University of South Dakota  
Beacom School of Business  
BADM 762 – Business and Its Environment  
Spring 2019 Course Syllabus

School of Business Mission Statement

Our primary mission is excellence in undergraduate and graduate education that develops successful future business leaders. We deliver high value to our students, employers and community through distinctive teaching and learning supported by significant intellectual and professional contributions and meaningful service.

“Business is the engine of democracy.”

Course Description: Business and Its Environment is an examination of the environment within which contemporary business operates with emphasis on selected laws and regulations that impact the national and international operation of business enterprises. It explores relationships existing between business firms, individuals, and governments and emphasizes ethics and social responsibility, and business law as an important part of a business’s overall strategic operations.

Prerequisites: BADM 761 Leadership Development and ECON 782

“Teachers, yes. We are the waiters and waitresses in the Brain Food Café. We are pilots of the Knowledge Express. We are tour guides through the tunnel of discovery.”

Faculty: Gregory M. Huckabee, J.D., M.B.A., M.S., M.A., LL.M., LL.M.

Office Phone: 658-6541  
Office FAX: 677-5058  
Office: Beacom School of Business, Room 231  
E-Mail: Gregory.Huckabee@usd.edu

Office Hours: My goal is to answer all phone calls and emails within 24 hours. Between Friday at 5:00 p.m. and Monday 8:00 a.m., however, the family demands care and feeding, so all communication received over the weekend will need to wait until Mon for response. You may contact me to schedule a time to meet in Vermillion on-campus if you are having difficulties with course concepts or need any assistance. I am here to help.

My plan is to conduct an online Virtual Live Office Hours (VLOH) Assigned Chapter chat room every Tuesday from 12:00 p.m. to 1:00 p.m. (CST). I try and make these fun! For those of you working, perhaps your employers will give you time for a working lunch. If students cannot join me for the live presentation, they are then expected to view its recording. I will always try to
answer any questions immediately during that timeframe. Please keep in mind, that I may be answering another student’s questions also at that same time. Please be “flexible” with the immediate response expected. To access Collaborate Ultra and participate in this VLOH, please click on the “Click Here to Attend VLOH Session …” in each week’s section located in the course’s D2L “Content” area. Click on your video and audio to interact. Each VLOH will be recorded and available for you to review. A link for each Wednesday’s VLOH will be provided in the content area of the course in D2L and is located under this week’s folder. Simply click on the link to watch.

“The sleeping Fox catches no Poultry.” Benjamin Franklin

**Course Time and Location:** This is an online class. The module week will run Monday 12:00 a.m. to Sunday 11:59 p.m. (CST).

*Beauty may be dangerous, but intelligence is lethal!*

Class **begins on Aug. 20, Mon.** (hoorah!) and **ends sadly Dec. 14, Fri.** All assignments and quizzes must be submitted by their due date for any credit. Most, if not all assignment due dates, are before then, so pay close attention to this syllabus. As in business, late submissions entail consequences. All the **Content** lessons and assignments are open so you may work ahead if you choose.

*“Lack of decision is the worst fault.” Duff Cooper*

**TECHNOLOGY REQUIREMENTS**

**Desire2Learn (D2L):** There are two ways to access D2L: [http://d2l.sdbor.edu](http://d2l.sdbor.edu) and [http://my.usd.edu](http://my.usd.edu). Click on MYUSD, then log in and scroll down to Single Sign on at lower left. Then click **Desire to Learn.** Type in your new login credential for D2L that is provided to you by USD. After login, then click BADM 762. Now you should be in the class! All video lectures are under **Content.** We recommend accessing the online d2l system and the weekly chatroom videos using Google Chrome or Firefox web browsers.

All student grades are posted in this course under **Assessments,** then click on **grades** to ensure grade point accuracy. **STATUTE OF LIMITATIONS:** One of the law's first lessons is timeliness. Students have only **five days (5) from grade posting** to bring any errors to the instructor's attention, otherwise any errors are **waived.** Waiting until the end of the semester is not an option. “In God we trust, everyone else we check!

Download Respondus Lockdown Browser for taking all quizzes and exams.

