

**Michael J. O'Hara**

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[mohara@mail.unomaha.edu](mailto:mohara@mail.unomaha.edu)most public questions asked via BlackBoard's Discussion Board <http://myuno.unomaha.edu>O'Hara's CBA web site at <http://cba.unomaha.edu/faculty/mohara/web/ohara.htm>**Office Hours: by private appointment, as well as****before class, 5:30 PM Thursday****and after class Thursday**

(before and after class office hours in the classroom)

fax (402) 554-2680

**Legal, Ethical, and Social Environment**

Spring 2005

BSAD 8010-001 # 10458

**Thursday****6:00 - 8:40 PM****RH 214****COURSE DESCRIPTION:**

3 credit hours. "Focus upon law and ethics. Business law, legal processes, and regulations will be the subject matter focus. Business ethics will be a recurring focus of analysis. Analysis of the social environment will include public policy. Both subject matter and analysis will be integrated to build the student's critical thinking skills. Prereq.: MBA Foundation courses."

**GRADED EVENTS:**

The course letter grade of "A" is earned with a total course percentage of 90.0%; the "A-" is earned with 87.0%; the "B+" is earned with 83.0%; the "B" is earned with 80.0%; the "C+" is earned with 75.0%; the "C" is earned with 70.0%; the "D" is earned with 60.0%, and the "F" is earned with less than 60.0%. In graduate classes, **the instructor does NOT use the course grades of "B-", "C-", "D+", or "D-".**

**15% Memorization Exam****20% Natural Capitalism Exam****25% G8 poster session (group assignment)****10% Business Case Analysis****30% Comprehensive Final Exam****-?% or +?% POP QUIZZES (A maximum opportunity of -5% and +3% will exist.)****TEXTS:**

1. Hawken, Lovins, and Lovins. *Natural Capitalism*. 2003.
2. O'Hara. *Introduction to Legal and Economic Analysis*. 2005.  
*O'Hara does NOT receive royalties on this sale.*
3. USA Constitution. BarChart. (plastic covered four page document)
4. O'Hara. Key Slides. <http://cba.unomaha.edu/faculty/mohara/web/LEp5KeySlides2.pdf>

**INTRODUCTION:**

**Prior to the first day of class**, all students are expected to have read the following three documents, which are hereby incorporated by reference within this syllabus.

**Reasonable Expectations** <http://cba.unomaha.edu/faculty/mohara/web/ReasonableExpectations2.pdf>;**Critical Thinking** <http://cba.unomaha.edu/faculty/mohara/web/CriticalThinking2.pdf>; and**Memorization** <http://cba.unomaha.edu/faculty/mohara/web/MemorizationTechniques2.pdf>.

Class will have a break of about 10 minutes starting no later than 7:30 PM. Class will end at 8:40 PM (including on the first night of class). Public office hours also will be held after class, in the classroom. See also OFFICE HOURS.

A house built on sand can not long stand. Accordingly, every class will start with the professor's inquiry: "Any questions?". The previously covered material is critical to understanding subsequent material. Each student should make sure that that student personally has obtained actual knowledge and understanding of that prior material. A wise student will understand that all students are ignorant<sup>1</sup> and that ignorance often is shared with respect to fields of ignorance. Thus, if one student has a question, then it is quite likely that most other students also have the same question. Daring to talk about the elephant on the sofa is one indicia of leadership.

*Lectures assume the student read and thought about the assigned readings prior to attending the lecture, especially in graduate classes.* The goal of this course is to develop each student's ability to engage in critical thinking. Mostly, this course is about asking questions. The most important questions are multipart questions, with each part a critical component. From the perspective of the law, many of the most important questions are embedded in the **Key Slides**. The Key Slides are hereby incorporated by reference within this syllabus.

#### **OFFICE HOURS:**

Office hours are held for private purposes and for public purposes. Public purposes are far more frequent than private purposes. The vast majority of questions from a student are public in nature (*e.g., question about the subject matter, syllabus interpretation*). A few questions are private in nature (*e.g., grades earned, sufficient reason for Make-Up Work*).

