

MGT 166: Business Ethics and Corporate Social Responsibility Syllabus, Winter 2024

Do you want to have a career with a purpose? One where you are doing engaging, well-compensated work that aligns with your values? A career that delivers value to society as well as to your employer? We will show you how you can have a career that meets all these criteria.

Thank you for enrolling in this course. Your teaching assistant and I look forward to working with you and getting to know you in the process. Welcome to the class!

-- Cathy Moran, Lecturer

"Corporate social responsibility is a hard-edged business decision. Not because it is a nice thing to do or because people are forcing us to do it... because it is good for our business."

Niall Fitzgerald, Former CEO, Unilever

Course Description

You will explore the challenges inherent in creating and leading organizations that perform well financially as well as environmentally and socially. The course will examine contemporary challenges in ethics, corporate social responsibility (CSR) and sustainability and evaluate the potential and the limits of CSR as part of corporate strategy to promote sustainable development. In class, you will work frequently with your peers to apply what you are learning and solve problems. This is where you will practice the skills needed to engage and influence others.

Learning Objectives

At the conclusion of MGT 166, you will be able to:




1. Demonstrate ethical awareness (the ability to identify moral or ethical issues and the inclination to apply moral reasoning and do something about them).
2. Explain the concepts of corporate social responsibility (CSR) and sustainability, their relevance in business and society today, and make the business case for both.
3. Locate information on and evaluate organizational performance of businesses from a variety of perspectives: financial, social, environmental, and governance.
4. Differentiate the roles played by business, non-governmental organizations (NGOs), governments and standards organizations in CSR and analyze the interactions among these groups.

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5. Identify and assess the potential impact of social, economic, and environmental issues and opportunities on a geographic region, an industry, or a business over time.

Additionally, throughout the quarter, you can expect to grow in personal awareness, critical thinking and communication skills, and your ability to work in a team.

Course Information

Winter 2024	Section A00	Section B00	Section C00
Section ID	331822	331823	331826
Class Hours	Tuesdays and Thursdays, 11:00 – 12:20 p.m.	Tuesdays and Thursdays, 2:00 – 3:20 p.m.	Tuesdays and Thursdays, 3:30 – 4:50 p.m.
Location	Otterson Hall 4E106	Otterson Hall 1S113	Otterson Hall 1S113
Final Exam	Thursday, Mar 21 11:30 a.m. – 1:30 p.m.	Thursday, Mar 21 3:00 – 5:00 p.m.	Tuesday, Mar 19 3:00 – 5:00 p.m.
Instructor	 <p>Cathy Moran, (760) 822-2741 Office: Otterson Hall 2E111 (in the Undergraduate Programs Office) Office Hours:</p> <ul style="list-style-type: none"> T/Th 12:30 – 1:45 p.m., Zoom link T/Th 5:00 – 5:45 p.m., Zoom link (text if doors locked) <p>Also by appointment. Request an appointment via Canvas email.</p>		
Instructional Assistants	Section A00	Section B00	Section C00
	Natalie Sokolowska (505) 440-2462	Oluwatomi (Tomi) Oginni (626) 421-4449	Chloe Margulis (609) 306-1861
			

Inclusion

My commitment

I will work to foster an inclusive and diverse learning environment where every student feels safe, valued, heard, and empowered to excel. Your instructional assistants know that I expect the same from them.

Our commitment includes:

- **Respect and Dignity:** We will treat all members of this class with respect, courtesy, sensitivity, and consideration, regardless of race, ethnicity, gender, gender identity, sexual orientation, religion, age, nationality, socioeconomic status, neurodivergence, and other dimensions of diversity.
- **Open Dialogue:** We encourage open and honest discussions about diversity and inclusion, recognizing that everyone has a unique viewpoint shaped by their background and experiences. We aim to create a safe space for sharing and learning from different perspectives.
- **Equity and Fairness:** Our assessments, activities, and policies are designed to be fair and impartial, providing every student with an equal opportunity to succeed.
- **Empathy and Allyship:** We encourage students to practice empathy and be allies for one another. This means listening, understanding, and advocating for each other's needs and concerns.

Expectations of you

- **Participation:** We value active engagement in class discussions and activities. Please share your experiences, ideas, and insights, and be open to learning from others.
- **Respectful Communication:** Treat your peers, instructors, and instructional assistants with courtesy and respect. Disagreements are an opportunity for growth, but they must be expressed in a constructive and respectful manner.
- **Feedback and Accountability:** If you believe that any aspect of this course is not aligning with my commitment to inclusion and diversity, please let me know. I am open to feedback and dedicated to continuous improvement.

