Bruce R. Scott wrote:
Two systems of governance – capitalism and democracy – prevail in the world today. Both systems are built upon the notion of indirect governance through regulated competition as the key coordinating mechanism among various actors. They can operate in partially distinct domains; at the same time they can and do influence each other. Indeed, participants in one system can use their positions in that system as a base from which to compete for power in the other (2009).

The purpose of this course is to introduce the complex interrelationships between capitalist business and democratic government in Canada. The bi-directional influences are explored. A pragmatic, (positive not normative), political science framework provides the framework from which salient aspects of the economic, political and societal environments will be covered in this short course. The political analysis is founded on the starting point of self-interest, as were the microeconomic models encountered in principles of economics. Manipulation of information by all actors in the economy and the political entity is assumed. Strategies are formed with incomplete information. The interactions of strategies and exogenous events produce performance outcomes. The resulting institutional and policy outcomes are discussed and evaluated. In other words, we focus on the human behaviors and rhetoric that lead to interest group dynamics, lobbying and other avenues of political influence and their economic implications, important for Canada and other democratic countries.

As this is a policy course, the complex nature of strategic actions in an uncertain and risky environment is also addressed. The course commences with an exploration of analysis of poor information as a necessary prerequisite for strategic planning. The core analytical models used are neo-classical microeconomic analysis and public choice. Thus, it is imperative that students be responsible for reviewing microeconomic theory as part of the required Principles of Economics course and gaining an appreciation of its extension into political science, i.e. public choice. Students are expected to know or quickly grasp the basic institutional aspects of Canadian Democracy.

Unlike many lower level university courses, this course does not emphasize a body of information. The focus is on analysis and strategic decision making. Since decision making often involves others, the role of rhetoric is addressed and students are encouraged to discuss issues in class and on UM Learn. Feel free to engage in critical discussions.
COURSE OBJECTIVES

What you are expected to know already:
  o General principles of microeconomics as usually covered in the first half year of a traditional principles of economics course such as ECON 1200.
  o Basic critical reading and English writing skills.
  o Current newspaper coverage of Canadian business, economic, and political events and an awareness of global political economic issues.

What you will need to learn:
  o The economic consequences of political actions using the industrial organization paradigm.
  o How political decisions are made in a democracy.
  o How interest group politics operate.
  o The role of misleading information in public affairs.
  o Formal structure of the Canadian government and a conception of the operational structure.
  o

Why you need to know these things:
  o As a member of business community, you will be affected by current and changed tax policies, regulatory policies, and international commitments.
  o As a potential member of the leadership community, you will be affecting these policies.
  o Understanding the politics and economics of regulation and other forms of governmental intervention is critical in forming strategy at the level of the firm or interest group.

COURSE MATERIALS

No required text book purchases. All materials will be on UM Learn or by way of links to online resources

All assigned readings are required. This course will have about 600 pages of reading altogether, including preparing for term paper. Additional current materials (current clippings) will be distributed through UM Learn and in class. Students are expected to read at least one national or international newspaper a day.

COURSE FORMAT

This is a course concerned with ideas. We expect all students to read and think, but not to commit the material to memory. In practice, no real boss or client will ever insist that you work without research materials. The primary objective of the quizzes is to determine whether or not the material was read and understood. If you read the material ahead of class, your questions about what was not clear can be addressed in class. We will ask students on the mid-term and on the final to explain or analyse simply something from the massive amount of material (and of course, you may bring your books, handouts, copies and hand written notes with you).
We want students to understand working under uncertainty (as distinct from risk) and the problems of group decision making, two very separate and distinct problems underlying modern complex societies. The paper will be an analysis of the roles of government and the private sector with respect to policy induced issues as evident in a particular industry of your choice, given the constraints of the assignment. Other readings will be added as they become available for all students. Any additions will be noted by a message sent to the mailing list.

The instructor uses the Socratic method, the ancient and honourable technique where students are questioned on what they see to test the robustness of the student’s conceptual framework. Students should expect to work in class and not take notes. This is not a class wherein wisdom or data is broadcast from the podium and students are expected to absorb and repeat. It is a good thing when this process leads to the discovery of error. Students should not feel the pressure to be right. The pressure is on participating.

There are three very important goals of a sound undergraduate education. One is to make students aware of their prejudices and become doubtful about all ideas being held. An educated person rarely asserts anything more strongly than with a qualified maybe. Two, is the development of analytical techniques. These techniques are independent of a discipline. Three, what many students see as course specific content.

As a personal apology to students, I must point out that individual feedback is more limited than desirable. It is important for students to try to express their ideas in writing. It is a good idea that one should get their peers to go through the paper with them expressing every doubt that can be raised. Your permitted aids include language proof reading and the critical raising of questions that need to be addressed before the paper is submitted. Students might make good use of the Academic Learning Centre (ALC) on campus. They can be reached via email and offer assistance in writing strategies. Sometimes two half sessions will boost a student’s skill set enormously. This works with first year students and PhD students. Please look at the following: http://umanitoba.ca/student/academiclearning/

The business librarian in our library and reference librarians across campus are there to help as well.
ASSESSMENT OF LEARNING

Evaluation: There is a mid-term (20 points), 2 reading comprehension and analysis assignments (5 points apiece); 14-18 page paper (25 points); Participation (15 points); video (5 points) and a final (25 points).