The fraction of the professor's tasks that includes out of class tutoring is accomplished during public office hours. **Public office hours** are held in the classroom both before and after the class meetings.

Public office hours are held for several logistical reasons. First, the classroom is a locked high technology classroom that the professor must unlock. Second, experience teaches that the professor receives more questions from more students in the pre-class public office hours of one course than the professor ever received from three courses when sitting in his office. Third, every public question is a question that more than one student has (*and typically, nearly all students have*), and by answering those public questions in a public forum, the efficiency of both learning and teaching increases substantially.

At the student's election, private questions may be handled by an appointment for **private office hours** in the professor's office or handled discretely outside of the classroom.

Any student with a private question will find the professor to be very flexible in setting up appointments outside of the times of pre-class and post-class office hours as well as for appointments in a location other than the classroom. The professor will first suggest his RH 502 office and will first suggest either 4:30 PM or 5:00 PM on the day of a class meeting as an appointment place and time. However, those are not the only times and place the professor will agree to take appointments, with good cause shown. Since private questions often involve elevated emotions, phone appointments are not recommended, but are feasible.

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<sup>1</sup> Prior to any reader taking any offense at this statement (which only lacks accuracy for its under inclusiveness), the author strongly suggests that reader finish reading the three documents previously incorporated by reference.

**EMAIL QUESTIONS:**

Over the years, the professor has answered many student questions via email. Recent semesters have had an ordinary workweek of at least 10 hours of keyboard time crafting answers and sending same to -all- enrolled students. The number of email questions per semester started out in the range of 20, but recently the routine semester included in excess of 100 email questions.

Each teaching style offers advantages and disadvantages. At first blush, [a] the asynchronous nature of email Q&A; [b] the ability to provide all students identical answers to common questions via group emails; and [c] the written format (which improved the student's framing of a question as well as created a durable form of the professor's answers) all appeared to offer more and larger advantages than disadvantages. At first blush, email Q&A appeared to be profit maximizing.

Experience, however, teaches that the disadvantages of email Q&A routinely exceeded the advantages both in number and magnitude. It is the collective opinion of students over many semesters that the disadvantages exceed the advantages. ***Accordingly, the professor refuses to engage in email or voicemail Q&A.*** The professor will not respond in any way to questions of a public nature (*e.g., question about the subject matter, syllabus interpretation*) either via voice mail or via email except to insist that all public Q&A move into the classroom or BlackBoard.

While most questions of a public nature will be asked during the pre-class or the post-class Office Hours, the professor will accept digital questions, but only will accept those posted in the BlackBoard Discussion Board Forums.<sup>2</sup> The professor will not necessarily check BlackBoard every day, but will check it at least once every two days.

Questions of a confidential nature (*e.g., explanation of grade*) are appropriate for private office hours and private email.

When grades are posted or *if* other ministerial notices are sent, the professor shall do so using BlackBoard's "email to all" feature. For your timely recover all notices from UoN, set BlackBoard's Personal Information to point towards your preferred email account, then check that account regularly.<sup>3</sup>

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<sup>2</sup> <http://myuno.unomaha.edu>

<sup>3</sup> This feature exists because lawyers know that your receipt of notice exists the instant BlackBoard confirms its *attempted* delivery to your email system. For you to become legally bound it is not necessary that you either receive or open the email. Hotmail again and again has proved to be the least reliable inbox. *Do not use Hotmail.*

**EXAMS:**

There are three exams. A Memorization Exam worth 15% of the course grade, a *Natural Capitalism* Exam worth 20% of the course grade, and a Comprehensive Final Exam, Part A and Part B together, worth 30% of the course grade.