Active Learning Approach

This course uses a student-centered approach in which the responsibility for learning is on the student, often working in collaboration with classmates and with instructor guidance. In active learning, teachers are facilitators rather than one-way providers of information. The presentation of facts in lecture, is deemphasized in favor of class discussion, experiential learning, problem solving, role play, peer-to-peer learning, and peer feedback. Case studies, readings, debates, and individual and small group activities will be used.

This course uses a “[flipped classroom](#)” approach. Before many class sessions, you will view a videotaped lecture which is not repeated in class. Come to class prepared to apply what you have learned by completing the preparation for each class.

To have a deep understanding of the material in this course and retain your learning, I strongly recommend you **take notes by hand on paper** in class and as you read/watch/listen to materials in preparation for class.

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Studies show that students who do so have a better understanding of the material and retain twice as much information compared to those who take notes by typing on a device like a laptop.

Class Format

Preparing for Class

- To be successful in this class, it is important that you complete the preparation for each class *before* class. There are generally 2-4 readings, videos, or audios per week. Study guides are provided for all these materials. Frequently, there are pre-class video lectures.
- In the course [Schedule](#) at the end of this syllabus and on Canvas, you will see estimates of how long it will take to complete each element of class preparation.
- An abridged presentation will be available on Canvas before class in case you want to use when taking notes. The full presentation shown in class will be available on Canvas at the end of the class day.

In Class

- Class discussions will expand on, integrate, and apply learnings from the class preparation content. Your thoughtful engagement in discussions is a key component of your course grade.
- ***Plan to take notes in class by hand, on paper.*** Electronic devices may not be used in class.

Teamwork

- Throughout the quarter, you will be part of a team. Teams have two significant deliverables for the quarter: a Debate and the Team Project.
- Teams will have several in-class assignments related to their project. Team members are expected to do more work together throughout the quarter outside of the classroom.

Grading

Course Grades by Score

A+	97+	C+	77 to <80
A	94 to <97	C	74 to <77
A-	90 to <94	C-	70 to <74
B+	87 to <90	D	60 to <70
B	84 to <87	F	<60
B-	80 to <84		

Note: Only raw scores are recorded and reported throughout the quarter. A curve may be applied on the cumulative score for the quarter.

Percentage of Course Grade by Learning Activity

Class Engagement – 20%

- **Contributions to in-class discussions (14%)**
 - Direct contributions that add significant value to discussions
 - In the News presentation (live or video recorded, up to three during the quarter for credit, time permitting. 2 pts each presentation.)
 - Alternative: Come to instructor's visiting hours prepared with questions on course materials or topics (up to six times for credit during the quarter)
 - Say this is reason for visit when you arrive.
 - State the topic(s) you will lead discussion on.
 - Be prepared to spend up to 20 minutes in visit.
- **Individual assignments, activities, quizzes, and attendance (5%)**
- **Rady Behavioral Lab Studies (1%):** Participate in two studies, each no more than one hour.
- Disrespectful classroom behavior can result in points being deducted.

Applied Learning – 50%

- **Papers (20%):** Submit four papers throughout the quarter, each approximately one page long. This course requirement involves reading (or watching/listening), reflection, and analysis. Detailed instructions are provided for each Paper.
- **Team Debate (10%):** Each team will participate in one debate during the quarter. If a class section is small and therefore has fewer Debates, the class may choose an additional learning opportunity with an assignment.
- **Team Project (20%):** Teams will evaluate the performance of a company and its CSR and make recommendations for improvement. This project has deliverables throughout the quarter and includes a presentation to the class at the end of the quarter. For details on this requirement, read "Team Consulting Project – Requirements and Scoring Criteria", on Canvas.
 - Assignments (3%)
 - Team Consulting Project Paper (10%)
 - Presentation to the Class (7%)

Exams – 30%

- Midterm (10%): comprehensive; multiple choice, true/false, multiple answer
- Final (20%): comprehensive; short answer, multiple choice, true/false, multiple answer

Materials

A variety of readings, audios and videos are used to provide relevant and timely content. You will be accessing materials directly on the web and from sources listed below.

