CB3302: INTERNATIONAL CORPORATE SOCIAL RESPONSIBILITY

Effective Term
Semester A 2025/26

Part I Course Overview

Course Title
International Corporate Social Responsibility

Subject Code
CB - College of Business (CB)

Course Number
3302

Academic Unit
Management (MGT)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
MGT3304 International Corporate Social Responsibility
MGT3305 Corporate Social Responsibility

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to provide students with opportunities to develop concepts and frameworks of corporate social responsibility (CSR) while putting CSR in an international context. Specifically, the course will introduce CSR to students such that students can assess firms' CSR activities, evaluate the importance of these initiatives, and analyze the effectiveness of these activities. By doing so, students can have better understanding regarding key issues such as why firms would like to be socially responsible, when the socially responsible behaviors would be appreciated by stakeholders, and how the expectation of being socially responsible may differ in different countries.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Develop the concepts of CSR and understand how CSR may operate in an international context.	30	x		
2	Apply the frameworks of CSR to analyze why firms in a variety of industries and countries would like to be socially responsible.	30		x	
3	Identify firms' stakeholders and their expectation for the firms. Develop and evaluate alternatives for managing stakeholder expectation.	30			x
4	Demonstrate effective communication and interpersonal skills in proposing and presenting analyses of firms' CSR activities.	10		x	

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will acquire knowledge about CSR. During the lectures, students are expected to actively participate by responding to questions and by sharing their perspectives on the topics covered in class.	2, 3	

2	Peer Discussion	Students will analyze a number of firms by identifying the context, proposing possible alternatives, and making recommendations. This exercise will ask students to form their teams and work with team members throughout the group project. To facilitate communication and collective learning, oral presentations will be scheduled and written reports will be prepared.	2, 3, 4	
3	Drill and Practice	Students will critically analyze the case studies about real-world companies, evaluate the environment, and identify stakeholders. Based on the analyses, students are going to develop feasible alternatives and make recommendations that for managing stakeholders.	3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Group project	2, 3, 4	40	Students will team up and analyze several companies and their CSR activities. The analyses would be presented in class and/or in written reports.	No
2	Individual case analysis and class participation	2, 3, 4	20	Students will analyze a case by applying the knowledge as well as frameworks learned from the class and by making recommendations.	No

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

exam, class participation

Excellent (A+, A, A-)

Strong evidence of original thinking conducive to applying theoretical concepts to coin creative recommendations/ solutions; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability conducing to innovative application of theoretical concepts to solve problems; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

Assessing and Grading Term – Assisgnments (Cases/Projects)

Excellent (A+, A, A-)

As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory, conducive to creative views. Generalizes relevant principles, models or practices to new and unfamiliar real-life contexts creatively.

Good (B+, B, B-)

The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified, often innovatively

Fair (C+, C, C-)

The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.

Marginal (D)

Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.

Part III Other Information

Keyword Syllabus

Nil

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Nil