The Memorization Exam is just that: a test of your memorization. There are a set of Key Slides<sup>4</sup> posted to O'Hara's CBA web page, under Course Materials<sup>5</sup> link. The Memorization Exam will test your memorization of the content of those slides. There will be zero lecture time covering the Key Slides prior to the exam. The Memorization Exam date is **January 27**. It solely tests your memorization of the content of the slides. The grading in the course is designed assuming a mode grade of an "A" on the Memorization Exam. Do not pass up these easy points: memorize the Key Slides.

The *Natural Capitalism* Exam will be based upon the assigned readings as well as classroom activities related to the *Natural Capitalism* text. The *Natural Capitalism* exam date is **February 10**.

The Comprehensive Final Exam is will be based on all assigned readings as well as all classroom activities related to all assigned readings. Experience teaches that the final exam is materially more difficult than the other exams. The Comprehensive Final Exam is at the Regent's scheduled final exam time of Thursday, **May 5**.

The Memorization Exam, the *Natural Capitalism* Exam, and Part A of the Comprehensive Final Exam will use the true-false or the multiple-choice true-false format. Both the Memorization Exam and the *Natural Capitalism* Exam will have 35 questions graded as if there are 33. Part A of the Comprehensive Final Exam will have 52 questions graded as if there are 50, and those questions will include questions built from the prior exams' questions. Part B of the Comprehensive Final Exam will be a pair of single page essays analyzing two of three fact patterns.

**POP QUIZZES:**

**If**, after the Memorization Exam, **three consecutive** called-up students **fail to answer promptly and correctly** a request for memorization material<sup>6</sup>, **then**, solely at the instructor's election, a memorization **Pop Quiz** (MPQ) over that memorization material may be administered. MPQ will be graded **Pass = +0.2%** and **Fail = -1.0%** of the course grade: with 100% correct earning a Pass.

Additional, non-memorization Pop Quizzes (APQ) also will be administered. The APQ will be graded **Pass = +0.5%** and **Fail = +0.0%**.: again, 100% correct earning a Pass. An absent student earns a Fail on a MPQ and on an APQ.

There is **no Make-Up Work** for either a MPQ or an APQ.

*A maximum opportunity of -5% and +3% will exist via MPQ and APQ.*

<sup>4</sup> NOTE: Different semesters have different versions of the *Key Slides* and there are material differences in the slide content. Substitute at your own peril.

<sup>5</sup> Under this link <http://cba.unomaha.edu/faculty/mohara/web/ToMater.htm> you also will find three documents that are incorporated by reference by this footnote to be a part of this Syllabus. To wit: Reasonable Expectations, Critical Thinking, and Memorization Techniques.

<sup>6</sup> Memorization material shall include all *Key Slides* and all items in the IL&EA text that the reader is instructed to memorize. IL&EA memorization material may trigger a MPQ only on or after the date of that material is an assigned reading.

<b>BUSINESS CASE ANALYSIS:</b>
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In total, your BCA is worth 10% of the course grade. That 10% will be earned in two parts. The BCA Context page is worth 1% of the course grade, is submitted alone on **March 31**, and is graded pass-fail. *The median and the mode grade on the BCA Context page are forecasted as a 100%.* Then on **April 14**, the entire BCA will be submitted to earn 9% of the course grade. The entire BCA is graded on the truncated scale of 100%, 80%, 60%, 40%, and 0%. *The forecasted median and the mode grade on the entire BCA are forecasted as a grade of 80%.* The forecasted grade is earned with an objectively detectable merchant's good faith level of performance. See TYPING REQUIREMENTS.

MBA students whose initial enrollment is after Spring 2001 must author a Business Case prior to graduation. A detailed description<sup>7</sup> of this task is distributed in BSAD 8060, also in that course a student selects<sup>8</sup> the firm to be analyzed. The Business Case must analyze a discrete business decision from, at a minimum, the perspective of each of the MBA core courses.

Two of the **three requirements** for selecting a firm apply to all LESE students.