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A. Canvas

[Canvas](#) is UCSD's online system for class content and management. Log in at coursefinder.ucsd.edu using your UCSD Academic Computer Services username and password. UCSD Extension students should obtain a registration token from Extension's student services or the ACMS Help Desk and register for a Concurrent Enrollment Computer Account.

B. UCSD Library Electronic Course Reserves (Course Reserves)

To access other required readings and material, sign in to [Digital Reserves](#) using your Active Directory (AD) login. If you are off campus, you will need to connect to the campus network using a VPN. Find instructions for this on the [Connecting from Off-Campus](#) page.

C. Harvard Business Publishing Course Pack

Two required readings for this course are published in a Harvard Course Pack that costs \$11.12. Purchase the Course Pack here: <https://hbsp.harvard.edu/import/1121918>

D. Scantron form 882-E

You will need seven [Scantron form 882-E](#) (or compatible forms), sharpened #2 pencils and an eraser for quizzes and exams. These forms may not be available on campus when you need them, so buy them early. Your team may want to buy a package and share them.

E. Recommended books to help you improve your communication skills

1. Sbertzer, Margaret. [The Elements of Grammar](#). Pearson, September 11, 1996.
2. Garner, Bryan A. [The HBR Guide to Better Business Writing: Engage Readers, Tighten and Brighten, Make Your Case](#). Boston, MA: Harvard Business Review Press, January 29, 2013.

Course Policies

Classroom

- You are expected to attend every class and be ready to begin at the time the class begins. You are also expected to stay until the end of class. If you are ill, do not come to class. Send a message via Canvas Inbox to let me know you will miss class.
- Use of technology in the classroom is not allowed. This includes cell phones and their cameras. An exception is for in-class work when the instructor gives permission for its use. You will be advised to bring a laptop or tablet for these classes.
- Cell phones are to be turned off, put away, and out of site during class.
- Food and drinks, except for water, are not allowed in Rady School classrooms.

Course Work

- All student submissions must be primarily the independent thoughts and ideas of the student writer(s).
- When content is from a source other than those assigned in the course, attribution must be included via a footnote and/or bibliography. (Use the [Modern Language Association](#) (MLA) citation method.)
 - Use of artificial intelligence-based resources and text generators (e.g., ChatGPT, GPT-4, Bing, CheggMate, Sudowrite, Jasper AI, Bard, Chinchilla, LLaMA) in any context for this course is prohibited. It is academic misconduct and will result in disciplinary action.

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- Use of third party crowdsourced online learning platforms (e.g., Chegg, Course Hero, Course Sidekick, StudyBlue, StuDocu) is prohibited. Posting your work for MGT 166 to one of these platforms is a violation of academic integrity and will result in disciplinary action.
- Using information summarized or annotated by someone else (e.g., Wikipedia) is unacceptable. Gathering information from these sites is essentially obtaining analyses done by someone else rather than doing the work yourself. You may use such sites to identify primary sources of information and then use those sites if credible.
- You will submit most of your work via Canvas. Files must be in Microsoft Word (.doc or .docx), PDF (.pdf), or Microsoft Powerpoint (.pptx) file format. Work that is unreadable due to the use of an unaccepted file format will not be accepted. NOTE: Apple's .pages is not an accepted format.

Other Policies

- Canvas "Announcements" are used frequently to communicate with you. You are responsible for reading announcements which are sent to you via email so plan on checking your email at least daily. Check your Canvas notifications settings to be sure you get announcements.
- The course syllabus is subject to change. If a change is made, you will be notified. Students are responsible for knowing the content in the revised syllabus.
- If you have a scheduling conflict, it is your responsibility to resolve it. For example, if you are enrolled in a class that has a final exam at the same time as your MGT 166 final exam, you are responsible for resolving the conflict so that you can take your MGT 166 exam as scheduled.
- The deadline for disputing a score is two weeks after the score is posted. Discrepancies must be addressed with the instructor via email before this deadline.
- Respect copyrights. All course materials are protected by copyright and by university policy¹. Examples of course materials are lectures, presentation files, Canvas content, quizzes, and tests. Picture taking and other image capture of course content is not permitted.
- You may take notes and make copies of course materials for your own use and to share only with other students enrolled this quarter in the same course section that you are enrolled in. You may not reproduce, sell, distribute or display (post/upload) lecture notes, recordings, or course materials or allow others to do so without the written consent the instructor. Course materials and derivative works² (e.g., Quizlets, flash cards) may not be posted to the internet or shared with others.