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CDE Online Student Handbook in the Getting Started widget on the course homepage.
“Lost time is never found again.” Benjamin Franklin

WITHDRAWAL POLICY

The last day to drop a class with a full refund and without having the class recorded on your academic record is Jan. 16th. The last day to drop a full term class with a grade of “WD” is Fri, Apr. 1. The instructor of a course may drop a student for non-attendance or non-participation provided the student is in violation of the official attendance policy or participation policy of the course. Instructor initiated drops are at the instructor's option. The student is notified by the Registrar's Office that he/she has been dropped from the course. The grade assigned is in accord with the drop policy for student initiated drops.

“It is of first importance that we should know our own minds; it is of almost equal importance that the world should make no mistake about our intentions.” Winston Churchill

MBA Program Assessment: At the Beacom School of Business, we are proud to offer the MBA program as a full-time program on campus in Vermillion as well as on a part-time basis in Sioux Falls at the University Center and in the online delivery mode. The content of the classes and the faculty who teach the classes are the same regardless of delivery mode. The graduate faculty members who teach in the program have established the following goals or learning outcomes for program graduates. The following MBA program goal is assessed in BADM 762 via examinations, quizzes, exercises, and writing assignments.

“Diligence is the Mother of Good Luck.” Benjamin Franklin

Beacom School of Business Assurance of Learning Goals (G) & Objectives:

1. Be able to articulate the frameworks for the business-government-society interface. G101, G202, G501
2. Be able to apply ethical principles in identifying and resolving ethical issues important to an ethically responsible business enterprise. G202, G401, G501, G502
3. Be able to identify and address social issues important to a socially responsible business environment. G402, G502
4. Become familiar with business law and its processes and procedures. G101

Objectives: How measured:

Q=quizzes, E=exams, EA=ethics analysis papers, F=final exam

1. Students will be able to articulate their analysis of the forces in the business-government-society interface. Q, E, F
2. Students will be able to identify and understand the impact of the fundamental internal and external environmental forces affecting businesses and managers.

3. Students will be able to critically analyze business influences on government and society.

4. Students will be able to articulate and critically analyze how societies and governments influence business.

5. Students will be able to apply ethical principles in identifying and resolving ethical issues important to an ethically responsible business enterprise.

6. Students will be able to identify and address social issues important to a socially responsible business enterprise.

7. Students will become familiar with administrative law and its processes and procedures.

8. Students will develop a tolerance for ambiguities in dealing with business-government-society issues about which knowledgeable observers have different views, and with problems for which there is no clear solution.

“Students must let the gritty reality of this world into their lives.”
Fr. Peter Hans Kolvenbach, S.J.


--Wall Street Journal (WSJ) (save them for future research and reference!): order online $1 per week either for digital access or delivered to your front door ($15 for semester) at WSJ.com/studentoffer (list me as your instructor Greg Huckabee to get the great subscription rate) It will be used as source for class research, and discussion/participation (CP). Save your copies or sign up for the digital option! Call 1-800-JOURNAL (568-7625) and ask to have it MAILED to you. Delivery is better! You will need these as sources for your ethics analysis papers.

“Manufacturing as an occupation suffocates the germ of virtue, leads to venality, and corrupts the manners and principles of those who work at it.” Thomas Jefferson
Curriculum:

**Video lectures:** Provocative, scintillating, and didactic lectures are provided live or recorded for each class on D2L.

**Quizzes:** All quizzes are taken online on D2L under ASSESSMENTS.

**Ethics Analysis Papers:** Send assignments to DROP BOX under D2L ASSESSMENTS.

**Assessment Tests:** Tests are taken online on D2L under Assessments.

**Discussion Engagements:** Participate in discussion in D2L under COMMUNICATIONS, CLICK ON DISCUSS, THEN GO TO Discussion #1, #2, OR #3 TO PARTICIPATE

**“Why is a world of excessive competitiveness reflected in individualism, consumerism, and success at all costs a good thing?”**