Post-Spring 2001 students **must** select a firm that:

- [1] is registered with the SEC;
- [2] is not your employer; and
- [3] no other MBA students is using.

Pre-Spring 2001 students and non-MBA students need only satisfy requirements [1] and [2].

Unlike the graduation requirement Business Case you will author (where you will assume your reader is a generally knowledgeable reader), for this LESE Business Case Analysis (BCA) assignment assume your reader is Professor O'Hara. Recall, your task is to prepare the reader to make a decision.<sup>9</sup> Therefore, write using the past tense for items that occur just prior to the decision that reader must make.

The LESE entire Business Case Analysis (BCA) assignment is made up of five pages with each page addressing a different facet of the analysis. The five pages are the Context page, the Legal page, the Ethical page, Social page, and the Environment page. The entire BCA is two graded assignments. In the first assignment the student only submits the Context page. In the second assignment the student submits a (revised?) Context page as well as the Legal, Ethical, Social, and physical Environment pages.

The **Context page** shall start with five sections each comprised of a single paragraph of a single sentence. Section [C] has a subsection comprised of a single sentence paragraph. The section labels (e.g., [A]) are a part of the section and must be used on the Context page and on

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<sup>7</sup> A [out of date?] version of that detailed description is in the Course Materials section of my web site. <http://cba.unomaha.edu/faculty/mohara/web/MBACase.pdf> See also the Frequently Asked Questions page on the UNO CBA MBA web site.

<https://cba.unomaha.edu/mba/mbacomp/faq.cfm>

<sup>8</sup> Students may make a selection of a firm at any time or change a selection at any time using the following web page. <https://cba.unomaha.edu/mba/mbacomp/>

<sup>9</sup> Your graduation requirement includes analysis of a *decision* that has been *made prior to the date of your graduation*. However, as of the date of your LESE Business Case Analysis the decision may or may not have been made.

subsequent pages where that section (or subsection) appears. Those of sections of one sentence each,<sup>10</sup> in order, are:

- [A] the decision your firm faces and your human decision maker;
- [B] a Legal cause of action related to your firm's decision;
- [C] an Ethical facet *of that* legal cause of action;
- [C1] name of the ethical standard used followed by that ethical standard's primary criteria;
- [D] a Social issue *of that* legal cause of action, and
- [E] a *physical* Environment facet *of that* legal cause of action.

Next, the Context page shall contain a sixth section, [F].<sup>11</sup> The sixth section may have multiple paragraphs and the paragraphs may be longer than one sentence. Your initial paragraph in section [F] shall provide your firm's name, ticker symbol, largest market upon which its securities are traded (e.g., NYSE), as well as a named human decision maker within your firm and that person's position within the firm.<sup>12</sup> The last paragraph in section [F] only shall contain the NAICS code<sup>13</sup> for your decision in [A]; the name of your employer and your employer's NAICS code; and your job and your job's NAICS code. In between the initial paragraph of section [F] (i.e., firm identifiers) and the final paragraph of section [F] (i.e., NAICS code) you must have at least one additional paragraph that identifies the total revenues your firm reported to the SEC and any other additional information you believe is pertinent to establishing context for the decision.

*The Context page may be typed single spaced; the remainder of the BCA must be typed double spaced.*

On the date (i.e., March 31) the Context page is submitted for grading, each student shall engage in a peer review of other student's Context pages. Of the Context page graded worth, 25% is earned by participating in the **peer review**. It is likely this class meeting will end by 7:30 PM. Because time is of the essence, there is *no Make-Up Work* for the peer review.

The entire BCA reads like five assignments of one page each. The Legal page, the Ethical page, the Social page, and the physical Environment page each shall start at the top of a page and each shall start with their respective one-sentence paragraphs from the Context page (e.g., [B]).

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<sup>10</sup> *None* of these [A] through [E] sentences may be *in the form of a question*. Each of these six sentences must be declaratory statements. Avoid the use of conjunctives (e.g., or, and) in your issue sentences, unless you wish to double your workload.