Academic Integrity

Academic Integrity is expected of everyone at UC San Diego. This means that students must be honest, fair, responsible, respectful, and trustworthy in all their actions. Lying, cheating or any other forms of dishonesty, as well as facilitating these actions by another person, will not be tolerated because they

¹ UCSD Ownership of Course Materials Policy available here:

<https://copyright.universityofcalifornia.edu/resources/ownership-course-materials.html>. Use of these materials is restricted, and sale prohibited as per the "Use of Recordings of Course Presentations" University of California Policy.

² Derivative work refers to content that comes from another copyrighted work. Derivative works may only be created with the permission of the copyright owner or from works in the public domain.

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undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help someone else get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions which can include an F in this class and suspension or dismissal from the University. If a student is unsure if an action is okay, they should ask the instructor, TA/Tutor or the [Academic Integrity Office](#). View the complete [UCSD Policy on Integrity of Scholarship](#).

If you become aware of someone committing or facilitating academic misconduct, report your suspicion to the instructor or tell the Academic Integrity Office via <https://academicintegrity.ucsd.edu/take-action/report-cheating/form-student-report.html>.

By taking this course, students agree that all required projects, assignments, and other work submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity.

Academic Accommodations

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the [Office for Students with Disabilities](#). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department IN ADVANCE of any exams or assignments.

Learning and Academic Support

<p>Rady Undergraduate Advising <i>Meet with an Academic Advisor during drop-in advising or by scheduling an appointment.</i></p> <p>Course Reserves Information <i>Find supplemental course materials.</i></p> <p>English Language Resources <i>For visiting students who would like to improve their English language reading, writing, listening, and speaking/conversation skills.</i></p> <p>Ask a Librarian: Library Support <i>Chat or make an appointment with a librarian to focus on your research needs.</i></p> <p>Triton Transfers <i>Supporting transfer students with resources, services, and programs</i></p>	<p>Office of Academic Support & Instructional Services (OASIS) <i>Intellectual and personal development support</i></p> <p>Writing Hub Services in the Teaching + Learning Commons <i>One-on-one online writing tutoring and workshops on key writing topics</i></p> <p>Tutoring – Content <i>Drop-in and online tutoring through the Academic Achievement Hub</i></p> <p>Student Success Coaching Program <i>Peer mentor program that provides students with information, resources, and support in meeting their goals</i></p>
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Support for Well-being and Inclusion

<p><u>Basic Needs at UCSD</u> Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@ucsd.edu basicneeds@ucsd.edu (858) 246-2632</p> <p><u>Counseling and Psychological Services (CAPS)</u> Confidential counseling and consultations for psychiatric service and mental health programming.</p> <p><u>Triton Concern Line</u> Report students of concern: (858) 246-1111</p> <p><u>Office for Students with Disabilities (OSD)</u> Supports students with disabilities and accessibility across campus.</p> <p><u>Undocumented Student Services</u> Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence.</p>	<p><u>Office of Equity, Diversity, and Inclusion</u> As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus. (858).822.3542 diversity@ucsd.edu</p> <p><u>Office for Prevention of Harassment & Discrimination</u> Provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination: ophd@ucsd.edu (858) 534-8298</p> <p><u>CARE at the Sexual Assault Resource Center</u> provides confidential assistance for sexual and gender-based violence: sarc@ucsd.edu (858) 534-5793</p> <p><u>Get Involved</u> Student organizations, clubs, service opportunities, and many other ways to connect with others on campus</p>
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Schedule

Color key: **Team Project (TP)**; **Paper**; **Debate**; **Assignment**; **Quiz/Exam**

Week	Date	Complete the following <u>before</u> class	Learning Objectives and In-class Activities
Week 1	Class 1 TUES 1/9	<p>Read (on Canvas) (70 mins)</p> <p>1) Syllabus (60 mins)</p> <p>2) Paper 1 Instructions (10 mins)</p> <p>Watch Pre-class Video Lecture A (17 mins)</p> <p>Verify that you can access the course material on electronic reserve. Instructions are in this Syllabus in the "Materials" section, item B.</p> <p>Look through the content in the "Resources" module on Canvas (10 min)</p> <p>Sign up with the Rady Behavioral Research Lab.</p>	Learning Objective 2

