

## BUS 110 SYLLABUS – BUSINESS LAW – Spring 2025

**CLASS MEETS:** Thursdays, 9 a.m.– noon; 1/13 through 5/16 – Broome Library 2330 (some days may be ZOOM)

**INSTRUCTOR:** Panda Kroll, Esq., [panda.kroll@csuci.edu](mailto:panda.kroll@csuci.edu); 805-551-0773

**OFFICE HOURS:** Broome Library 2330 - 12:00-1pm Thursday or 5:00-6:00pm Wednesday by Zoom

**TEXT:** Joshua Greene - Moral Tribes: Emotion, Reason, and the Gap between Us and Them (2013)

DATE	TOPICS TO COVER IN CLASS	READING & HOMEWORK DUE THE NIGHT BEFORE CLASS
1/23 Week One	<b>MODULE I – WHY HAVE LAWS AT ALL?</b>  <b>I. The Legal Environment in Which We Live</b>  <b>Sex and Drugs @Work</b>  <b>When Is an Act Legal/Illegal?</b> What is the “Age of Consent?” Is Selling Cannabis Legal? Is Porn Legal?	Assignments are on Canvas.  ALLOW 4-6 HOURS TO COMPLETE ASSIGNMENTS – this will be true each week, so plan accordingly!  <b>By 11:59pm THE NIGHT BEFORE THIS CLASS:</b>  <b>Week One Media Assignment - Watch and Discuss:</b> ✓ <u>The Inventor: Out for Blood In Silicon Valley (2019)</u> - 2 hrs  ✓ <b>Pronounce</b> Your Name ✓ <b>Answer</b> Short Survey  ✓ <b>Complete Extra Credit Worksheet:</b> CANVAS #1 ✓ <b>Participate</b> in Extra Credit Discussion to two short news articles: Laws Regulating Sex and Drugs “Ventura County police raid alleged marijuana-delivery service” “Judge quits after massive porn cache is found on work computer”
1/30 Week Two	<b><u>“Truthiness” v. Critical Thinking</u></b> <b>When was the last time you changed your mind?</b>  <b>When Is an Act Legal/Illegal? (cont.)</b> Is Cannabis “Discrimination” Illegal? Is Drug Testing Illegal?  <i>Video: Supreme Court oral arguments in Ross</i>  Sign up for informal presentation: <i>Moral Tribes</i> chapter  <b><u>“Truthiness” v. Critical Thinking</u></b> <b>When was the last time you changed your mind?</b>  <b>When Is an Act Legal/Illegal? (cont.)</b> Is Cannabis “Discrimination” Illegal? Is Drug Testing Illegal?  <i>Video: Supreme Court oral arguments in Ross</i>  Sign up for informal presentation: <i>Moral Tribes</i> chapter  State & Federally Protected Classes, e.g.: *Disability *Gender *Religion *Race *Color *Nat'l Origin/Ancestry *Citizenship *Age (only old) *Veteran Status *“Sex” - Title VII: <i>Bostock v. Clayton County</i>	<b>Week Two Media Assignment:</b> <b>Watch and comment</b> on one of the short videos on public speaking  <b>Read</b> Case Study posted in Canvas: <i>Ross v. RagingWire</i> (medical cannabis @work) <b>Complete Worksheet:</b> CANVAS #2A  <b>Participate</b> in Extra Credit Discussion: Should medical cannabis be kept from minors at all costs?  <b>TEXTBOOK READING (Published on Canvas):</b> Jennings, Ch. 1 - Introduction to Law, Jennings, Ch. 5 - Business & the Constitution ✓ <b>Read</b> Ch. 1 pp 2-6, 11-14 (esp. private v. public law, criminal v. civil law) ✓ <b>Study</b> Exhibit (“Exh.”) 1.2 ✓ Ch. 5 pp. 87-89, 92 (esp. “What is Police Power?”) ✓ p. 96 (state v. federal regulation, “preemption”) <b>Complete Worksheet:</b> CANVAS #1B  Moral Tribes: Part 1-Moral Problems - Intro + Chapter (Ch) 1: The Tragedy of the Commons (pp. 1-27) - Ch 2: Moral Machinery – MAGIC CORNER (pp. 28-65)