*Each* of the section [A] through [E] sentences may consume *at most two typed lines* of text; however, subsection [C1] may consume four typed lines of text.

<sup>11</sup> Each of the six required sections must be identified with the bracketed capital letter (e.g., [A]). On the Context page and subsequent pages, the sections and subsection paragraphs denoted with a bracketed capital letter need not start with a tab.

<sup>12</sup> NOTE: if that person holds multiple positions (e.g., CEO and Chair of the Board of Directors), then you shall identify and focus on only one of those positions.

<sup>13</sup> These two NAICS codes need not be identical. However, you should ask yourself why if they do not match at the 3 digit or the 4 digit level. The ideal BCA deals with your employer's competitor, or your employer's customer, or your employer's vendor. For a listing of all NAICS codes visit the USA Department of the Census. <http://www.census.gov/epcd/www/naics.html>

The Legal page shall focus on a single cause of action. **Springing directly from** that cause of action **must** be the ethical issue, the social issue, and the physical environment issue (e.g., *muda*). Failure to do this is the swiftest path to a grade of “F”.

Please note that **a laundry list is not analysis**. You may pose questions in your analysis only if you answer your questions. Otherwise, write in the form of declaratory statements.

Experience teaches that MBA students have the most difficulty framing the Social facet and the Environment facet. *Make sure, very early in the semester, that you have obtained actual knowledge of what is required.*

The **Legal page** starts with the one sentence paragraph. Focus on a single cause of action and use its legal name (e.g., breach of contract; merger). A single cause of action may surface a host of legal issues: intensely prioritize your analysis. Do not use laundry lists, instead focus on a component of the cause of action (e.g., capacity).

The **Ethical page** must start with the one sentence paragraph. Section [C] sentence must start with the last name of the human decision maker (e.g., O’Hara) followed immediately by the words “acted<sup>14</sup> ethically” or the words “acted unethically”; and those three words followed by the ethical facet. Subsection [C1] provides the name of the ethical standard used followed by that ethical standard’s primary criteria. For example, the ethical standard the student is using might be efficiency as ethics. Subsection [C1], unlike all other parts of the BCA, may look like a laundry list. The third paragraph on the Ethical page must identify who else is participating in and/or effected by the decision. The fourth paragraph and subsequent paragraphs must present your ethical analysis from **that** human decision maker’s point of view.

The **Social page** starts with the one sentence paragraph. The Social issue is **external** to the firm. A Social issue can not be managed by management. Management manages investors, employees, creditors, vendors, customers, *and the like*. None of these are “Social” issues. For an example of a Social issue, managers do not manage the children of neighbors of the worksite. These managers might need to manage the consequences of these children’s actions when those consequences occur within the firm; but, the managers do not manage the children.

The **physical Environment page** starts with the one sentence paragraph. The physical Environment page must deal with a physical environment issue (e.g., *muda*). Think creatively and focus on spillover costs and/or spillover benefits when searching for a physical environment issue. *No student may use anything as insignificant as letterhead redundancy or its ilk*. If in doubt, consult with the instructor prior to Spring Break.

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<sup>14</sup> The BCA decision is a decision that will have been made by the date of your graduation. For both this BCA and your graduation requirement Business Case the student writes about that decision as a decision that has been made (i.e., uses the past tense), even if that decision still is in the future.

G8 REPORT
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The G8 Report is worth 25% of the course grade. The G8 Report is a group assignment and groups will form on **February 3**, after break. The G8 Report has three parts. The first part is a one page G8 LES Listing assignment worth 1% of the course grade, is graded pass-fail, with a Pass = 100% and a Fail = 0%, and is due **March 10**. The second part is a group PowerPoint presentation and the third part is an individual Poster presentation: both are due **April 21**. Both the PowerPoint and the Poster Session is each worth 12% of the course grade, each is graded using the truncated scale of 100%, 85%, 70%, 40%, and 0%. *While a grade of 85% is the forecasted mode and median grade on the G8 Report, variation in grades is far more likely on the G8 Report than on the BCA.*

The world economy is controlled, largely, by the Group of Eight, or as it is commonly known: G8. Each member of the G8 has a top ten set of trading partners<sup>15</sup> as measured by exports, imports, and total trade (i.e., a minimum of 10 and a maximum of 30 trading partners).

