***Global Business, Governance, and Corporate Social Responsibility***

***BUS 4444/INTS 4459***

**Josef Korbel School, University of Denver**

**Professor Deborah Avant**

**Winter 2024**

Professor Deborah Avant Course: T. 9-11:50

Sie 3110

[Deborah.Avant@du.edu](mailto:Deborah.Avant@du.edu) Office hours: T. 12-2

Sie 1155

For centuries business has played an important role in societies, politics, and governance. In the contemporary world, globalization has intensified that role. Globalization has both increased the likelihood that businesses will operate in more than one country, and decreased the chance that any one government, alone, can reach governance goals. Business (with other stakeholder) participation in governance and its implications will be the focus of this class. What is the logic through which we might expect governance participation by business? How has this been shaped by the corporate social responsibility agenda? How has it manifested in the protection of particular concerns such as the environment, human rights, security, and technology? When and why does it arise? How does it work? Who does it serve? What is its future? Though students are unlikely to take away firm answers to any of these questions, they should develop an understanding of how scholars have begun to address them and be able to use this understanding to analyze particular examples of business participation in governance.

This course is part of the core for the certificate: *Global Business and Corporate Social Responsibility*, but is also intended for other graduate students in international studies and business interested in these issues. It is designed help students:

1) demonstrate familiarity with the core arguments about business participation in governance as they have developed through time in discussion and through application to cases.

2) be able to identify the interactions between business and other actors in fostering and facilitating governance arrangements in discussion and through application to cases.

3) identify governance interactions surrounding conflict, human rights, labor, the environment, anti-corruption, in discussion and through application to cases in different issue arenas.

4) Evaluate the effects of governance interactions involving business in case studies and using more general data.

5) Research and apply core arguments to additional cases of governance interactions surrounding business in individual and group projects.

7) Write and deliver clear and persuasive arguments in individual and group projects and presentations.

**Course Outline**

1. Introduction
2. Economic models and roles for business
3. Globalization, transnationalism and governance
4. A brief history
5. The human rights frame
6. Environment, sustainability, and climate change
7. Workers and supply chains
8. CSR on the web
9. Interactions in practice
10. Business and contemporary crises

**Course Format**

* **This course requires extensive discussion. There will, of course, be some discussion of key concepts by the instructor; these lectures will contextualize and, at times, offer a critical perspective not provided in the readings. Since this class will be conducted primarily as a seminar, however, students will often be responsible for taking the lead in class discussions. It is imperative, therefore, that each student assume a high level of individual responsibility for completing all reading assignments before coming to class. Thus, class attendance and participation are critical to the success of each student and the course.**

We will make use of the following:

* **Canvas**: All course materials will be available through Canvas. Please be sure that you are able to access Canvas, and that all mails that I send through Canvas are getting to an inbox that you check regularly.
  + 24/7 Technical support for Canvas: 1-855-712-9770
  + <http://otl.du.edu/academic-technology/canvas/>
* **Google Docs and Google Sheets:** Please be sure that you have a working google account so that you can access google docs and sheets.

**Course Requirements and grading:**

Each student should:

1. Engage with others in class discussions on readings and discussion posts as well as group activities. Students should be up to date on course readings as well as the *New York Times*, *Washington Post, The Guardian, The Wall Street Journal, The Financial Times* or equivalent source of daily news so as to understand course readings in the context of this (relatively insane) moment in history. (10%)
2. Write a brief reaction to the video and/or reading material by 5pm on Monday before class for three of the course sessions (note – no discussion for Week 10 so you should choose from Week 1-9). Each should be approximately 500 words and synthesize, critique, or otherwise respond to the readings for the week, perhaps in response to the questions on the syllabus. You may choose the three weeks with topics most interesting to you. Your posts must appear by 5pm on Monday to allow time for others to read them and you should be prepared to reflect on them in class. They should be posted on the discussion board for each module. (15%)
3. Participate in a group, to investigate and report to the class on one example of business’s reaction to a contemporary crisis (group constitution and case selection week 2 and presentation during our final session). (15%)
4. Write a policy brief on one aspect of your group’s project. This should be short (2-3 double spaced pages). Copies are due at the beginning of our final session. (20%)
5. Write one blog post that addresses the way the arguments in the reading help to understand a problem in the news (your model should be what used to be the [Monkey Cage](https://www.washingtonpost.com/news/monkey-cage/) at the Washington Post and is now the [Good Authority](https://goodauthority.org/) blog). The post should be roughly 800 words, link to relevant reading and other material, and be written as an “analysis to problem” blog, not a personal opinion. Due February 15. (20%)
6. Complete a take-home final exam and self-assessment. (20%)

**Reading materials:**

All readings are posted on Canvas.