2/6 Week Three	<p align="center"><b><u>Sources of Law</u></b> <b>Statutes &amp; Judicial Decisions</b> <b>When Is an Act Legal/Illegal? (cont.)</b></p> <p align="center"><b><u>Sex Laws:</u></b> Were Romeo &amp; Juliet guilty of sex crimes?</p> <p align="center"><b><u>Obscenity Laws:</u></b> Is rap music obscene? What is “sexting,” and is it child pornography?</p> <p align="center"><i>Video:</i> Teen Sexting &amp; Law Enforcement Teens Accused of Sexting Fight Back</p>	<p><b>Week Three Media Assignment:</b> Podcast &amp; Discussion, <u>Brian Klaas on Power and the Temptation of Corruption</u> (1hr, 22 mins)</p> <p><b><u>Sex Laws</u></b> ✓ Sexts – Pornography? Obscenity? ✓ Rap Music</p> <p><b>Complete Worksheets:</b> CANVAS #3A &amp; B</p> <p>Be prepared to discuss: How did the teens defend themselves from the threat of state criminal charges for child pornography arising from their use of their cell phones?</p> <p>MORAL TRIBES Ch 3: Strife on the New Pastures ( pp. 66-104)</p>
2/13 Week Four	<p align="center"><b><u>Sources of Ethics:</u></b> <b>What If There Were No Laws?</b> <b>What If The Laws Are Unfair?</b></p> <p align="center"><b><u>Cyber-Crime &amp; Punishment:</u></b> Civil Liability and Criminal Guilt for Emails and Facebook Postings</p> <p align="center"><i>How to:</i></p> <ul style="list-style-type: none"> <li>Regulate “new” torts/crimes</li> <li>Distinguish criminal from civil law</li> <li>Manage your online reputation</li> </ul> <p align="center"><i>Video:</i> MySpace Suicide: Witness Testimony</p>	<p><b>Week Four Media Assignment:</b> Watch and discuss "Trolley Problem" clip from 2016 sitcom, "The Good Place"</p> <p><b>UPLOAD</b> Answers to CANVAS #4 <i>Case: Garrity v Hancock Insurance</i> (The Boss Who Didn't Appreciate E-Mail Top Ten Lists)</p> <p><b>Complete Worksheets:</b> <b><u>Cyber Laws</u></b> ✓ Privacy &amp; Reputation on the Internet - CANVAS #4B ✓ Virtual Lives/Real Consequences - CANVAS #4C The MySpace Suicide Case</p> <p>MORAL TRIBES Ch 4: Trolleyology (pp. 105-132)</p>
2/20 Week Five	<p align="center"><b>MODULE II – “SEZ WHO?”</b> <b>Evidence in Litigation</b></p> <p align="center"><b><u>Litigation in Our Judicial System:</u></b> How Does a Lawsuit Begin? Which Facts Matter? What is the Truth and Who Decides?</p> <p align="center"><i>What 2 Do When U Want 2 Sue and How 2 Prove Your Case</i></p> <p align="center"><i>How to:</i></p> <ul style="list-style-type: none"> <li>Write/respond to a “demand” letter</li> <li>Decide whether to litigate</li> <li>Avoid Evidence “Spoliation”</li> </ul> <p align="center"><i>Exercise:</i> Litigation Flowchart</p>	<p><b>Week Five Media Assignments:</b> Watch and discuss videos, "What is the difference between Ethics, Morality and the Law?" "A Beautiful Day in the Neighborhood"</p> <p><b>TEXTBOOK READING:</b> <b>Jennings, Ch. 3:</b> The Court System &amp; Dispute Resolution <b>Complete Worksheet:</b> CANVAS #5A</p> <p><b>UPLOAD</b> Answers to CANVAS #5B <i>Wal-Mart Stores v. Johnson</i> “Reining Deer,” pp. 73-74</p> <p>MORAL TRIBES: Part 2-Morality Fast &amp; Slow Ch 5: Efficiency, Flexibility, &amp; The Dual-Process Brain (pp. 132-146) Ch. 6: A Splendid Idea (pp. 147-175)</p>
2/27 Week Six	<p align="center"><b><u>Constitutional Law</u></b> <b>Our Fundamental Rights</b></p> <p align="center">CONSTITUTION TEST (open book)</p> <p align="center"><b><u>Federal &amp; State Constitutional Controversies</u></b> <b>Which Laws Are “Fundamental?”</b></p>	<p><b>Week Six Media Assignment:</b> Watch and discuss docudrama, <u>On the Basis of Sex</u></p> <p>MORAL TRIBES Ch. 7: In Search of Common Currency (pp. 175-190) <b>Complete Worksheet:</b> CANVAS #6A 1) US Constitution Fill-In-The-Blanks</p>

