

# PHIL 305: Business Ethics and Public Policy

## Sections 8 and 11, 14081 and 14096

**Meeting Times and Location:** Campus Online. Mostly asynchronous coursework on Canvas.

Required In-Person Written Exams 9/18 11:30-12:45

11/6 11:30-12:45

12/11 11:30-12:45 at Goodman (formerly Maple) Hall 130.

In-Person Final (to make up a missed exam only) 12/18 10:15-12:15 at Goodman Hall 130.

**Instructor:** Dr. Drew Stewart (they/them/theirs or he/him/his)

**Email:** [andrew.stewart@csun.edu](mailto:andrew.stewart@csun.edu) . I will aim to reply to emails with the **name of the course** and your section time or section number in the subject line within two business days.

**Drop-In (Office) Hours:** M/W 11-1:30 in Sierra Tower 533. During these times you may show up, without an appointment, to discuss anything related to the course. Please email me if you would like to meet outside this time or without others present. I'm also happy to meet on Zoom. I will have a special window for Zoom calls for this course tentatively on Friday mornings. The link and further information will be on Canvas.



*Speed Bump* by Dave Coverly

Image source: <https://take5.gmu.edu/resources/faq/>

**Catalog Description:** Prerequisite: Completion of the lower division writing requirement. Examination of private and public economic institutions through the lens of moral philosophy. Emphasis on real world issues that concern the conduct of individuals and businesses in contemporary society, such as hiring and job discrimination, unionization, exploitation, workplace conditions, automation, corporate responsibility, or the environment. Regular written assignments are required. (Available for General Education, D1 Social Sciences or E Lifelong Learning.) (WI)

**Further Details:** Welcome to Business Ethics and Public Policy! In this version of the course, we will examine questions about the value and limits of markets, corporate moral obligations, and the future of work from a philosophical perspective. Some of the policy topics we will debate: duties to shareholders, organ sales, price gouging, sweatshop labor, pollution, hiring discrimination, and automation. As this is a Writing Intensive GE course, you will write argumentative essays defending ethical positions on business and policy. You will revise one of those essays in consultation with me. My overarching hope is that each of you will depart from the course with at least one new idea that can help you make an important life decision someday.

**Learning Objectives:** This course is a Social Sciences and Writing Intensive General Education course. For more information about GE requirements, please see <https://catalog.csun.edu/general-education/>.

The overarching goal of Writing Intensive courses at CSUN: “Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts.”

*Social and Behavioral Sciences Learning Objective 2:* Analyze and explain the multiple perspectives found in the social sciences that underlie debates on important historical and contemporary issues.

*Social and Behavioral Sciences Learning Objective 4:* Demonstrate an understanding of how social problems impact individuals, communities and societies.

*Writing Intensive Learning Objective 1:* Develop and clearly define their ideas through writing.

*Writing Intensive Learning Objective 2:* Ethically integrate sources of various kinds into their writing.

*Writing Intensive Learning Objective 3:* Compose texts through drafting, revising and completing a finished product.

*Writing Intensive Learning Objective 4:* Express themselves through their writing by posing questions, making original claims and coherently structuring complex ideas.

*Writing Intensive Learning Objective 5:* Revise their writing for greater cogency and clarity.

*Writing Intensive Learning Objective 6:* Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc.) where appropriate.

**Technological Requirements:** Word processing, PDF viewing, email, Canvas, device for watching and recording video. Tentatively, I am requiring all students to bring devices (such as laptops) that can access Respondus LockDown Browser through Canvas. If bringing a compatible device is not possible for you, you can still take this course but will need to contact me prior to September 11. I encourage you to reach out with any questions about this.

**Required Materials:** Zero textbook costs. All course materials will be available via Canvas.

**Important note about a possible work stoppage during the semester.** The California Faculty Association (the union that represents all CSU faculty, including lecturer faculty, tenure-line faculty, coaches, counselors, and librarians) is in the midst of a difficult contract dispute with the CSU system-wide administration. In response to the CSU management's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at: [www.calfac.org](http://www.calfac.org) and [www.cfabargaining.org](http://www.cfabargaining.org).

**Disability and Accessibility:** I am committed to providing students with equal access to this course. **If you are struggling because of a medical condition, a life circumstance, or reasons it is hard to put into words, I encourage you to reach out to me.**

At CSUN, Disability Resources and Educational Services (DRES) has an official accommodation process that is helpful for students with disabilities: <https://www.csun.edu/dres/student-disability-services/accommodation-procedures>.

For information and resources from Student Services and Support, please see <https://www.csun.edu/student-life/student-services-support>.

I will honor all official accommodations. I encourage you to contact me at any point through the process, and you are welcome to disclose whatever you are comfortable disclosing.

**Technology Policy for In-Person Exams.** The use of laptops, cell phones, tablets, etc. is not permitted in class except (1) to complete an exam using a Respondus LockDown browser or (2) if you have permission due to documented accommodations from Disability Resources and Educational Services (DRES). Audio, image, and video recording of any kind in the classroom is not permitted in class except (1) on specific occasions that the instructor will tell you about and (2) if you have permission due to documented accommodations from Disability Resources and Educational Services (DRES).