**Schedule:**

***Week 1 (January 9)****: Introduction*

***Week 2 (January 16):*** *Economic models and roles for business*

Videos:

Kate Raworth, [TED talk](https://www.ted.com/talks/kate_raworth_a_healthy_economy_should_be_designed_to_thrive_not_grow?language=en#t-2505)

Mariana Mazzucato, [TED talk](https://www.google.com/search?q=Mazzucato+TED+talk%2C+%E2%80%9CWhat+is+economic+value%2C+and+who+creates+it%3F%E2%80%9D&rlz=1C1CHBF_enUS914US915&oq=Mazzucato+TED+talk%2C+%E2%80%9CWhat+is+economic+value%2C+and+who+creates+it%3F%E2%80%9D&aqs=chrome.0.69i59.2578j0j7&sourceid=chrome&ie=UTF-8)

Edward Freeman, [TEDx talk](http://stakeholdertheory.org/about/)

Readings:

Rodrik, Dani. “The Past, Present, and Future of Economic Growth.” *Global Citizen Foundation Working Paper 1* (2013). (Skip technical parts in sections 6-8)

Magnus Feldman. 2019. Global varieties of capitalism. World Politics 71, No. 1, pp. 162-196.

What are the different models for business in society? How do they matter for how we think about the role of business? Which makes most sense to you? Why? How do these interact with the global economy in the wake of the pandemic, wars, democratic backsliding, and geopolitical tensions?

***Week 3 (January 23)****: Globalization, transnationalism, and governance*

Videos:

[Globalization](https://www.youtube.com/watch?v=xPD477FuqtY) clip

Readings:

Sikkink, Kathryn. 1998. Transnational Politics, International Relations Theory, and Human Rights. *PS:Political Science and Politics* 31, no. 3, pp. 516-523

Avant, Deborah, et al, *Who Governs the Globe?* Ch.1

Mattli, Walter and Ngare Woods. eds. 2009. The Politics of Global Regulation. Princeton: Princeton University Press. Ch. 1

Abbott, Kenneth and Duncan Snidal. 2009. The Governance Triangle. In Walter Mattli and Ngaire Woods, *The Politics of Global Regulation* Princeton: Princeton University Press.

*Recommended*:

Cerny, Philip. 1995. Globalization and the Changing Logic of Collective Action. *International Organization* 49, no.4: 595-625.

How has globalization affected governance? Under what conditions do we see effective, or common interest, governance given globalization? If non-state actors, like companies, are an important part of governance, how can we conceptualize their behavior?

**Week 4 (January 30)**: A brief history

Readings:

Soule, Sarah. 2009. *Contention and Corporate Social Responsibility.* Cambridge: Cambridge University Press.Ch 5.

Haufler, Virginia. 2010. Corporations in zones of conflict: issues, actors, and institutions. in *Who Governs the Globe?*

Deborah Avant and Virginia Haufler. 2018. “Public-private interactions in the provision of security and insecurity,” Oxford University Press Handbook on International Security, Alexandra Gheciu and William Wohlforth, eds.

How have companies been drawn into public responsibilities on particular issues or at particular moments in time? What does this tell us about the various ways they might participate in the future?

***Week 5 (February 6)****: The Human Rights Frame*

Ruggie, John Gerard. "Global Governance and “New Governance Theory”: Lessons from Business and Human Rights." *Global Governance* 20.1 (2014): 5-17.

Ruggie, John G., Caroline Rees, and Rachel Davis. 2021. Ten Years After: From UN Guiding Principles to Multi-Fiduciary Obligations. *Business and Human Rights Journal* 6, pp. 179-197.

Ramasastry, A. (2015). Corporate Social Responsibility Versus Business and Human Rights: Bridging the Gap Between Responsibility and Accountability. *Journal of Human Rights*, *14*(2), 237-259.