	<p>Bill of Rights/Equal Protection/Due Process</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• Racial Inequality in Land Ownership</li> </ul> <p><b><u>Students' Rights/Equal Protection</u></b></p> <p><b>T-Shirt Wars</b></p> <p><b>Bathroom Wars</b></p> <p><i>How to:</i></p> <p>Use the 14<sup>th</sup> Amendment <b>offensively</b> to protect individuals from discrimination based on membership in a protected class</p> <p><i>How to:</i></p> <p>Use the 1st Amendment <b>offensively</b> to protect pro-drug/pro-choice/anti-gay messages</p>	<p><b><i>Complete Worksheet:</i></b> CANVAS #6B</p> <p>2) <u>Student Speech Controversies: T-Shirt Wars!</u></p> <p>✓ <i>Morse (Juneau School Bd.) v. Frederick</i> “BONG HiTS 4 JESUS” in SCOTUS</p> <p>✓ <i>Nuxoll v. Indian Prairie School Dist.</i> ”Homosexuality is Shameful” <i>Harper v. Poway School Dist.</i> “Be Happy Not Gay” <i>T.A. v. McSwain Union Elementary School Dist.</i> “Abortion Is Murder/Growing Growing Gone”</p> <p>MORAL TRIBES</p> <p>Part Four: Moral Convictions</p> <p>Ch. 8: Common Currency Found (pp. 190-211)</p>
3/6 Week Seven	<p><b><u>Constitutional Law, cont.:</u></b></p> <p><b>Do Corporations Have 1st Amendment Rights?</b></p> <p><i>How to:</i></p> <p>Use the 1st Amendment <b>defensively</b> to avoid liability for controversial messages</p> <p><b>MODULE III: The Law of Torts</b> (intentional/Negligent)</p> <p><b><u>Tort Law: Intro to Risk Allocation - Who Should Pay for Careless/Criminal Acts?</u></b></p> <p>Elements of Negligence</p> <ul style="list-style-type: none"> <li>• Duty</li> <li>• Breach of Duty (Carelessness)</li> <li>• “But For” Causation (Factual Cause)</li> <li>• Proximate Cause (Legal Cause)</li> <li>• Damages</li> </ul> <p><i>How to:</i></p> <p>Use the 1st Amendment <b>defensively</b> to avoid tort liability for controversial messages</p> <p><i>How to:</i> Respond to requests for references</p> <p>Torts “Matching” Exercise</p>	<p><b>Week Seven Media Assignments:</b></p> <p>Documentary: <u>Food Evolution</u></p> <p>Video: “Cultural Relativism: Is morality relative to culture?”</p> <p><b>TEXTBOOK READING (in Canvas):</b> Ch. 8 – Business Torts</p> <p><b><i>Complete Worksheet:</i></b> Canvas #7A</p> <p>1) <i>McCullum v. CBS/Ozzy Osbourne</i> (negligence: wrongful death/product liability)</p> <p>2) <b>UPLOAD Answers to</b> CANVAS #7B <i>Randi W. v Muroc School District</i> (negligence: fraud/concealment, duty to third parties)</p> <p>3) <b>UPLOAD Answers to</b> CANVAS #7C <i>Graves v. Warner Bros</i> (<i>Jenny Jones</i> murder case – duty: premises liability)</p> <p>4) <b>UPLOAD Case Brief</b> CANVAS #7D <i>Kubert v Best</i> (Driving While Texting)</p> <p><b><u>MORAL TRIBES</u></b></p> <p>Ch. 9: Alarming Acts (pp. 211-254)</p>
3/13 Week Eight	<p><u>Reputation Torts &amp; Intellectual Property</u></p> <p><b><u>Tort Law, cont.:</u></b></p> <p><b>Are Laws Protecting Privacy &amp; Reputations Consistent with The First Amendment?</b></p> <p><i>How to:</i> Avoid exploitation and defamation claims</p> <p><i>Video:</i> Eminem “Brain Damage”</p>	<p><b>Week Eight Media Assignment:</b></p> <p>Mockumentary: <u>Borat: Cultural Learnings of America for Make Benefit Glorious Nation of Kazakhstan</u></p> <p><b><u>MORAL TRIBES:</u></b></p> <p>Ch. 10: Justice &amp; Fairness (pp. 254-289)</p> <p><b>TEXTBOOK READING (in Canvas):</b></p> <p>California Trade Secrets Law</p> <p>Ch.14 – Intellectual Property;</p> <p><b>Study</b> Exh. 14.1</p>