The class will form equally sized groups of three or four students. The instructor will divide the class, unless 100% of the class members voluntarily form groups prior to the end of break on **February 3**.

Students with non-English language skills may elect to petition the instructor to assign that student to an appropriate G8 Group (e.g., speak French and seek Canada or France).

Within a G8 Group, each student shall select one trading partner for analysis. Within a G8 Group, no two students shall work on the same trading partner. Only students who are not citizens of the USA may select the USA as their G8 trading partner.

G8 members and G8 trading partners will be selected by students in reverse alphabetical order of student's last name. But [1] students with a non-English language skill who select a G8 member using that language will choose first; [2] non-USA citizens who choose the USA as their trading partner will choose second, and [3] all other students will choose third.

The first part of the G8 Report, the **LES Listing**, is a one page listing of the legal, ethical, and social environment issues that the second and third parts of the G8 Report will address. The LES Listing shall be organized as follows, starting in the upper left corner:

- [1] the name of G8 member;
  - [2] an alphabetical listing of the student's names of the G8 Group;
  - [3] for the G8 country, a single sentence each for the legal,<sup>16</sup> ethical, and social issues;
- and
- [4] by trading partner, a single sentence each for the legal, ethical, and social issues of the trading partner.

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<sup>15</sup> For your download, the instructor has placed on BlackBoard an Excel workbook that identifies the top ten trading partners for each member of the G8. While this list changes over time, for our purposes we will use this exact list.

<sup>16</sup> The legal directory *Martindale-Hubble*, in its end volume, has summaries of the laws of many nations and of each of the USA States.

*Use the notation* implied above (e.g., [3L-France]) to indicate the G8 member's Legal issue and (e.g., [4L-UK]) to indicate the Legal issue of a trading partner.

Each G8 Group is likely to have its own strategy. For some G8 Groups it will make sense for the [3L] to be identical to the [4L-xxxx] of each trading partner. For other G8 Groups that will not be ideal.

The LES of the G8 member need not be, but may be, identical to the LES of the trading partner.

**April 21 is G8 Day and class starts early, at 5:30 PM.** On G8 Day, each **G8 Group** will make a **PowerPoint** presentation to the class on the legal, ethical, and social environment of that G8 member. Within that PowerPoint presentation *each student* shall author and shall present *one slide*, and the group as a whole may add two more slides. The G8 Group shall *give the instructor a single sheet of paper* that contains copies of all of the *group's PowerPoint slides and* has each student's *printed last name* attached to the slide or slides that student authored. Also, on G8 day, **each student** shall author and present a **Poster Session** on the legal, ethical, and social environment of the trading relationship between the G8 member and the student's trading partner county. See POSTER SESSION below.

### Poster Sessions

All of these features<sup>17</sup> are incorporated by reference by the use of the phrase "POSTER SESSION".

FIRST, the poster shall contain a minimum of four and a maximum of five sheets of 8.5" x 11" paper mounted on a standard poster board (i.e., 22" x 28").

SECOND, each discrete issue (e.g., legal) shall have a sheet to itself.

THIRD, the first sheet (i.e., upper left sheet) shall provide the reader with [3a] an overview of the legal, ethical, and social issues (i.e., in addition to expressly naming each of those issues in a single sentence) as well as [3b] identify an over arching problem related to those issues; and [3c] the last sheet (i.e., lower right) shall identify a solution to that problem.

FOURTH, at least one sheet must be devoted exclusively to text and across the other sheets there must be a minimum of two graphs and one photograph.