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Assignment/Notes</th>
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<tbody>
<tr>
<td>1st week</td>
<td>1 &amp; 2</td>
<td>Read The Study of Business, Government, and Society &amp; The Dynamic Environment, and take Quiz #1 due Sun, Jan. 13 by 11:59 pm; all assessments are open in the course so you may work ahead!</td>
<td>pgs. 7-60</td>
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<td>Jan. 7</td>
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<td>2nd week</td>
<td>3</td>
<td>View GREED Movie; read Business Power; view movie by clicking on link at D2L CONTENT, then take Quiz #2 found in D2L under ASSESSMENTS due Sun., Jan. 20; Intro BP also due by Jan. 20.</td>
<td>pgs. 61-88</td>
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<td>Jan. 14</td>
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<td>3d week</td>
<td>4</td>
<td>View WALL STREET I movie by clicking on link at D2L CONTENT; read Critics of Business, then take Quiz #3 due Sun, Jan. 27.</td>
<td>pgs. 89-128</td>
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<td>Jan. 21</td>
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<td>4th week</td>
<td>5 &amp; 6</td>
<td>Review Wall Street I for quiz; read CSR and Implementing CSR, then take Quiz #4 due Sun., Feb. 3</td>
<td>pgs. 129-202</td>
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<td>Jan. 28</td>
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<td>5th week</td>
<td>7</td>
<td>Assessment test #1 due Sun, Feb. 10 covers Chaps. 1,2,3,4,5,6 &amp; movies only; read Business Ethics; then take Quiz #5 also due Sun., Feb. 10.</td>
<td>pgs. 203-247</td>
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<td>Feb. 4</td>
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<td>6th week</td>
<td>8</td>
<td>Read Making Ethical Decisions in Business, then complete Quiz #6 due Sun., Feb. 17; engage in DISCUSSION Engagement #1 also due Sun, Feb. 17.</td>
<td>Pgs. 248--280</td>
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<td>Feb. 11</td>
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<td>7th week</td>
<td>9 &amp; 10</td>
<td>Read Business in Politics and Regulating Business &amp; complete Quiz #7 due Sun, Feb. 25; also submit Business Ethics Analysis assignment #1 due Sun, Feb. 24.</td>
<td>pgs. 281-364</td>
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<td>Feb. 18</td>
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<td>Week</td>
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<td>8th week</td>
<td>Feb. 25</td>
<td>Read Multinational Corporations, then complete Quiz #8 due Sun, Mar. 10</td>
<td>pgs. 365-408</td>
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<td>9th week</td>
<td>Mar. 11</td>
<td>Complete Assessment test #2 covers Chaps. 7, 8, 9, 10, and 11 only due Sun, Mar. 17; read Globalization, Trade, and Corruption, then complete Quiz #9 due Mar. 17; also submit Business Ethics Analysis assignment #2 due Mar. 17.</td>
<td>pgs. 409-450</td>
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<td>10th week</td>
<td>Mar. 18</td>
<td>Read Industrial Pollution and Environmental Regulation, then complete Quiz #10 due Sun., Mar. 24; engage in DISCUSSION Engagement #2 due Mar. 24.</td>
<td>pgs. 451-491</td>
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<td>11th week</td>
<td>Mar. 25</td>
<td>Read Managing Environmental Quality, then complete Quiz #11 due Sun, Mar. 31</td>
<td>pgs. 492-528</td>
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<td>12th week</td>
<td>Apr. 1</td>
<td>Complete Assessment test #3 covers Chaps. 12, 13, 14, and 15 due Sun, Apr. 7; also read Consumerism, Chap. 15, and complete Quiz #12 due Sun. Apr. 7.</td>
<td>pgs. 529-566</td>
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<td>13th week</td>
<td>Apr. 8</td>
<td>Read The Changing Workplace, then complete Quiz #13 due Sun, Apr. 14; submit Business Ethics Analysis assignment #3 also due Sun, Apr. 14.</td>
<td>pgs. 567-604</td>
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<td>14th week</td>
<td>Apr. 15</td>
<td>Read Civil Rights, Women, and Diversity, then complete Quiz #14 due Sun, Apr. 21.</td>
<td>pgs. 605-650</td>
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<td>15th week</td>
<td>Apr. 22</td>
<td>Read Corporate Governance, then complete Quiz #15 due Sun, Apr. 28; engage in DISCUSSION Engagement #3 due Sun, Apr. 28.</td>
<td>pgs.651-695</td>
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<td>16th week</td>
<td>Apr. 29</td>
<td>COMPREHENSIVE FINAL ASSESSMENT EXAMINATION!</td>
<td>Must be completed not later than Fri, May 3 at 5:00 pm</td>
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“The interplay of experience, reflection, and action can produce the educated person for others.”