	<p><b><u>QUIZ on IP (Intellectual Property) Law</u></b></p> <p>Be sure you know and can apply the definitions:</p> <ul style="list-style-type: none"> <li>A. Copyright &amp; Fair Use</li> <li>B. Trademark</li> <li>C. Patent</li> <li>D. Trade Secret</li> <li>E. DMCA “Safe Harbor” Defense</li> </ul> <p>Video: “Pretty Woman”</p> <p>PUBLISH STUDY GUIDE FOR TEST I</p>	<p><b>1) UPLOAD Answers to CANVAS #8A:</b> <i>Campbell v Acuff-Rose Music</i> (2 Live Crew)</p> <p><b>2) Complete Worksheet:</b> CANVAS #8B  ✓ <i>Bailey v. Mathers, III</i> (a/k/a Eminem, Slim Shady)  ✓ “Borat” complaint and pages of Panda’s article</p> <p><b>3) Complete Worksheet:</b> CANVAS #8C  ✓ Trade Secrets – article explaining California law  ✓ <i>Viacom v. YouTube</i> – article on \$1B lawsuit</p> <p>STUDY FOR QUIZ ON IP DEFINITIONS</p>
3/20	<b>SPRING RECESS - DARK</b>	
3/27 Week Nine	<p><b>TEST I</b></p> <p>Trademark and Fair Use Product Liability/False Advertising</p> <p><i>How to know:</i> Know when advertising is “false”  <i>How to know:</i> Know when coffee is “too hot”?</p> <p>Video: “Barbie Girl”  Video: “Borat” mockumentary presentation</p>	<p><b>Week Nine Media Assignment:</b> Watch and discuss NYT report on McDonald's Hot Coffee case</p> <p><b>1) UPLOAD Answers to Canvas #9A:</b> <i>Stella Liebeck v McDonald’s</i> (Hot Coffee, Cold Truth)</p> <p><b>2) Complete Worksheet:</b> Canvas #9B: <i>Mattel v MCA Records</i> (The Plastic Plaintiff)</p> <p><b>EXTRA CREDIT DISCUSSION:</b> Documentary: The Seeds of Vandaana Shiva</p> <p>STUDY FOR TEST</p>
4/3 Week Ten	<p><b>MODULE IV –The Law of Contracts</b> Part I - Formation “Did I Agree to That?”</p> <p><b>Intro to Contracts – Contract Formation</b></p> <p>Sources of Contract Law: UCC – Common Law</p> <p><i>How to:</i> Know when a contract has been formed  <i>How to:</i> Know when a contract needs to be in writing (Statute of Frauds)</p> <p>Video: “Pepsi Stuff”</p> <p>Video Clip: “Some Kind of Monster”</p>	<p><b>Week Ten Media Assignment:</b> Watch video, “Contract Law: Offer and Acceptance”</p> <p><b>1) Complete Worksheet:</b> CANVAS #10A (Fill-in-Blanks) Common Law &amp; UCC Contract Rules</p> <p><b>Read Jennings</b> Ch. 10 pp. 230-232, 236-242, 247-249 Exhibits 10.3, 10.5; definition of contract p. G-5</p> <p><b>2) UPLOAD Answers to CANVAS #10B</b> Case: <i>Leonard v. PepsiCo</i> (Does “Pepsi Stuff” Include a Harrier Jet?)</p> <p><b>3) UPLOAD Answers to CANVAS #10C</b> Case: <i>Rosenfeld v Basquiat</i> (The Artist, The Crayon, &amp; The Contract)</p> <p><b>4) UPLOAD Answers to CANVAS #10D</b> Case: <i>Reed v. King</i> (The Haunted House)</p> <p><b><u>MORAL TRIBES:</u></b> Ch. 11: Deep Pragmatism (pp. 289-347)</p>
4/10 Week Eleven	<p>The Law of Contracts, continued Performance &amp; Defenses</p> <p>“Battle of the Forms”</p> <p>What happens when businesses exchange competing forms with different terms?</p>	<p><b>Week Eleven Media Assignment:</b> Watch video, “Elements of a contract”</p> <p><b>Read Jennings</b> pp. 254-263, 267-68 Defenses/Remedies  <b>Study Jennings</b> Exhibit 12.2 - UCC Warranties</p>