FIFTH, each graph and each photograph must be accompanied by between 5 and 50 words of isolated text placing the photograph or graph in context (a bibliographic citation is not required or desired for photographs); also each photograph and graph must be printed on the sheets rather than mounted on the sheets.

SIXTH, the poster is displayed in the classroom with the author present, but in a reactive mode.

SEVENTH, on **G8 Day** the posters will be displayed for review by class members from **5:30 PM** until 6:00 PM.

EIGHTH, after the PowerPoint presentation of a G8 Group, the author shall make an oral presentation of the poster to the audience. *Reading the poster is not presenting the poster.*

NINTH, rather than a header, in the UPPER LEFT CORNER of the first sheet the student's NAME will appear in ALL CAPITAL LETTERS; the **smallest font size** used **anywhere** on a poster is **14 points** (e.g., axis labels for graphs), but most text shall be in **16 points** (remember, a poster is read while standing up); any one or more font faces may be used; any one or more colors of paper may be used; and any margins and any spacing may be used.

<sup>17</sup> Each specified feature is required and grading will note each separately. A missing feature necessarily reduces the grade on a Poster.

**TYPING REQUIREMENTS:**

If there is any conflict between these TYPING REQUIREMENTS and the instructions in an assignment, then the *assignment instructions are controlling*.

DO NOT USE A COVER SHEET, instead **use a left justified, single line header (e.g., see top of this page)** on each page identifying, from left to right: [a] the student author, [b] the assignment, [c] and the page of page number [e.g., *Michael J. O'Hara, BCA Social, page 3 of 5*]. Grammar, punctuation, and spelling do influence your grade. All of your typed assignments shall use a **#12 font Tahoma**<sup>18</sup> typeface, shall use one-inch margins on all four sides of a page, shall be typed double spaced, with all paragraphs starting with a tab and no blank line between paragraphs, and shall be typed on 8 1/2" x 11" white paper. Assignments with multiple sheets of paper **must be stapled** together in the upper left hand corner. Footnotes (e.g., bibliographic citations) must use #12 font Times Roman typeface and be typed single-spaced. The expected and desired number of footnotes is zero.

**EACH FAILURE to comply with the typing requirements (e.g., incorrect header or not using a staple) will cause an AUTOMATIC LOSS OF 5% from your earned assignment grade.** If you merely open an MS Word document in its default setting, then you will violate these rules in *at least* two ways.

You have been charged a \$5 *per credit hour* technology fee for the ENRON Computer Lab in RH 403 and the campus computing rooms in EAB 009; MBSC 1st Floor, Elmwood Room; DSC 104; and PKI 158 all of which have word processing and PowerPoint software and provide computer support for you. You also have paid for a UNO Lotus Notes email account.<sup>19</sup> CBA will, *upon your timely request*, give you a print card for use in the ENRON lab and worth \$5. Black and white copies are less than a nickel a page, but color copies much more expensive.

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<sup>18</sup> Mac users may use #12 font Geneva typeface.

PowerPoint presentations shall have a minimum font typeface of **18 point**.

Poster Session presentations shall have a minimum font typeface of **14 point**., but most Poster Session text shall use a typeface of **16 point**.

<sup>19</sup> See, <http://mail.unomaha.edu> where, at your first use, you use your first and last name as your username and your social security number as your password. UNO sends all official notices to this email account. See also [http://myuno.unomaha.edu/webapps/portal/frameset.jsp?tab\\_id= 9\\_1](http://myuno.unomaha.edu/webapps/portal/frameset.jsp?tab_id= 9_1)

**MAKE-UP WORK:**

Make-up work is strongly discouraged. There are two **prerequisites** for make-up work.

1. 24 hour **prior notice** of your intended absence,<sup>20</sup> unless for sufficient reason (*e.g., death of an immediate family member*);

**AND**

2. timely, **written verification** by an impartial third party (*e.g., from the mortician, on letterhead*)

**AND**

3. **consent**<sup>21</sup> of Professor O'Hara.

