

University of Missouri -- Kansas City
Bloch School of Management
Syllabus
MGT5510—Legal & Ethical Environment for Global Business
Fall, 2011

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Welcome to MGT5510.

As instructor, I accept the following responsibilities to help you succeed in the course:

1. Come prepared to every class.
2. Plan the class so you can accomplish the course and topic objectives.
3. Treat you as responsible adults.
4. Consider that it is not always your fault if you don't understand the material.
5. Create a mutually respectful classroom environment.
6. Encourage you to ask and answer questions.
7. Check my UMKC email and the Blackboard discussion page daily except on weekends.

As students you need to accept the following responsibilities to succeed in the course:

1. Come prepared to every class and group meeting.
2. Complete all work on time with proper thought.
3. Behave as responsible adults.
4. Consider that it is not always my fault if you don't understand the material.
5. Treat others with respect.
6. Ask and answer questions and participate in class with a spirit of cooperation and learning.
7. Learn from your teammates.
8. Check your UMKC email, Blackboard announcements, discussion page and group pages before each class and at least once between Wednesday and Monday.

Course Objectives. Several course objectives follow that will be used for purposes of the course evaluations you will complete on the last night we meet. Additional topic objectives are found with each group of slides.

1. Students will be able to recognize the political, social, ethical, and global context underlying the rules for forming valid contracts, protecting intellectual property law and operating in various business forms.
2. Students will be able to apply the rules of agency law, contract law and other business laws to

real world conflicts and management challenges.

3. Students will be able to identify distinctions between the International and American legal systems and legal rules governing contract formation and protection of intellectual property.

4. Students will be able to demonstrate good business writing skills through collaborative and individual writing assignments.

5. Students will cooperate with a team to eliminate misconceptions and enhance understanding of course material.

6. Students will demonstrate the ability to use online tools to enhance understanding of course materials and facilitate teamwork.

Book:

Beatty and Samuelson, *Essentials of Business Law*, ISBN: 0-324-53712-3.

Additional course materials will be found on Blackboard.

You are responsible for everything on the Blackboard course page, including postings done by all individuals, teams and the instructor.

Occasionally a student will not be able to open &/or download some Word, PowerPoint or other file from the website at their home or office computer. Usually this is the result of security settings, especially at your workplace. All content should be accessible from an on-campus computer.

Assignments:

- No *individual* written answers to chapter problems need to be done. These and other problems are for your individual study and for groups to answer for posting points (see below).
- End-of-chapter and other problems will be assigned to the student teams throughout the semester. Teams should prepare an agreed-upon answer and post the answer on the class web discussion page **BY 5PM THURSDAY** the week your problem is assigned. Grading for the team postings is discussed below.
- Exams may cover all readings, problems, web content, postings and commentary.
- Page numbers below refer to *Essentials of Business Law*.

Aug. 22 Course Introduction. Law and Social Values. See Blackboard START HERE tab for opening week requirements.

Aug. 24 Sources of Law, US vs. International, pp. 2-13, 16-20. Ch. 1 Problems 3, 4, 7. (On problem 7 also answer “What difference does it make if the appeal is successful?”)

Read on your own Ch. 4, pp. 75-94 (up to Limits on Agency Power). Be sure to raise any questions on this material with the instructor since it will not be discussed in class. Nevertheless, it is important background information for everyone to understand. Problems from this chapter will be assigned with subsequent course topics.

Aug. 29 Agency Formation and Termination. Pp. 622-638.

Aug. 31 Agency 3d party rights. Read *Minnesota Liquid Fertilizer* case found in Blackboard Course Materials. Pp. 638-646. Ch. 27, problems 9, 11.

Sept. 5 Labor Day Holiday. NO CLASS.

Read on your own: Ch. 2, Business Ethics and Social Responsibility. This chapter raises issues about the values that society encourages of its members. “Ethics” reflects that which we might expect of each other and of organizations regardless of what the law expressly requires. This content will be relevant to most of the subsequent content in the course.

Sept. 7 Agency duties. Read *Henderson v. Hassur* found in Blackboard Course Materials. Read Walmart document in Blackboard. Ch. 27, problem 2.

Sept. 12 Business Forms. Pp. 681-703. Nolo podcast. Ch. 29 problems 3, 7, 10, 11.

Sept. 14 Conclude Business Forms.

Sept. 19 Torts. Protecting competing individual rights and interests. Pp. 127-139. Intentional torts, Ch. 6 problem 1, 14.

Sept. 21 Negligence, Society’s demand for reasonableness. Pp. 139-149. Ch. 6, problem 9, 10

Sept. 26 **EXAM 1. 45 Minutes for individuals, 30 minutes for groups.**

Sept. 28 Government Regulation of Business. US Federal and state power to regulate business. Unique role of US constitutional law in protection of intellectual property in US vs. international. Pp. 101-110. Ch. 5 problems 1, 3, 12

Oct. 3 Conclude Government Regulation of Business. Individual rights from government intrusion, including unique role of free speech right in

advertising regulation in US vs. international. Pp. 111-123. Ch. 5 problems 2, 8, 9, 10