	<p>Defenses (Getting Out of A Bad Contract) Fraud/Misrepresentation/Lack of Capacity Unconscionable Contracts</p> <p><i>How to:</i> Set aside/avoid/rescind a contract <i>How to:</i> Prevent contract “fraud” claims <i>How to:</i> avoid a warranty claim</p> <p>“Clickthrough” Agreements, Liability Limitations</p>	<p><b>1) CANVAS #11A</b> <b><i>Complete Worksheet:</i></b> (Fill in Blank UCC Warranty Provisions)</p> <p><b>2) <i>Complete Worksheet:</i></b> CANVAS #11B: <i>A.V. v. iParadigm</i> (TurnItIn copyright case – first see “Consider” in the text, p. 255)</p> <p><b>3) <i>Complete Worksheet:</i></b> CANVAS #11C <i>Mortenson Co v. Timberline Software</i> The Two-Million-Dollar Bug</p> <p><u>MORAL TRIBES:</u> Ch. 12: Beyond Point-And-Shoot Morality: Six Rules for Modern Herders ( pp. 347-353)</p>
4/17 Week Twelve	<p><b>Contracts – More Defenses:</b> Fraud/Misrepresentation/Lack of Capacity</p> <p><i>How to:</i> Set aside/avoid/rescind a contract <i>How to:</i> Prevent contract “fraud” claims</p> <p><b>TEST II (CONTRACTS)</b></p> <p><i>Exercises: GroupThink</i> Challenger Disaster &amp; Whistle-blowers</p>	<p><b>Week Twelve Media Assignment:</b> Watch video, “EXPRESS and IMPLIED warranties”</p> <p><b>1) <i>UPLOAD Answers to</i></b> CANVAS #12A Case: <i>Waters v Min, Ltd.</i> (Young Drugged &amp; Wealthy)</p> <p><u>When Defects Cost Lives: Whistle Blowers</u> <b>Read</b> Ch. 15, p. 365 (Protection for Whistleblowers)</p> <p><b>2) <i>UPLOAD Answers to</i></b> CANVAS #12B Case Study: The Challenger Disaster</p> <p>STUDY FOR TEST</p>
4/24 Week Thirteen	<p><b>MODULE V – Business Entities</b></p> <p><u>Corporations and Other Forms of Doing Business</u></p> <p><b><i>How to:</i></b></p> <ul style="list-style-type: none"> <li>• Form a sole proprietorship</li> <li>• Fall into a partnership (without really trying)</li> <li>• Limit liability, fund a business</li> </ul> <p><i>How to:</i> Fire someone and not get sued (hint: fire no-one/fire everyone): Agency</p>	<p><b>Week Thirteen Media Assignment:</b> Watch video, “Different Types of Business Entities in the U.S.”</p> <p>MODULE V – The Law of Corporations / Agency <b>Read <i>Jennings</i>:</b>Ch. 18, pp. 410-426, esp. Exhibit 18.1</p> <p><b>1) <i>UPLOAD Answers to</i></b> CANVAS #13A Case: <i>Vrabel v Acri</i> (Ma &amp; Pa café)</p> <p><b>2) <i>UPLOAD Answers to</i></b> CANVAS #13B (What are the different forms of business entities?)</p> <p><u>Duties of “Agents” and “Principals”</u> <b>Read</b> Ch. 15 pp. 350-354, 356, 358</p> <p><b>3) <i>UPLOAD Answers to</i></b> CANVAS #13C Case: <i>Cody v Harpo</i> (“O! Oprah”)</p>
5/1 Week Fourteen	<p><b>MODULE VI – Employment Law</b></p> <p><u><b>Employment Law:</b></u> Agency, cont. Employer &amp; Employee Liability Employee Rights <i>Wage &amp; Hour Laws</i></p> <p><i>How to:</i> Restrict post-employment conduct <i>How to:</i> Know if you owe/ are owed overtime pay</p> <p>PUBLISH STUDY GUIDE FOR TEST III</p>	<p><b>Week Fourteen Media Assignment:</b> Watch video, “Harassment for Non-Supervisors Training Course”</p> <p><u>Liability for Agent’s Mistakes</u> <b>Reading</b> on Agents and Principals</p> <p><b>1) <i>UPLOAD Answers to</i></b> CANVAS #14A Case: <i>Lange v Nabisco</i> (Cookie Crazy)</p> <p><b>2) <i>UPLOAD Answers to</i></b> CANVAS #14B <i>Jennings</i> Q’s: p. 367, questions #4 and #5</p> <p><u>Illegal Discrimination &amp; Retaliation in the Workplace</u> <b>3) <i>UPLOAD Answers to</i></b> CANVAS #14C <i>Burlington v Ellerth</i> (the boorish supervisor-sex harassment)</p>
5/8	<b>READING WEEK – NO CLASS</b>	<b>Week Fifteen Media Assignment:</b> Watch “The Social Network”