TENTATIVE GRADING SYSTEM (final grade distribution is subject to department head’s review)

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<tbody>
<tr>
<td>87 - 100</td>
<td>A+</td>
<td>76 - 80</td>
<td>B+</td>
<td>66 – 70</td>
</tr>
<tr>
<td>81 – 86</td>
<td>A</td>
<td>71 – 75</td>
<td>B</td>
<td>60 – 65</td>
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</table>

MAKE-UP EXAM POLICY

For final exams, please note that students have to apply for a deferred exam through the Undergraduate Program Office in 268 Drake or their home Faculty if they are not Asper students.

Midterm points may be added to final or make-up arranged at the discretion of the instructor after consultation with student.

ATTENDANCE POLICY

Participation in class can be supplemented by UM Learn postings, where essays or critical responses to essays count as participation. Attendance in all classes is required. (Often, students need to be away. That may be the right personal choice, but there is a loss within this academic program.) More than four absences will result in a loss of all participation points. More than 6 absences will result in course failure.

This is a course that depends upon the students to make it a great learning experience.

ELECTRONIC DEVICE POLICY

Recording and video-records of classes

The instructor, fellow students, and/or the University hold copyright over the course materials, presentations and lectures that form part of this course. No audio or video recording of lectures or presentations is allowed without permission. Course materials (both paper and digital) are for the
student’s private study and research, and are not to be reproduced, distributed, or posted online without permission. If you have a disability and require audio or video recordings, or materials in alternative formats, please make arrangements through Student Accessibility Services. Respect for the privacy of other participants is required.

**Electronics in Classes**

Electronic devices may be used judiciously. If you are using a computer for note taking, please sit in the back rows as the illumination from screens is distracting to people sitting behind you. **Cell phones should be off or kept muted. Text messaging is neither acceptable nor respectful behavior.** Surely, we can all go a full 75 minutes without checking messages or email, albeit with the exception of emergency notifications.

**OUT-OF-CLASS COMMUNICATION**

UM Learn and your official University of Manitoba email address will be used for communication. All written assignments are to be submitted to UM Learn dropboxes.

**REFERENCING STYLE FOR WRITTEN WORK**

All referencing will be done using APA.

**CLASS SCHEDULE**

**Tentative Schedule**

**Readings: To be read before:** (the operational word is before.)

<table>
<thead>
<tr>
<th>Jan 4</th>
<th>Issues, Interests, Institutions, and Information</th>
<th>Regulatory Frameworks for Functional Food and Supplements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Jan 9</th>
<th>Belief in Markets</th>
<th>Gordon Bigelow, “Let there be Markets”</th>
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<tbody>
<tr>
<td></td>
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<td><a href="http://harpers.org/archive/2005/05/0080538">http://harpers.org/archive/2005/05/0080538</a></td>
</tr>
</tbody>
</table>


<p>| Jan 23         | News Media and Nonmarket Issues | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Feb 6</td>
<td><strong>Crisis Management and ethics</strong>&lt;br&gt;VW (current materials)</td>
</tr>
</tbody>
</table>
March 20
Multi-lateral trade
(current materials)

March 22
Privacy
(current materials)

March 27-end
Formation of Public Policy
video presentations by students

INTENDED LEARNING OUTCOMES

IMPORTANT DATES TO REMEMBER

First Day of Classes January 3
First review due January 10
Course revision date: January 16
Second review due January 17
Mid-term (in class) February 15
Winter break February 19-23
Voluntary Withdrawal March 16
Term paper due March 26
Video ready to share March 27
Last day of classes April 6
Final Exam Scheduled by registrar
Date for Deferred exam May 15, 5:00pm room 140 Drake
ACADEMIC INTEGRITY POLICY

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words

### AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **Undergraduate Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Quantitative Reasoning</strong></td>
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</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
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<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
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<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
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<tr>
<td><strong>Written Communication</strong></td>
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<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓  Written paper</td>
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<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓  Written paper</td>
<td></td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓  Written papers and essays on examinations</td>
<td></td>
</tr>
<tr>
<td><strong>Ethical Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓  Term paper</td>
<td></td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓  Term paper</td>
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<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓  Term paper</td>
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<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓  Term paper</td>
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<tr>
<td><strong>Core Business Knowledge</strong></td>
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<tr>
<td></td>
<td>✓  Entire course</td>
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</table>
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

**Group Projects and Group Work**

Many courses in the Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic integrity. All group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean's office in order to ensure consistency of treatment. See following table for typical penalties for academic dishonesty in the Asper School.
**Typical Penalties for Academic Dishonesty in the Asper School**