- Oct. 5 Government Regulations Illustrated: Domestic and International Intellectual Property Law, pp. 784-803.
- Oct. 10 Intellectual Property Law. Ch. 33, problems 4, 6, 7, 9, 10, 11.
- Oct. 12 Conclude Intellectual Property. Introduction to contracting. Applicable Domestic and International laws of contracting. Ch. 9, pp. 210-226.
- Oct. 17 Guest Speaker, Carol Suter, JD.
- Oct. 19 Offer and acceptance. Ch. 10 Pp. 229-249. Ch. 10 problems 1, 2, 3, 4, 7, 8, 9.
- Friday Oct. 21 LAST DAY FOR POSTING BLOG #1 by 5PM.**
- Oct. 24 Consideration. When is a promise legally binding? Pp. 251-265. Ch. 11 problems 2, 4-10.
- Oct. 26 Fraud, duress, and mistake. Contracting forces that society rejects. Read on your own 287-292. Pp. 292-303 (skip Hoffman v. Stamper on p. 295). Ch. 13 Problems 2, 6, 7, 9, 10.
- Oct. 31 Conclude fraud, duress, mistake. Exam Review
- Nov. 2 **Exam 2. 45 Minutes for individuals. 30 Minutes for groups.**
- Nov. 7 Domestic and International Dispute Resolution Processes. Pp. 44-54. Ch. 3, Problem 3. **Cover on your own the material in the Arbitration folder in Blackboard.**
- Nov. 9 Conclude Domestic and International Dispute Resolution Processes.
- FRIDAY, Nov. 11 LAST DAY FOR POSTING BLOG #2 by 5PM.**
- Nov. 14 Contract Documentation Requirements in the US and Abroad. Protection for or against the unscrupulous? ? Pp. 309-323, Ch. 14 Problems 1, 3, 4, 7, 8, 9, 11.
- Nov. 16 Conclude Contract Documentation. Pp. 323-326. Ch. 14 problems 2 & 6. **PEER EVALUATIONS DUE BY 5PM.**
- WEEK OF NOV. 21 NO CLASSES. HAPPY THANKSGIVING!**

If a student must be absent on a scheduled testing day, the student may *make arrangements with the instructor to take the individual exam PRIOR to the designated time.* No makeup exams will be given after the class takes the test because it is impossible to make an equivalent exam without placing the student at either an advantage or disadvantage.

If a student must miss one of the scheduled tests because of a **verifiable personal emergency**, that student's grade will be based on the average of the other 2 **individual** unit tests. Notify the instructor *immediately* in case of such emergencies or else the exam grade will be zero.

Group Posting Assignments

- 10 points are available for team postings of assigned problems.
- All teams will be assigned posting problems totaling at 100 possible points.
- Points for weekly problems will be awarded based on the accuracy and thoroughness of answers, writing clarity and punctuality.

Individual Blog: The purpose of the individual blog is to practice individual writing skills and apply course concepts to information outside the course. You will receive up to 100 points each for 2 blog postings.

The blog entries can reflect your understanding of something we cover in class that relates to your work or personal life. Postings might be about an article you read in the paper or online that relates to the class, or an example of some course content you see in a movie or other media. The possibilities are only limited by the course content.

The blogs will be graded on your clear explanation of your subject, always relating your discussion back to course content. No text messaging-type abbreviations. Rules of basic grammar and spelling are required. Grading is based on thorough explanations of the facts from your source material, correct application of all relevant legal rules covered in the course and clarity of the writing. For more information on grading, see the scoring rubric in Blackboard.

IMPORTANT CAVEAT. The blogs are not supposed to replace class discussion. Please don't refrain from offering personal reflections in class because you want to save them up for the blog. Class discussion allows for spontaneous ideas and sharing of personal experiences -- with no grading pressure. The blog postings will be for more thorough, thoughtful reflection. I will tell you in class if something you discuss has more potential for writing up and grading in the blog. Reflections on group posting problems are part of the group grading for those activities so they should be shared with your group and incorporated into the posting to get a better score on those.

Peer Participation Evaluation. Peer Evaluation is intended to measure each team member's contribution towards the group's success. The evaluation process will require all group members to judge the other team members' contributions, as well as their own contributions. The exact form of the peer evaluation will be explained toward the end of the semester, but will include objective scoring and open-ended comments about the members of the team.

The instructor will assign the final peer score based on this team input. Individuals cannot leave

all the weekly teamwork to other group members without seeing the impact in their peer evaluation scores. ***The final peer evaluation score will also be based on each student's meaningful evaluation of other team members. In other words, evaluation of team efforts is an important management skill so you are expected to treat this evaluation of your class team as a meaningful educational exercise.*** Failure to do so, including turning in late or not following instructions will be taken into account on your own peer evaluation score.

Group study of the materials is encouraged, will improve the group posting scores, peer participation evaluations, and hopefully, will help individuals learn the course content better.

Every team member is expected to participate on the group posting assignments. "Free riders" on a team will not be condoned. Every group member is expected to participate equally over the course of the semester (although not necessarily on each posting).

If Team Problems Occur:

- a. If the team thinks that one (or more) member is "free-riding", the rest of the group should talk to the team member of concern. **Do this at the first sign of trouble.** Notify me by e-mail that the team is dealing with a free-rider, but do not tell me which team member at this point.
- b. If talking to the individual(s) doesn't work, I will meet with the group to discuss the problems. My discussion will have no effect on anyone's grade. I will not place blame or take sides, but simply help the team address the problem.
- c. If all team members continue to object to the free-riding member's lack of participation, I will permit the team to "fire" the problem member.
- d. **Any team member dismissed from his/her team will have no further opportunities for group posting points and will receive a zero for the peer participation score. Test grades thereafter will be based solely on the individual exam(s).**

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. **When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.**

If you have **special needs** as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services, A048 Brady Commons, 882-4696, or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.