5/15 Week Fifteen	<p align="center"> <b>(“FINAL” – not cumulative)</b>  <b>TEST III</b>  <b>8:00-10:00 a.m.</b> </p> <p> <b>Employment Law:</b> Agency, cont.  <i>Discrimination/Harassment/Retaliation</i>  <i>Equal Opportunity under Federal &amp; State Laws</i> </p> <p align="center"> <i>How to: Tolerate Intolerance</i> </p>	<p> <u>Religious and Gender Discrimination @ Work</u>  <b>UPLOAD Answers to CANVAS #15A:</b>  <i>Buonanno v. AT&amp;T</i>  (Conservative Christian’s right to disagree w/gay-friendly workplace policies) </p> <p> <b>Read Jennings</b> p. 399 (BFOQ), pp. 404-405 (ADA)  <b>Read Jennings</b> “Consider” 17.3 on pp. 397-98  (“Church of Body Modification”) </p> <p> <b>UPLOAD Answers to CANVAS #15B</b>  “Consider” Exercise: Church of Body Modification </p> <p align="center"> <b>STUDY FOR TEST</b> </p>
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## BUS 110: OVERVIEW OF COURSE AND COURSE EXPECTATIONS

This Syllabus may change due to unforeseen events & flexibility during the semester. Changes will usually be announced in class as well as updated on the course site in Canvas.

### Course Format:

The best way to learn and to apply the law is to read about and discuss legal issues that affect us, applying critical thinking to find rational conclusions. For this reason, this is not a lecture-based class. Instead, this class requires substantial student preparation and participation. You will discuss your responses to assignments and apply what you have learned to both hypothetical and real situations. You are responsible for completing worksheets and other reading before class begins, and for checking your email/Canvas each week for announcements, changes, clarifications, and assignments.

### Method of Student Evaluation:

Exam Score (best two out of three).....	60%
Homework Score (Quizzes, Uploaded Assignments).....	30%
Oral Presentation on <i>Moral Tribes</i> .....	5%
Participation (Discussion Boards/Opt In/Out with ✓+ or -) .....	5%

### Cut-Offs for Final Grade:

94% = A; 90% = A-; 87% = B+; 84%=B, 80% = B-; 77% = C+, 74% = C, 70% = C-; 67% = D+, 64% = D. Below 64% = F

### Exam Score:

Exam Score is evaluated on your best score on two out of three multiple-choice tests, based on lecture, readings, assignments and/or any topics discussed during class. I will provide a study guide prior to each test. There will be no cumulative final, although tests may include material discussed throughout the semester. I will exclude your lowest-graded test from your score. N.B.: **I do not give make-up tests**; that is why I count only two out of the three tests.

**Homework Score:** Homework Score is evaluated on homework uploads due *prior* to class and any in-class quizzes. If you upload the homework assignment to Canvas after class begins, you will not receive credit, i.e., **no late homework**.

### Class Preparedness Score - Opt-In to “Plus/Check/Minus”:

Class Preparedness Score is evaluated based on your participation. To prepare for class discussion of the articles and cases in Canvas and the textbooks, complete worksheets and upload assignments. You will also learn how to prepare and will be expected to respond to questions from a case brief for each assigned legal decision. Your Class Preparedness Score is based on questions from your brief and assigned materials. When I call roll, I will ask you to respond with “plus,” “check,” or “minus.” I will randomly call on students who responded “plus,” and will not call on students who respond “minus.” A response of “check” has the result that I will not call on you unless I’ve gone through all the plusses and have more questions. You will need to respond with “plus” at least five times throughout the semester to earn full credit, and more than that if you have responded “minus” or been absent. If you arrive in class after roll is taken, I will mark you absent and as an “Opt-Out” unless and until you see me class within 15 minutes of class start time with your “plus,” “check” or “minus” status so that I can update the roll.