Olsen, Tricia. 2023. *Seeking Justice: Access to Remedy for Corporate Human Rights Abuse*. Cambridge: Cambridge University Press. Chs. 1-2.

What is the “new governance theory”? How has it animated particular initiatives aimed at protecting human rights? How does CSR fit into those? How has this frame evolved to impact governance?

***Week 6 (February 13)****: Business and the environment*

Readings:

Prakash, Aseem and Mathew Potoski. 2010. International Standards Organization as a Global Governor: A Club Theory Perspective. in Avant, et. al. *Who Governs the Globe?* Cambridge: Cambridge University Press.

Dashwood, Hevina. 2012. *The Rise of Global Corporate Social Responsibility*, Cambridge: Cambridge University Press, Ch 4, 5, 6.

Minna Halme, Jukka Rintamaki, Jette Steen Knudsen, Leena Lankoski, and Mika Kuisma. 2020. When is there a sustainability case for CSR? Pathways to environmental and social performance improvements. *Business and Society* 59, No. 6: 1181-1227.

David Roberts. 2018. Utilities have a problem: the public wants 100% renewable energy and quick. *Vox*, Oct 11. <https://www.vox.com/platform/amp/energy-and-environment/2018/9/14/17853884/utilities-renewable-energy-100-percent-public-opinion?__twitter_impression=true>

Amy Harder. 2018. Big Oil teeters between enemy and ally in climate fight. *Axios*. Jun 4. <https://www.axios.com/big-oil-teeters-between-enemy-and-ally-in-climate-fight-d78db1a3-775e-4185-a5ad-698a4d6dc85a.html>

Deborah Avant. 2023. Can Capitalism Meet the Climate Challenge? New America, Planetary Politics Feb 6. <https://www.newamerica.org/planetary-politics/blog/can-capitalism-meet-the-climate-challenge/>

Think about the problems different sorts of businesses face with different environmental concerns. When might a club approach work? What affects different company reaction? What is the appropriate response of oil companies and utilities to the climate crisis? Does the impact of CSR depend on changes in capitalism?

**Blog post due – February 15**

***Week 7 (February 20)****: Concerns with workers and supply chains*

Readings:

Toffel, Michael W., Jodi L. Short, and Melissa Ouellet. "Codes in context: How states, markets, and civil society shape adherence to global labor standards." *Regulation & Governance* (2015).

Compa, L. (2008). Corporate social responsibility and workers’ rights [Electronic version]. *Comparative Labor Law and Policy Journal*, 30(1), 1-10. <http://digitalcommons.ilr.cornell.edu/articles/183/>

MacDonald, Kate, *The Politics of Global Supply Chains*. Ch. 3.

What should business responsibility for labor be (especially in a global context)? How do supply chains complicate this role? What are the supply chain concerns today?

***Week 8 (February 27)****: CSR and the web*

Readings:

Jason Pielemeier. 2019. *Global Governance and AI: the Advantages of Applying the International Human Rights Framework to AI*: <https://cpr.unu.edu/ai-global-governance-the-advantages-of-applying-the-international-human-rights-framework-to-artificial-intelligence.html>

Shoshana Zuboff. 2015. Big Other: Surveillance Capitalism and Prospects of an Information Civilization. *Journal of Information Technology* 30, pp. 75-89. Available at: <file:///C:/Users/debor/Downloads/SSRN-id2594754.pdf>

Jennifer Forestal. 2020. Beyond Gatekeeping: Propaganda, Democracy, and the Organization of Digital Publics. *Journal of Politics* 83, No. 1, pp. 306-320.

Chinmayi Arun. 2022. Facebook’s Faces. Harvard Law Review. Forum. 236. Available at: <https://harvardlawreview.org/forum/no-volume/facebooks-faces/>.

What are the worries around CSR on the web? Do web concerns reflect those in other issue areas or do they take on a different twist? What should we be looking for in CSR take on the web? How might internal company politics matter? How might the web affect governance in the future?

***Week 9 (March 5):*** *Interactions in practice: environmental, human rights, and security connections in mining and tech*

Deborah Avant, Devin Finn, and Tricia Olsen. 2023. Can CSR strategy mediate conflict over extraction? Evidence from two mines in Peru. *World Development* 170.

