify 3-4 discussion questions. Power Point presentations and discussion questions must be emailed to the instructor the day prior to your presentation.

White Paper

Students are expected to research and write a “white paper” (10-12 pages, single spaced) answering the following questions:

What types of CSR are transnational corporations doing business in Alaska, ANCSA corporations, or tribal or Alaskan enterprises practicing? Given what you have

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learned in this class, what stakeholders should they be including, how, and what CSR principles and practices could better assist them in meeting their CSR?

As part of their white paper, graduate students must analyze a specific corporation or economic sector and include recommendations for implementing CSR within that particular corporation or economic sector.

White Paper/Presentation

Students are expected to prepare and present a 20-25 minute in-class presentation based upon the research and conclusions of their white paper. Students are encouraged to prepare a 10-12 slide Power Point presentation. Power Point presentations must be emailed to the instructor the day prior to your presentation.

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White Paper

Graduate Students - The White Paper will consist of a 10-12 page white paper (single-spaced with footnotes and endnotes):

White Paper: Purpose and Audience

What is a White Paper?

Originally, the term white paper was used as shorthand to refer to an official government report, indicating that the document is authoritative and informative in nature. Writers typically use this genre when they argue a specific position or propose a solution to a problem, addressing the audience outside of their organization.

The Purpose of a White Paper

Typically, the purpose of a white paper is to advocate that a certain position is the best way to go or that a certain solution is best for a particular problem.

White Paper: Organization and Other Tips

A white paper typically starts with a big picture and leads readers to the proposed solution. Make the headings clear and specific so that busy readers can scan the white paper effectively. The following are general guidelines on organizing a white paper.

Introduction / Summary

It is a good idea to provide a summary at the beginning of the paper in order to have busy readers quickly grasp the main point.

Background / Problems

A white paper needs to provide readers with general background information of a particular issue in order to help them make their decision based on the understanding of facts. Show them enough evidence that you are an expert on the subject. Point out problems from your readers' perspective. Make sure that you do not digress from the main subject; do not pose problems for which you cannot provide solutions.

Solution

After explaining the background and problems, propose your solution.

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Conclusion

Write a conclusion in order to wrap up the white paper and enhance your readers' understanding.

Works Cited

Put the works cited at the end of your white paper. Do not forget to put the information of hyperlinked sources for the reader who prints out your white paper.

Grading System

Letter grades for the course will be determined as follows and will reflect the Grading System and Grade Point Average Computation policy stated in the current UAF Catalog. I will apply plus and minus grades.

A+	100-97%	A.....	96-93%	A-.....	92-90%
B+.....	89-87%	B.....	86-83%	B-.....	82-80%
C+.....	79-77%	C.....	76-73%	C-.....	72-70%
D+	69-67%	D.....	66-63%	D-.....	62-60%
F.....	less than 60%				

A "A" (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.

B "B" (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.

C "C" (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

D "D" (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core or graduate programs.

F "F" indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

Go to: <https://uaf.edu/catalog/current/academics/regs1.html> for more details and grade point computation.

Go to: https://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf for details on "C - Grading Policy."

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Support Services

Describe the student support services such as tutoring (local and/or regional) appropriate for the course

UAF Tutoring Center

The Student Support Services Tutoring Center is located in 514 Gruening and is open Sunday-Friday. Walk-in and scheduled tutoring for one-on-one or small group (up to 3 students) is available.

See the detailed schedule for available times and tutors. Please call 474-6844 to schedule an appointment.

Go to <https://www.uaf.edu/ssss/tutoring-center/> for more details.

The UAF Writing Center

Tutorials. Tutorial appointments at the Writing Center are 30 minutes long. Call or stop by to make an appointment. Walk-in sessions are often available, but in the last half of the semester are often booked.

E-mail/Fax/Telephone Tutoring: The UAF Writing Center provides a telephone tutoring service for those not able to come to the campus location: CRCD students, students enrolled in courses through E-Learning and Distance Education, and those in the Fairbanks-North Star Borough with life demands preventing easy campus access. If you would like a telephone session call the Writing Center (907/474-5314) for an appointment and then e-mail (uaf-writing-center@alaska.edu) or fax (1-800-478-5246) your paper the day of your appointment--by 5:00 pm for an evening session and 12:00 pm for a Sunday afternoon session. The UAF Writing Center will then call you at the set time and collaborate with you on your writing need or needs. They offer telephone tutorials on Monday through Thursday evenings (7:15, 8:15, 9:15) and Sunday afternoon (1:15, 2:15, 3:15, 4:15, 5:15).

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314

Fax: 1-800-478-5246

Email: uaf-writing-center@alaska.edu

Go to <https://www.uaf.edu/english/writing-center/> for more details.

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Disabilities Services

UAF Disability Services

UAF Office of Disability Services
Whitaker Building, Room 208
612 N. Chandalar
PO Box 755590
University of Alaska Fairbanks
Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655
TTY: (907) 474-1827
Fax: (907) 474-5688
Disability Services E-mail: uaf-disabilityservices@alaska.edu

At UAF our goal is to provide UAF students with access to academic classes and course materials through an interactive accommodation process.

UAF Disability Services provides accommodations to students on the Fairbanks campus as well as on the Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, Northwest, Community Technical College (CTC), UAF eLearning & Distance Education, and College for Rural and Community Development (CRCD) campuses.

Students using community campuses or distance learning programs should contact Disability Services via telephone, fax, e-mail, U.S. postal mail, or in person to request and arrange for accommodations.

UAF is obligated to provide accommodation only to the known limitations of an otherwise qualified student who has a disability. Please identify yourself to UAF Disability Services by applying for accommodations.

To be considered for UAF Disability Services accommodations individuals must be enrolled for at least one credit as a UAF student.

Applications for services can be hand-delivered, emailed, faxed or mailed to Disability Services.

If you need assistance with completion of any form, contact UAF Disability Services by email at uaf-disabilityservices@alaska.edu, by phone at (907)474-5655, or by TTY at (907)474-1827.

Go to <http://www.uaf.edu/disability/> for more details.

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UAF Policy Regarding Discrimination, Harassment & Violence

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you disclose sexual harassment or sexual violence to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic fact of the incident.

Your choices for disclosure include:

1. You may confidentially disclose and access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

The Conferencing Center

Toll-free dial-in number (U.S. and Canada): (866) 832-7806

International dial-in number: (330) 595-1371

Participant conference code: 2090832

Additional resources:

Go to <http://www.meetingconnect.net/rphelp> for more information, including a user guide and a list of phone commands.

Get started:

1. I will give you the date and time of the call, your dial-in number (above) and the participant conference code (above).
2. Join the conference by dialing your number and entering the participant conference code.

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Helpful Keypad Commands:

- *0 Operator assistance – conference
- 00 Operator assistance – individual
- *1 Dial-out to a participant – leader only
- *2 Begin/end conference record – leader only
- *3 Change entry/exit method (recorded names, tones, silence) – leader only
- *4 Private roll call
- *5/#5 Mute/unmute all participant lines – leader only
- *6/#6 Mute/unmute your own line
- *7/#7 Lock/unlock conference (including operator) – leader only
- *8 Allow/disallow conference continuation – leader only
- *9 Start/join sub-conferencing
- 11 Third-party conference start – bypass hold music to start call as leader
- *51/#51 Lecture mode on/off – leader only
- #99 Disconnect all lines except leader's – leader only
- *# Participant count
- ** List available keypad commands

Student Code of Conduct

UAF students are subject to the Student Code of Conduct.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others.

Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.

No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, please visit www.uaf.edu/deanofstudents/.

<http://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>