Graded Events – Spine sweat—From success to significance!

Graduate Student Responsibilities:

- Online quizzes (15) - (20 pts each) 300 points 30%
- Exams (3 X 100 points each) 300 points 30%
- Business Ethics Analysis (3 X 66.6 pts each) 200 points 20%
- Comprehensive Final Examination 200 points 20%
- Total 1,000 points 100%
Course Grading Scale:  
A   900 or more points  
B    800-899  
C    700-799  
D    600-699  
F    Less than 600 points

Grades are based exclusively on academic achievement, and are not a reflection of need, desire, or even effort (although students who work hard tend to make better grades than those who do not.)  In borderline cases, it is the prerogative of the professor to give the higher of the two possible grades IF such student has evinced to this professor sincere hard work to learn the material covered in this course.  Questions Concerning Grades:  All student grades are posted on in the gradebook through Desire2Learn that may be accessed at https://d2l.sdbor.edu/index.asp to ensure grade point accuracy.  Late submissions—There will be penalties assessed for late submission of assignments.

Students are expected to complete the reading assigned from the text as well as any additional reading (WSJ) assigned for that class period.  It is the student’s responsibility to make sure these materials and all assigned chapters are mastered.  Any problems or questions from any of the assigned readings should be raised during chat room office hours on Monday.  Other students may have similar questions, so do not be bashful about ruffling Professor Huck’s tail feathers.  He has been shot at on more than one occasion.  Reading assignments will be given for each weekly module (see pgs. 5-6 above).  Students are encouraged to seek additional guidance from the professor during the VLOH office hours Tue 12:00pm -1:00 pm (CST) or during the week.  Email conversations are always welcome!

This class is like a dance.  We are partners.  The professor will furnish half of the effort, but you, the student, must put in the other half if we are to succeed.  As the teacher, I lead but that is just a portion of my 50 percent.  I pledge to do my share, but you are absolutely responsible for your part.  You need to know, right from the start, that I am not the only person doing any real work.  Prepare, prepare, prepare!  I will.

Privacy of Student Records:  The Family Educational Rights and Privacy Act of 1974 (FERPA) provides that each student’s educational records remain private.  No individual or group outside the educational institution shall have access to nor will the institution (including professors) disclose students’ educational records without written consent of the students.  Because the professor cannot ensure that the student is the only one with access to the student’s email account, grades will not be provided via email.  The student may access his/her final grade using WebAdvisor and in the course website grade section.

“The world is unlikely to thank us for being men and women for others, just as we know the pursuit of justice often attracts more enemies than friends.  Nevertheless, we prepare students for struggle.”
Quizzes: (20 pts each) A quiz will be given each week of class. You will need a Lockdown Browser for the quizzes and tests. They are to be taken **online in D2L under ASSESSMENTS and are due by each subsequent Sun by 11:59 pm.** You have **15 minutes** to complete the 20 question online quiz. You can then check D2L for your score after the quiz. Just click the arrow next to your assigned quiz and click Submissions. The correct answers will be posted after the closing date. Quizzes are closed book. They encourage us to read assigned chapters in advance to be prepared for a more informed and involved understanding of the material. Quizzes may be over the material assigned for the day and/or material from the prior class as a means of reinforcement. Based on past experience students who waste time trying to look up answers routinely run out of time and fail to answer all the questions. Be forewarned! We do not offer **Make-up quizzes/exercises or we would all lose our minds trying to keep track of them.**

“It is the chief duty of education to make men and women virtuous.”