**CELL PHONES:**

Prior to the start of each class meeting, turn off all your cell phone and/or pager. If a student's cell phone or pager "rings" during class, then the instructor, at the instructor's election, may either answer the phone in the fashion of his choice or may reduce the student's earned course grade by 1%. Students who provide the instructor with satisfactory documentation that the student is part of an emergency response team may allow a phone to ring during class.

**DISABILITIES:**

Pursuant to federal law, neither the student nor the faculty member is empowered to decide:

- [1] that a student is "disabled"; nor
- [2] that a reasonable accommodation is warranted; nor
- [3] the specific accommodation that is the legally required as the reasonable accommodation. To obtain these three decisions initiate contact with the Services for Students with disAbilities in EAB 117 or 554-2872, TTY 554-3799.

**ACADEMIC DISHONESTY:**

Any form of academic dishonesty (*e.g., plagiarism*) may earn a course grade of "F."

<sup>20</sup> Some international students, as a condition for entry into the USA, are required to purchase return flight airline tickets with extreme limits on the return flight dates. A student must present such a ticket to the professor prior to the end of the second class meeting (*i.e., August 30 - September 1*) and discuss with the professor any flight restrictions, or such flight restrictions can not be sufficient reason for Make-Up Work. This footnote does not imply that all such flight restrictions are sufficient reason.

<sup>21</sup> A student requesting Make-Up Work is requesting the instructor's waiver of the student's material breach of contract. However, the academic enterprise is predicated upon a degree of flexibility for reasonably accommodating external, unexpected events beyond the reasonable control of the student. Accordingly, consent will be granted for good cause shown by the student.

Ordinarily, in addition to prior notice, the student seeking waiver of the student's material breach will obtain the instructor's consent prior to the graded event.

**NC #** = *Natural Capitalism* chapter

**IL&EA #** = *Introduction to Legal and Economic Analysis* chapter

### Thursday

<u>DATE</u>	<u>TASKS</u>
Jan 13	introduction and exercise
Jan 20	NC 1 - 5
<b>Jan 27</b>	6:00 - 6:15 PM review for Memorization Exam <b>6:15 - 7:15 PM Memorization Exam</b> 7:15 - 8:40 PM NC 6 - 10
<b>Feb 3</b>	NC 11 - 15 <span style="float: right;"><b>G8 groups form after break</b></span> <i>[NOTE: MBA Leadership Series Wed. Feb. 2 @ 5:30-7:00 PM in RH 010A]</i>
<b>Feb 10</b>	6:00 - 6:30 PM self study review for <i>Natural Capitalism</i> Exam <b>6:30 - 7:30 PM Natural Capitalism Exam</b> 7:30 - 8:40 no class: AEF conference
Feb 17	IL&EA 1 <span style="float: right;"><i>first MPQ</i></span>
Feb 24	IL&EA 2, 3, & 4
Mar 3	IL&EA 5 <i>[NOTE: MBA Leadership Series Tues. Mar. 1 @ 5:30-7:00 PM in RH 010A]</i>
<b>Mar 10</b>	IL&EA 5 & 6 <span style="float: right;"><b>G8 LES Listing due</b></span>
<i>Mar 17</i>	<i>no class: Spring Break</i>
Mar 24	IL&EA 7
<b>Mar 31</b>	<b>BCA Context page due in class room</b> <u><b>proctor will collect papers and manage distribution for peer review</b></u> <i>O'Hara at AA EFE conference</i>
Apr 7	IL&EA 8, 9, & 10
Apr 14	IL&EA 1 - 10 <span style="float: right;"><b>Business Case Analysis due</b></span>
<b>Apr 21 @ 5:30</b>	<b>G8 Day</b>
Apr 28	review entire class
<b>May 5</b>	6:00 - 7:00 PM review: <b>change of classroom RH 406</b> <b>7:00 - 8:40 PM Comprehensive Final Exam</b>