In case of the student being from another Faculty, the student’s Home Faculty often matches the suspension and/or adds penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
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</table>
| Cheating on exam (copying from or providing answers to another student) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Possession of unauthorized material during exam (e.g., cheat notes) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Altering answer on returned exam and asking for re-grading | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Plagiarism on assignment | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Submitting paper bought online | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor) | F-DISC in course  
Suspension from taking Asper courses for 1 year  
Notation of academic dishonesty in transcript |
| Group member had knowledge of inappropriate collaboration or plagiarism and played along | F-DISC in course  
Notation of academic dishonesty in transcript |
| Signing Attendance Sheet for classmate | F-DISC in course  
Notation of academic dishonesty in transcript |
| Impersonation on exam | Suspension from all Faculties for several years or possible expulsion from University of Manitoba |
STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support when needed. You are encouraged to visit the below websites to learn more about these services and supports:

- Academic Calendar
- Library Resources
- Registrar’s Office
- Writing and Learning Support
- Your rights and responsibilities
- Student Accessibility Services
- Student Discipline
- Student Advocacy
- Student Counselling Centre
- Student Support Case Management
- University Health Service
- Health and Wellness
- Live Well @ UofM
- Respectful Work and Learning Environment
- Violent or Threatening Behaviour
Appendix A

TERM PAPER

*Learning goals include your ability to integrate, management strategy, politics, and economics and effectively communicate your work. You must focus on Canadian political processes and Canadian industries.

1. Develop a thesis statement.
   a. Sketch out your argument so that you can support your thesis statement.
   b. What criticisms of your argument can you anticipate? Imbed your defense within the essay.
2. Rewrite the paper for logical flow.
3. Proof and rewrite the paper for language and grammar.
4. Make sure that all ideas and facts are cited. APA (6th ed.) is the required reference style.
5. Make sure that all phrases, sentences, and paragraphs that use the words of others are set off with quotation marks or if paraphrasing include the citation as appropriate.
6. Make sure your pages are numbered and you have a reference page. (See for help a good style guide or, using the following link, information on citing and formatting. (For this assignment, do not produce an abstract!) http://cufts.lib.umanitoba.ca/node/1232

You may want to look at:
http://www.markville.ss.yrdsb.edu.on.ca/politics/arg Essay.html

Since we know about the topic on which you are writing, get as close to zero as possible in descriptive material, especially in the introduction.

The question is how do political processes impact an industry and alter that industry’s impact (performance) on society. Does the democratic political process appear to make the industry that you are examining work better, and what does better mean?

Looking at a Canadian policy area, look at the dual governance of the market and democratic government including the bi-directional flow of influence.
Sample topic: “The development and impact of public policy on commercial aircraft production in Canada”

Narrow your choice of industry by choosing a product or service and its close substitutes. What political support has been sought? Political efforts blocked? Explain the forces encouraging the desired support and forces resisting the support.
Identify the organized and possibly organized groups concerned (stakeholders). *Be guided by your reading of The Choice of Governing Instrument*. What market and non-market strategies do you see these groups deploying or possibly deploying? Analyse and discuss the role of political and cooperative behaviours in conjunction with market-based behaviours.

How do the different players concerns and strategies interact with one another? What outcomes are likely and why? Discuss your analysis of the interactions. Evaluate the performance outcomes.

Do not have descriptive material in your paper. If you think description is necessary, this should be done in a footnote. The paper should be analytical examining strategies, tactics, and relationships in political economic space. Your intended audience is a well read instructor who does not want historical background or other background material. Concentrate on the activities, strategies, and outcomes within the policy community.

*Your task is to apply political and economic analysis to this policy area.* You will demonstrate knowledge of analytical concepts and tools. You will use the basic industrial organization paradigm and extend it with your insights into political processes. *(Descriptive materials might be interesting to you or necessary for your thoughts to develop, but are not relevant for having your ability to analyse, discuss, and evaluate within political economy assessed.)*

Papers will be submitted to a term paper dropbox on UM Lean. Look at the criteria the marker will use and be guided accordingly. Students are encouraged to use the Academic Learning Centre. Several ½ hour appointments can be made (no more than two within a week) to develop your writing. If you are not familiar with the resource, follow the following link: [http://umanitoba.ca/student/academiclearning/](http://umanitoba.ca/student/academiclearning/). Students are also urged to visit our Cohen Library business librarian.

**Late term papers will be penalized 20 points per day or part thereof.**

The papers will be assessed on the following criteria:

- Presentation skills including language arts, grammar, use of APA, and flow.
- Identification of the policy community, their objectives and tools.
- Analysis and discussion of the non-market strategies and tactics used by interest groups.
- The economic analysis of the non-market behaviours.
- An evaluation of the total impact (performance) of the industry and the impact of non-market behaviours.
Appendix B

Following your research and findings in the term paper, record a 5 minute TED Talk type video presenting your findings to the class. Students will be able to think about similarities and differences across Canadian industries.

An additional learning objective is developing public presentation skills.