Examinations: Three exams (100 pts each) plus the final comprehensive exam (200 pts) will be given in this course as a means to practice and assess what we have learned. You will need a Lockdown Browser for the quizzes and tests. The exams consist of 100 diabolical questions with **60 minutes** to complete. They are to be taken **online in D2L under Assessments and are due by each subsequent Sun by 11:59 pm.** Late is late=no credit! The correct answers will be posted after the closing date. Grades will be posted within one week. The final exam will consist of 100 questions (200 pts).

“Wall Street owns the country. It is no longer a government of the people, by the people and for the people, but a government of Wall Street and for Wall Street. The great common people of this country are slaves, and monopoly is the master. The West and South are bound before the manufacturing East.” Mary Lease (late 1880’s populist)

Business Ethics Analysis: (200 pts-66.6 pts each) Students will be given 3 business problems to analyze applying what they have learned in the course. They will be based on a Wall Street Journal (WSJ) article or another topic that will be assigned for you to read, so save those WSJ copies or sign up for the online digital subscription. The submission date is on the syllabus above. The ethics problems are found on D2L under **CONTENT.** Click on the assigned number.

Your papers are to be submitted to my **DROPBOX** located under **ASSESSMENTS** on D2L. There will be a Dropbox Folder called **Business Ethics analysis.** The dropbox system provides a fact checking and plagiarism software called Turnitin, so be forewarned.

See Appendix A for a model analysis approach and Appendix B below for grading criteria. The analysis should be double-spaced **not to exceed** six (6) pages plus bibliography. You are expected to dive deeper than the assigned article in analyzing the business issue presented, so engage in additional research. You will find this interesting. List your research sources on a Bibliography page at the end of your paper. This is a graduate research paper so know the expectation for quality work is at that level.
Grades will be posted within two weeks on your grade chart. Your papers with my comments will be provided within the same period. You can reenter the Dropbox and locate your paper. Click on Mark Up Document in the upper right hand corner and your paper with comments and grades will appear in the icons. If there is a problem, please let me know. My students in the past have really enjoyed this assignment.

Watch our thoughts; they become words.  
Watch our words; they become actions.  
Watch our actions; they become habits.  
Watch our habits; they become character.  
Watch our character; they become our destiny.  
Dr. Charles W. Edwards, Jr.

Discussion engagement—Bonus points (BP): During the semester there will be four bonus point opportunities involving up to 10 pts each. They will be posted within one week of the due date for the Discussion submission. The professor will post a business environment and/or ethics question taken from the Wall Street Journal (to which you subscribe) where you can share your opinion and also comment on other students’ responses. The quality of the student response will determine the number of BP awarded. This will be fun! Stay tuned! The discussion posts will be located under COMMUNICATIONS on D2L under Discuss. When posted, you will find there the four separate discussions during the course. The first week we would like you to introduce yourself to your classmates by clicking on INTRODUCTION and the four links that will ask you questions about yourself. Fun way to earn 10 BP and get to know your classmates on this journey. This is due by Jan. 20.

“Public service is the noblest of professions. To serve well, one needs the background to know, the vision to see, and the will to do. The keys to a happy and worthwhile life are participation, a concern for others, and the goal of making the world a better place in which to live. Think of the possibilities! Dr. William O. Farber

Ethics. Business does not build character; it reveals it. Consequently, students are expected to conduct themselves in an honest, dignified and professional manner. Such behavior includes respecting the rights of others and the diversity of other cultures, nationalities, and beliefs. See the Beacom Student Code of Ethics (on wall on first floor outside Student Services Office in Beacom School of Business).

Academic Integrity

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Student Code of Ethics:** Students enrolled at the Beacom School of Business are expected to maintain the highest standards of integrity and ethical principles and to adhere to the Student Code of Ethics developed and approved by Beacom School of Business students. This Code provides a frame of reference for the behavior of Beacom School of Business students in their personal, academic, and professional activities.

Student Academic Misconduct Policy, Map, Academic Misconduct Form, and Academic Appeals Form.