**Attendance:** Students are expected to arrive at class on time. Only one undocumented absence will be allowed during the semester without consequence. Each additional undocumented absence will result in a 3% penalty deduction from a student's grade up to three undocumented absences (9%). Three late arrivals (15 mins or more) will count as one undocumented absence. Students who are absent four classes or more without proper documentation will not pass the class. For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.

**Oral Presentation:** You will prepare an oral presentation on a chapter from *Moral Tribes* according to a rubric, which will count as 5% of your final grade.

### **What is Critical Thinking?**

This course focuses on applying **critical thinking** skills to solve ill-structured problems. To be successful in this course and in the job market, you will need to develop the capacity to evaluate skillfully and fairly the quality of evidence and detect **error**, **hypocrisy**, **manipulation**, **dissembling** (lies), and **bias** (prejudice). In other words, distinguish Truth from “Truthiness.”

- Identifying issues and prioritizing which to address;
- Using evidence, experience, and values to analyze these issues;
- Managing uncertainty and risk; and
- Making rational decisions (i.e., finding the most productive solution that is sensitive to uncertainty & risk)

### **Course Objective:**

An overview of the ethical environment for business operations, with a special emphasis on the legal environment. Explores decision-making frameworks for managers in addressing ethical and legal issues that confront modern business organizations. Provides students with practical knowledge of ethical and legal principles and issues that arise in business. Businesses are subject to employment and contract disputes, negligence claims, regulatory compliance, and other legal claims, yet many business owners and managers are ill-equipped to identify legal risks before they arise. Without legal sophistication, business cannot identify and implement strategies to prevent problems from occurring or, at least, from spiraling out of control. While litigation is an inevitable cost of doing business, it is controllable. Students will develop the ability to spot potential legal problems and manage risks, enhancing their marketability to the businesses that employ them, and increasing their effectiveness as entrepreneurs.

### **Program Learning Goals:**

1. Demonstrate high proficiency in critical thinking, oral and written communication, personal ethical conduct and collaboration skills.
2. Demonstrate orally and in writing analytical and integrative skills in making business decisions.
3. Demonstrate an understanding of the global operating environment of business.
4. Produce written innovative and integrative business plans that adapt to uncertain and unpredictable environments.
5. Demonstrate an understanding of relevant disciplines.
6. Demonstrate leadership skills in a variety of situations and settings.

### **Student Learning Outcomes**

At the completion of this course, students will be able to:

1. Read business cases and legal cases and describe orally and in writing the issues of the cases (1,5).
2. Describe in writing alternative ethical frameworks and their implications for managers (1,5).
3. Demonstrate in writing an understanding of the inter-relationships among the disciplines within business economics (1,3,4,5).
4. Identify orally and in writing key alternatives to business actions based on ethical and legal theory and justify recommended actions (1,3,4,5).

**Use of AI Tools, Cheating, Plagiarism and Other Forms of Academic Dishonesty:** Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to CSUCI's academic integrity scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty. Don't copy another student's assignment or test and don't let another student copy your assignment or test. CSUCI characterizes its graduates as creative in developing imaginative self-expression and independent thinking and dedicated to maintaining principles of intellectual honesty. Academic dishonesty is

incompatible with these characteristics. Accordingly, you are expected to complete your own work, and you will be subject to sanctions if you cheat or assist others in cheating. If a student is suspected of submitting work containing word-for-word or closely paraphrased language from another student's work, OR if a student is suspected of assisting another student in copying, **both student(s) will receive no credit for any such suspected assignments/tests and will be reported to CSUCI's Judicial Affairs for adjudication / sanctions, up to and including a failing course grade.** See <https://policy.csuci.edu/sa/01/sa-01-003.htm>.

**Disability Statement:** If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, call 805-437-3331 or email [accommodations@csuci.edu](mailto:accommodations@csuci.edu). All requests for reasonable accommodations require registration with DASS in advance of needed services. Faculty, students, and DASS will work together regarding classroom accommodations. Please discuss approved accommodations with me ASAP.

**My Bio:** I am an attorney with 25 years of civil litigation/trial experience. I have taught business law, ethics and biotechnology law to CSUCI undergrads and grads for over 20 years.

**My Office hours.** I have listed office hours at the top of this syllabus. Please send an email if you'd like to schedule a time to meet. I encourage you to talk to me in person if you have any questions or concerns regarding this class.

