

# Syllabus

for course at advanced level

**Business and Society**  
**Företag och samhälle**

**7.5 Higher Education**  
**Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	FE5237
<b>Valid from:</b>	Summer 2015
<b>Date of approval:</b>	2013-12-02
<b>Changed:</b>	2015-06-24
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	A1N - Second cycle, has only first-cycle course/s as entry requirements

## Decision

This syllabus was approved by the Academic Dean at Stockholm University School of Business 2013-12-02, last revision conducted 2015-06-24.

## Prerequisites and special admittance requirements

Degree of Bachelor worth at least 180 credits, or admission to Business Studies IV, Extended Course or Business Studies IV, Magister's Course, Master's programme, or equivalent.

## Course structure

Examination code	Name	Higher Education Credits
5231	Business and Society	7.5

## Course content

We live in an era when global social and environmental problems are impending and where significant political, technological, economical, cultural and social changes prevail. All this will affect business. An essential question that arises in the global context is: what is corporations' role and responsibility in a global context?

Research on corporations' role and responsibility states that more and better corporate governance (laws and soft regulation) is needed. Such starting point only captures a part of the dilemmas. Another starting point addressed by research is that the relation between global problems and global corporations is an ethical issue. In this course the latter starting point is in focus, i.e. global problems are an ethical issue for corporations, but the former issue is also important to consider. Consequently, this course centers on ethical analysis to understand the problems (and opportunities) that corporations value-creation processes give rise to.

## Learning outcomes

Intended Learning Outcomes

The course consists of two areas: globalization and corporations' role and responsibility. The main purpose is to develop the understanding of the complexity that arises from the interaction between business and globalization and the impact this complexity has on corporations' role and responsibility. Upon completion of the course, students should be able to:

Knowledge and understanding

1. Define, describe and explain each area of globalization and corporations' role and responsibility.

#### Skills and abilities

2. Conduct a theoretically grounded problematization and analysis of corporations' role and responsibility in a globalizing world.
3. Orally present and make sense of a case study.
4. Show accuracy and stringency in scientific approaches, argumentation and formalities.

#### Judgement and approach

5. Critically assess the limitations that so-called mainstream approaches to corporations' role and responsibility have in a globalizing world.
6. Develop and understanding for ethical perspectives on responsibility and how corporations through ethics can increase its role and responsibility in a globalizing world.

#### Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload is 200 hours equivalent to 7,5 ECTS (40 hours per week equivalent to 1,5 ECTS).

The language of instruction is English.

#### Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

#### Assessment tasks

The course contains the following weighted assessment tasks:

1. Individual final examination: assesses intended learning outcomes 1, 2, 4, 5, 6; constitutes 60% of total course points.
2. PM: assesses intended learning outcomes 1, 2, 4, 5, 6; constitutes 35% of total course points.
3. Oral presentation and discussion: assesses intended learning outcome 3; constitutes 5% of total course points.

#### Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires  $\geq 50$  course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

Assessment tasks 1 and 2 are assessed on a 100-point scale.

Assessment task 3 is assessed on a 100-point scale in two intervals:

- Pass: 50% = 100 points.
- Weak: 50% = 0 points.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result ( $\geq 50$  course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved  $\geq 50$  course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved  $\geq 50$  course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
- the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

#### Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse and problematize course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

A (Excellent) ☐

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

**B (Very Good)** ☐

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

**C (Good)** ☐

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

**D (Satisfactory)** ☐

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

**E (Sufficient)** ☐

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

**Fx (Fail)** ☐

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

**F (Fail)** ☐

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

### **Interim**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

### **Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

### **Required reading**

Required Reading

Beck, U. 1999. What is Globalization? Cambridge: Polity Press.

Habermas, J. 2001. The Postnational Constellation and the future of democracy. In J. Habermas, The Postnational Constellation: 58-112. Cambridge: MIT Press.

Scholte, J. A. 2005. Globalization: A Critical Introduction. Basingstoke : Palgrave Macmillan, 2005.