"Hope is not blind optimism. It's not ignoring the enormity of the tasks ahead or the roadblocks that stand in our path…Hope is that thing inside us that insists, despite all evidence to the contrary, that something better awaits us if we have the courage to reach for it and to work for it and to fight for it." —President Barack Obama

**Freedom in learning.** Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

"Problems are only situations for which we have not trained ourselves."

"Would you tell me, please, which way I ought to go from here?" “That depends a good deal on where you want to get to," said the Cat. “I don’t much care where—“said Alice. “Then it doesn’t matter which way you go," said the cat. “—so long as I get SOMEWHERE,” Alice added as an explanation. “Oh you’re sure to do that,” said the Cat. “—if you only walk long enough.” Alice in Wonderland, Lewis Carroll
Disability Services: Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact: Ernetta L. Fox, Director, Disability Services, Room 119B Service Center North, (605) 677-6389, disabilityservices@usd.edu.

"Imagination is not to be divorced from the facts: it is a way of illuminating the facts."

Alfred Whitehead

DIVERSITY/INCLUSIVE EXCELLENCE STATEMENT

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. The Beacom School of Business is committed to USD’s Inclusive Excellence initiatives. We are committed to cultivating an environment of Inclusive Excellence at all levels of the school. We are committed to graduating globally and culturally aware business students who are equipped with the tools to embrace and practice inclusiveness. See http://www.usd.edu/diversity-and-inclusiveness/diversity-and-inclusiveness-statement

“What nobler employment, or more valuable to the state, than the person who instructs the rising generation.” Cicero

About the Instructor: “I believe that service to others is the obligation of mankind, that every right I claim imposes a responsibility, and every possession implies a duty.”

Professor Huckabee received his A.B., M.B.A., and J.D. from Gonzaga University in Spokane, WA. He received an LL.M. from The Judge Advocate General’s School in Charlottesville, VA; an M.S. in Education from Jacksonville State University in Jacksonville, AL; an M.A. in Congressional Studies from The Catholic University of America in Washington, D.C.; and an LL.M. from The George Washington University National Law Center in Washington, D.C.

Selected in 2000 by the Council for the International Exchange of Scholars and the U.S. Department of State to be a J. William Fulbright Scholar, Professor Huckabee served as a Senior Lecturer at the Jagiellonian University Center for American Studies in Krakow, Poland. He taught courses on the American Legal System, Civilian Control over the Military, and Constitutional Law. He also lectured at the University of Silesia and the Economics University of Katowice.

After serving 27 years as a Judge Advocate in the Regular U.S. Army, he became an Associate Professor of Business Law joining the faculty at the USD School of Business in August 2003. Previously he held a variety of legal positions including Deputy Staff Judge
Advocate (Deputy General Counsel), Headquarters, First U.S. Army, Fort Gillem, GA, outside Atlanta, serving as Legal Advisor to the Dept. of Defense (DoD) Joint Task Force in support of the 2001 Presidential Inauguration, and Legal Advisor to the DoD Weapons of Mass Destruction Joint Task Force-East, supporting the FBI and FEMA.

He also served as the Staff Judge Advocate (General Counsel), Fort Buchanan, Puerto Rico; Chief, U.S. Army JAGC Recruiting Service, and earlier as Deputy Chief, Legal Assistance Division, Office of The Judge Advocate General, The Pentagon; Deputy Staff Judge Advocate, Chemical and Military Police Centers, Fort McClellan, AL; Commander, USA Legal Services Activity, Korea; Administrative Law Attorney, United Nations Command and Eighth U.S. Army, Seoul, Korea.

Professor Huckabee also served three years as an Associate Professor in the Department of Law at the U.S. Military Academy, at West Point, NY. During an earlier assignment, he performed succeeding duties as Defense Counsel, Legal Assistance Attorney, Claims Judge Advocate, Prosecutor, and Officer in Charge of the Hanau Legal Center, Germany, appearing as counsel in over 200 trials.

