

MBA 513 - 03
LEGAL & REGULATORY ENVIRONMENT

John T. McLean
Banner Bank Bldg (1001 Broadway), Rm. 20
mcleanj@seattleu.edu

Fall Quarter 2008
Bellevue East
Thurs. 5:30-8:10 pm

Office Hours: Before Class & by appointment

TEXT: Mann & Roberts. Business Law & the Regulation of Business (9th Ed., 2008) ("M&R").

COURSE OBJECTIVES:

The purpose of this course is to introduce business students to a broad range of legal concepts related to issues that can arise within business. By the end of the course students should--

1. Understand the structure and rationale of the state and federal judicial systems.
2. Understand and apply the basic legal concepts drawn from the disciplines identified below and apply those concepts to situations that arise in a commercial setting.
3. Better identify legal issues that might arise in the personal, as well as professional, lives of the students.

INTERNET SITES:

Sponsored by the [Center for Ethics and Business](#) at Loyola Marymount University, this site provides a variety of resources and activities related to business ethics (requires the Flash reader).

www.bsr.org/CSRResources -The Global Business Responsibility Resource Center's site provides original documents about a variety of business ethics topics.

[The Southern Institute for Business and Professional Ethics site](#) offers a good "links" section and an interesting business ethics survey.

[The Ethics Resource Center](#) is a nonprofit educational organization that provides consulting services and training to help companies establish and implement effective business ethics policies. The ethical effectiveness "quick test" is interesting.

[Transparency International](#) is a civil society organization dedicated to curbing both international and national corruption. The site is available in a number of different language versions.

www.findlaw.com – probably the most comprehensive source of legal information on the Internet.

www.law.cornell.edu – one of the oldest on-line sites around, it offers extensive information about US law.

www.loc.gov – The Library of Congress provides links to state and federal resources.

www.law.vill.edu – Villanova University's Center for Information Law and Policy provides access to numerous legal resources, including circuit court opinions.

www.law.indiana.edu/v-lib/index.html - Indiana Law School; provides an index of legal sources categorized by subject.

<http://wbl.westlaw.com> – the website accompanying the business law text.

SCHEDULE:

09/25/08 – Intro & Civil Dispute Resolution

Readings

- *M&R, CC. 1 & 3*

10/02/08 - Constitutional Law & Administrative Law

Readings

- *M&R, CC. 4 & 5*

10/09/08 – Criminal Law & Intentional Torts

Readings

- *M&R, CC. 6 & 7*

10/16/08 – Torts & Review

Readings

- *M&R, C. 8*

10/23/08 – **Midterm (bring Scantron Card)**

10/30/08 – Contracts I: Introduction, Mutual Assent, Conduct Invalidating Assent

Readings

- *M&R, CC. 9,10,11*

11/06/08 – Contracts II: Consideration & Contracts in Writing

Readings

- *M&R, CC. 12, 15*

11/13/08 – Contracts III: Performance, Breach, & Discharge; Contract Remedies

- *M&R, CC. 17, 18*

11/20/08 – Real Estate Law

- *M & R, CC. 49,50*

11/27/08 – **THANKSGIVING; NO CLASS**

12/04/08 – Environmental Law; Review

Readings

- *M&R, C. 46*

12/11/08 – FINAL EXAM (Bring Scantron card; market pressures for one in the classroom will be overwhelming)

GRADING and RELATED MATTERS

Grading - 35% - Midterm; 35% - Final; 30% - Class Participation (rubric attached).

Class Preparation - Reading the materials before class is an absolute requirement for success in class. Ask questions in class about material you do not understand. Not only is it an effective form of class participation (a gradable event!); but, it is a good way to clarify and cement your understanding of the material.

Disability - If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Extra Help - Even when students are diligent about the reading, they find that the course terminology and concepts are challenging in the extreme. Please feel free to meet me outside of class for additional help. You can also email me and I will try to respond within four hours. Typically, however, I am unavailable over weekends.

Academic Honesty - I expect that you will abide by the University’s Academic Honesty Code. “Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process and that violations in this area should be dealt with in the appropriate manner.” (Undergraduate Bulletin)

Link: <http://www.seattleu.edu/registrar/page.aspx?ID=87>

If you are not sure whether a particular action is acceptable according to the Academic Honesty Code, you should check with me before engaging in it.

Instructor reserves the right to alter the Syllabus consistent with the development of the course.

RUBRIC FOR CLASS PARTICIPATION

10 A student receiving a 10 comes to class prepared; contributes readily to the conversation but doesn't dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups.

8-9 Comes to class prepared and makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for others' views; participates actively in small groups. An 8-9 score may also be appropriate to an active participant whose contributions are less developed or cogent than those of a 10 but still advance the conversation.

7 A student receiving a 7 participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, continually interrupt the instructor with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructor or students. Students in this category often profit from a conference with the instructor.

6 A student receiving a 6 comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless these students show interest in the discussion, listen attentively, and take notes. Students in this category may be shy or introverted. The instructor may choose to give such students an 8 if they participate fully in small group discussions or if they make progress in overcoming shyness as the course progresses. Sympathetic counseling of such students often helps.

5-4 Students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a 5 often don't participate because they haven't read the material or done the homework. Students receiving a 4 may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.