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Week	Date	Complete the following <u>before</u> class	Learning Objectives and In-class Activities
Week 1	Class 2 THUR 1/11	Read 1) Study Guide for “How to Speak Up About Ethical Issues at Work” and White-collar Crime audio (10 mins) 2) “How to Speak Up About Ethical Issues at Work” (Course Reserves) Listen to “To the Point - The Psychology Behind White-collar Crime”, available on Canvas (9 mins) Watch 1) Pre-class Video Lecture B in Media Gallery on Canvas (36 mins) 2) “A Guide to Critical Thinking” video (9 mins)	Learning Objectives 1, 2, and 5
	MON 1/15	Submit Paper 1 by 11:59 p.m. See Paper 1 instructions on Canvas .	Learning Objectives 1 and 2
Week 2	Class 3 TUES 1/16	Read 1) Study Guide for Union Carbide Case Study on Canvas (10 mins) 2) Union Carbide Case Study Part A in Harvard Course Pack (90 mins) Watch Pre-class Video Lecture Q on Canvas (13 mins) Prepare for a quiz on the Union Carbide case study and course content to date (30 mins) Bring a Scantron 882-E and a #2 pencil for the quiz.	Learning Objectives 1, 2, 3, 4, and 5 Quiz
	Class 4 THUR 1/18	Read 1) Study Guide for Thinking in Systems, on Canvas (10 mins) 2) “Thinking in Systems”, pages 11 – 17, up to “Bathtubs 101”. (Course Reserves) (15 mins) 3) Paper 2 Instructions (10 mins) Watch Pre-class Video Lectures C and E on Canvas (52 mins)	Learning Objectives 1, 2, 3, 4, and 5
Week 3	Class 5 TUES 1/23	Read 1) Study Guide for What is Life Cycle Assessment (10 mins) 2) What is Life Cycle Assessment? (20 mins) Watch 1) Pre-class Video Lectures G and H on Canvas (27 mins total) 2) Video “Which Bag Should You Use?” (5 mins) 3) “CSV: Competitive Advantage through Social Impact” (26 mins)	Learning Objectives 1, 2, 3, 4, and 5 Teams will be created in class and begin working together.
	WED 1/24	Submit your team’s ranked list of companies for team project by 11:59 p.m. (Only one team member needs to submit this for the team.)	

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Week	Date	Complete the following <u>before</u> class	Learning Objectives and In-class Activities
	Class 6 THUR 1/25	Read 1) Team Project Instructions on Canvas (10 mins) 2) Team Code of Ethics assignment instructions on Canvas (10 mins) Watch Pre-class Video Lecture F on Canvas (length TBD) Prepare for a quiz on creating shared value and course content to date (30 mins). Bring a Scantron 882-E and #2 pencil to class.	Learning Objectives 1, 2, 3, 4, and 5 Quiz Team Code of Ethics assignment
	FRI 1/26	Submit Team Code of Ethics by 11:59 p.m.	Learning Objective 1
Week 4	MON 1/29	Submit Paper 2 by 11:59 p.m. See Paper 2 instructions on Canvas .	Learning Objectives 1, 2, 4, and 5
	Class 7 TUES 1/30	Read Team Project Management Plan assignment instructions (20 mins)	Learning Objectives 1 and 5 Team Project Management Plan assignment
	WED 1/31	Submit Team Project Management Plan by 11:59 p.m.	Learning Objectives 1 and 5
	Class 8 THUR 2/1	Read 1) Debate A materials (on Canvas) (15 mins) 2) Team Project Business Model assignment instructions (10 mins) 3) Team Project Financial Analysis assignment instructions (10 mins) Prepare debate questions to ask during the debaters	Learning Objectives 1, 2, 4, and 5 Debate A Team Business Model assignment
Week 5	Class 9 TUES 2/6	Read 1) “What Is a Benefit Corporation?” (in Course Reserves) (5 mins) 2) Debate B materials (on Canvas) (15 mins) Watch Pre-class Video Lecture on J Canvas (time TBD) Prepare debate questions to ask the debaters	Learning Objectives 1, 2, 4, and 5 Debate B Individual assignment
	Class 10 THUR 2/8	Read 1) Ellen MacArthur Foundation, “Towards a Circular Economy: Business Rationale for an Accelerated Transition” (in Course Reserves) (90 mins) 2) Debate C materials (on Canvas) (15 mins) 3) Paper 3 Instructions (10 mins) Watch 1) Butterfly diagram animation (3 mins) 2) Ray Anderson: The business logic of sustainability (17 mins)	Learning Objectives 1, 2, 3, 4, and 5 Debate C