Srivastava, Swati. 2023. Algorithmic Governance and the International Politics of Big Tech. *Perspectives on Politics* 21, No. 3, pp. 989-1000.

Ruggie, John. 2021. John Ruggie, former UN Secretary-General’s Special Representative for Business and Human Rights. <https://vimeo.com/562804499>

How have issues of human rights, the environment, the web, and others interacted? What about the interaction between global and local processes?

***Week 10 (March 12)****: Business and governance during contemporary crises*

Group presentations.

***Course Policies***

**Grading:**

There is a big debate on whether grading improves or impedes student learning. Our system is based on grades, but many students learn more when they are asked to respond to comments and reflect on their interests, strengths, and weaknesses in responding to content. In this class there will be a mix of graded assignments and those for which you receive comments and must reflect on your learning process. Your final grade will come from my evaluation of your work and my assessment of your engagement with reflections and self-assessments over the course of the term.

I grade writing assignments on the basis of how persuasive your argument is, how well you use evidence, whether you consider alternative viewpoints, how well you demonstrate knowledge of class discussions and readings, your attention to detail, and your timeliness. Common mistakes include: telling the reader what you feel or believe rather than what can be demonstrated empirically or logically, failing to anticipate obvious counter arguments, lacking a thesis and/or clear logical progression of the argument, sloppy writing and grammar, and tardiness. I will evaluate your class engagement on all of the above along with frequency, evidence of preparedness, clarity of speech, ease of communication, and ability to get to the point.

I do not grade on a curve – you get the grade you earn based on my overall assessment of your performance as well as your reflections and self-assessment:

A The student displays mastery of the material and more. The student performed far beyond my expectations in the course, displaying a grasp of the analytical and empirical material as well as creativity or insight beyond the material itself.

A- The student displays complete mastery of the course material. I was very impressed by the student’s performance, and the student has acquired analytical, theoretical, and empirical skills to carry into the future.

B+ The student fully comprehends the course material and met all of my expectations in the course.

B The student met most of the requirements of the course, but demonstrated weakness in either analytical or empirical skills, engagement with the material, or difficulty with time management.

B- The student demonstrated weakness in both analytical and empirical skills and also may have difficulty with time management and engagement with the material, but clearly attempted to prepare for evaluated assignments.

C+ The student demonstrated disregard of some of the course requirements which resulted in analytical and empirical weakness, and/or tardiness.

C The student demonstrated disregard of many of the course requirements which resulted in analytical and empirical weakness, and/or tardiness.

D The student demonstrated negligence and disregard of most course requirements.

F The student did not attend class and/or did not perform to a level that I knew they were attending.

# Email Etiquette

I do my best to respond to all emails within one business day. If you still have not heard from me in two business days, please feel free to follow up with a reminder email.

# University of Denver Honor Code

All members of the University of Denver are expected to uphold the values of *Integrity*, *Respect*, and *Responsibility*. These values embody the standards of conduct for students, staff, faculty, and administrators as members of the University community. These values are defined as:

*Integrity:*acting in an honest and ethical manner;

*Respect:*honoring differences in people, ideas, and opinions;

*Responsibility:* accepting ownership for one’s own conduct.

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented.

* For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code - [www.du.edu/honorcode](http://www.du.edu/honorcode)
* See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct.

Violations of the Honor Code and Academic Misconduct will be taken seriously and are grounds for failing the course. If I have concerns about potential academic misconduct, I will consult with the Office of Student Conduct.

Academic Misconduct includes the following

* Plagiarism, including any representation of another’s work or ideas as one’s own in academic and educational submissions.
* Cheating, including any actual or attempted use of resources not authorized by the instructor(s) for academic submissions.
* Fabrication, including any falsification or creation of data, research or resources to support academic submissions.

If you are in doubt regarding any aspect of these issues as they pertain to this course, please let me know. Sometimes these issues are tricky. **Don’t be shy to ask!**

**Inclusive Learning Environment**

* In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences.
* The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.
* A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others’ communication.
* Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another’s individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community.
* Our core commitment shapes our core expectation for behavior inside and outside of the classroom. Office of Diversity, Equity, and Inclusion website (<https://www.du.edu/diversity-inclusion/index.html>).