Selected as the 2004 Teacher of the Year by the student body of the University of South Dakota, Professor Huckabee was named Chair, Division of Entrepreneurship, Management, Marketing, and Law in January 2006. He received USD’s highest distinction for outstanding teaching in 2006 when he was presented the Belbas-Larson Award. Professor Huckabee was appointed to the Gonzaga University Board of Regents in 2007. During 2012-2013 he served as a Distinguished Visiting Professor at the U.S. Air Force Academy in Colorado Springs, CO.

“The best thing for being sad,” replied Merlyn…”is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins,…you may see the world around you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing for it then—to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you.”

T.H. White, The Once and Future King

APPENDIX A

Ethics Case Analysis Model: The FIRAC (facts, issue, rule of law or ethics principle or both, application, and conclusion) format will be used to facilitate ethical problem analysis.

FACTS. Provide a concise recitation of the most salient facts. Do not just read from the case. (Summarize)

ISSUE. Spot the ethical and/or legal issue and frame it in the form of a brief question, which you will then proceed to answer. The issue will often be apparent from the question asked; and,
at the very least, the question you are asked should put you on the path to the correct issue. This is important, because if you miss the issue, your answer will most likely be incorrect. For instance, if you are given a set of facts, and then asked what non-judicial actions are available, no issue regarding judicial actions is raised and any discussion of judicial actions would be incorrect. Be careful; answering more than you are asked is a common mistake. Learning to spot issues is a critical tool for any business person.

**RULE.** Once the ethical and/or legal issue has been identified, you should state the rule that applies as the next part of your answer. For purposes of this class, you will have to “know” some ethics and law; for example, general rules applying to such things as duty, breach, foreseeability, harm, and remedy, and golden and platinum rules.

**APPLICATION.** This is the substance (meat) of your answer. Unfortunately, it is the most neglected step and often is completely ignored. Spotting the issue and giving the rule without applying it to the facts given, does not provide a useful answer and helps no one. What you must do is take that ethics and/or law rule and apply it to the facts of the particular question. This takes some analytical thinking, and really involves what it takes to succeed in a law course and later.

**CONCLUSION.** You have spotted the issue, stated the pertinent ethics and/or rule of law, and applied that rule to the specific facts of the problem. Now you must wrap it up by briefly concluding what it all means. You should answer the question, "So what?" Going back to the issues presented above, if your issue is what legal remedies are available, your conclusion would be to recommend the specific actions to be taken. Should the judgment of the lower court be affirmed, reversed, or remanded for further consideration?

**APPENDIX B**

**Criteria for Grading Written Assignments**

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<thead>
<tr>
<th></th>
<th>Poor</th>
<th>6</th>
<th>9</th>
<th>12</th>
<th>15</th>
<th>Best</th>
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<tbody>
<tr>
<td>1. Quality of Thought</td>
<td>0</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2. Grammar, Punctuation, Spelling</td>
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<td>6</td>
<td>9</td>
<td>12</td>
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<tr>
<td>3. Organization and Logical Development</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>4. Clarity of Expression</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<td>5. Use of Evidence</td>
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<td>6. Selection of References/exhibits</td>
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<td>3</td>
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<td>66.6</td>
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</tbody>
</table>
Guidelines to Understanding the Criteria

1. **Quality of Thought.** In the best papers, the author does more than just explain or describe. The author shows evidence of sophisticated analysis and that s/he has thought about the subject in depth. The subject is analyzed from different angles and assessed critically.

2. **Grammar, Punctuation, and Spelling.** The best papers are characterized by consistently correct grammar, punctuation and spelling. Verbs agree with their subjects. Sentences are complete. There should be no single sentence paragraphs.

3. **Organization and Logical Development.** The best papers show evidence of prior planning. An outline prepared in advance assists the author in this process. An organized and logical paper has a purpose or theme, which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinions, and details explain the main point and lend credibility to each point being developed.

4. **Clarity of Expression.** In the best papers, words are carefully chosen and sentences are purposefully constructed. Each point the author makes is expressed precisely and clearly.

5. **Use of Evidence.** The best papers are characterized by consistently referencing facts and analysis that is demonstrable to the reader. The best papers are analyzed using standard and reproducible tools and techniques.

6. **Selection of References.** Be sure to properly cite others’ work.

9/19/18