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Week	Date	Complete the following <u>before</u> class	Learning Objectives and In-class Activities
Week 6	Class 11 TUES 2/13	Prepare for the exam. Bring Scantron 882-e form, sharpened #2 pencils, and eraser	Midterm Exam
	Class 12 THUR 2/15	Watch Circular Business Models 1 and 2 (<9 mins)	Learning Objectives 2, 4, and 5
Week 7	Class 13 TUES 2/20	Watch Pre-class Video Lectures D (23 mins) and K (30 mins) on Canvas Read Team Project Financial Analysis assignment instructions (10 mins)	Learning Objectives 1, 2, 3, 4, and 5 Team assignment
	Class 14 THUR 2/22	Read 1) Global Reporting Initiative (GRI) Content. See the Study Guide for specifics. (90 mins) 2) Debate D materials (on Canvas) (15 mins) Watch Pre-class Video Lecture L on Canvas . (13 mins) Prepare debate questions to ask the debaters Work as a team to decide what data needs to be collected from CSR Reports during in-class assignment (60 mins)	Learning Objectives 3, 4, and 5 Debate D Team CSR Report assignment
	FRI 2/23	Submit Paper 3 by 11:59 p.m. See Paper 3 instructions on Canvas .	Learning Objectives 1, 2, 3, 4, and 5
Week 8	Class 15 TUES 2/27	Read 1) Study Guide for The Social Dilemma (10 mins) 2) Paper 4 Instructions (10 mins) Watch The Social Dilemma on Netflix (1.75 hours) or Read the transcript of The Social Dilemma (on Canvas) (50 mins) Prepare for a quiz on The Social Dilemma and course content to date (30 mins) and Bring a Scantron 882-E and a #2 pencil for the quiz.	Learning Objectives 1, 2, 3, 4, and 5 Quiz
	TUES 2/27	Optional Extra Credit - Submit the Irresponsible Marketing assignment by 11:59 p.m. (30 mins)	Learning Objectives 1 and 2
	WED 2/28	Submit Team Project Financial Analysis by 11:59 p.m.	Learning Objective 3 Team Financial Analysis
	Class 16 THUR 2/29	Watch Pre-class Video Lectures M and N on Canvas (30 mins total) Read Debate E materials (on Canvas) (15 mins) Prepare debate questions to ask the debaters	Learning Objectives 1, 2, 3, 4, and 5 Debate E Individual assignment

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Week	Date	Complete the following <u>before</u> class	Learning Objectives and In-class Activities
Week 9	Class 17 TUES 3/5	Read 1) Study Guide for Loop case study (10 mins) 2) “Loop: Eliminating Single-Use Plastic through Reusable Packaging and the Circular Economy”, (Harvard Course Pack) (45 mins) 3) Debate F materials (on Canvas) (15 mins) Prepare for a quiz on “Loop: Eliminating Single-Use Plastic...” and course content to date (30 mins) Bring a Scantron 882-E and a #2 pencil for the quiz.	Learning Objectives 1, 2, 3, 4, and 5 Quiz Debate F
	WED 3/6	Submit Paper 4 by 11:59 p.m. See Paper 4 instructions on Canvas .	Learning Objectives 1, 2, 3, 4, and 5
	Class 18 THUR 3/7	Read 1) Study Guide for “The 5 most important races for the Arctic” (10 mins) 2) “The 5 most important races for the Arctic” (in Course Reserves) (10 mins) Listen to Russia is sending crude through the Arctic to China (4 mins) Watch Pre-class Video Lecture P on Canvas (13 mins)	Learning Objectives 1, 2, 3, 4, and 5 Individual assignment Final Exam Review
Week 10	MON 3/11	Submit Team Project paper and presentation files by 11:59 p.m. See instructions on Canvas .	Team Project paper and presentation files due before the end of the day
	Class 19 TUES 3/12	Practice Team Project Presentation	Learning Objectives 1, 2, 3, 4, and 5 Team Project Presentations Submit Evaluations of Student Presentations
	Class 20 THUR 3/14	Practice Team Project Presentation	Learning Objectives 1, 2, 3, 4, and 5 Team Project Presentations Submit Evaluations of Student Presentations

Version #	Date of the version	Change(s)
1.0	1/16/24	Added Schedule section
1.01	1/22/24	Added detail to Class Engagement requirements
1.1	2/7/24	Moved submission of Team Project Financial Analysis from Feb. 7 to Feb. 28