**Grades:** Course grades will be determined using the following scale:

|    |          |    |                 |
|----|----------|----|-----------------|
| A  | 95-100   | C  | 73-76.99        |
| A- | 90-94.99 | C- | 70-72.99        |
| B+ | 87-89.99 | D+ | 67-69.99        |
| B  | 83-86.99 | D  | 63-66.99        |
| B- | 80-82.99 | D- | 60-62.99        |
| C+ | 77-79.99 | F  | 59.99 and below |

| Assignments                                   | % of Final Grade |
|-----------------------------------------------|------------------|
| Introductory Video                            | 5%               |
| Discussion Board Posts ( $\approx$ .33% each) | 10%              |
| Additional Discussion Board Activity          | 5%               |

|                                                  |     |
|--------------------------------------------------|-----|
| Reading Annotation Assignments (15, 2% each)     | 30% |
| End-of-Module Quizzes (15, $\approx .67\%$ each) | 10% |
| In-Person Written Exams (3, 10% each)            | 30% |
| Revision of In-Person Exam Essay 1 or 2          | 5%  |
| 15-Minute Q&A with Instructor Post-Revision      | 5%  |

**Introductory Video (5%):** Please make a 2-5 minute video. In your own style, introduce (1) yourself, (2) your academic and/or career interests, (3) a hobby or something you're passionate about, (4) why you're taking this course. There is no need for anything fancy. If you have any topics that you are excited to cover in the class, I encourage you to mention them. \*If you have important questions or concerns about the course, you may mention them in the video. However, you will need to email me in order to guarantee a response.\*

**Modules:** The course is divided into Modules or “weeks” (roughly) on Canvas. There are 15, with a brief “Module 0” introducing the course. You may work ahead of schedule on the Modules. However, the In-Person Written Exams will follow the schedule of deadlines. So, if you've worked up to Module 13 but the in-person writing for Week 4 is coming up, you should remind yourself what is in Modules 1-4 and be prepared to write about that material.

Assignment types that you will complete in each Module include **Discussion Board Posts, Reading Annotation Assignments, and End-of-Module Quizzes.**

Here is the order in which you should complete each Module on Canvas.

1. **Pre-Reading Video.** There is a “Pre-Reading Video” with the author's or authors' name(s) in the title that you should watch while taking notes for your own studying later.
2. **Pre-Reading Discussion Board.** At some point during the video, a Discussion Board Question will be mentioned. **This question is never the main question of the module, and other questions will be raised. I will make it clear which is the specific question to answer.** Go to the relevant Pre-Reading Discussion Board, either mid-video or after you finish watching, and answer the special Discussion Board Question from the video in 2-4 thoughtful sentences. You can like and reply to other students' answers, but you can only see them after you have submitted your own answer.
3. **Reading and Reading Annotation Assignment.** The centerpiece of each Module is a reading or two, with a Reading Annotation Assignment. You should read the article(s) before or during your completion of the Reading Annotation Assignment. Canvas's built-in Annotation tool to highlight, comment, etc. You may do so while reading or after reading the entire text.
4. **Post-Reading Video.** There is a “Post-Reading Video” with the author's or authors' name(s) in the title that you should watch while taking notes for your own studying later.

5. **Post-Reading Discussion Board.** Go to the relevant Post-Reading Discussion Board, either mid-video or after you finish watching. Answer the special Discussion Board Question from the video in 2-4 thoughtful sentences. You can like and reply to other students' answers, but you can only see them after you have submitted your own answer.
6. **End-of-Module Quiz.** After completing all of the material in a Module, you will take a short multiple-choice quiz.

**Discussion Board Posts (10%):** Each main Discussion Board post based on the special prompt mentioned in a Pre-Reading or Post-Reading Video is graded out of 3 points. If the answers to all of these questions are “yes,” you’re very likely to get 3/3.

1. Does your post clearly **respond to the specific question identified for the Discussion Board in the Pre- or Post-Reading video?**
2. Is your post **2-4 sentences** long?
3. Is your post written in **clear wording so that I can understand your position on the question**, even if you’re still thinking and even if I don’t agree with you?
4. Does your post present one or more **reasons that support your position?**
5. Is your post more **thoughtful and personal** than, for example, “Yes I agree because that’s right,” “No I disagree because that’s wrong,” “I’m unsure,” or “[Author] says [point]”?
6. Would the post **make sense and be respectful if you said it out loud** to answer the question in an in-person classroom discussion?

**Additional Discussion Board Activity (5%).** Any additional thoughtful, respectful comments on the various Discussion Board threads are not graded comment-by-comment. However, they will be graded holistically, much like a general “in-class assignments” grade would be. At the end of the course, I will look back over each of your overall contributions to the class discussion “space.” I will include the required Discussion Board Posts and additional comments. I expect each of you to take a few minutes during each Module to look over other students’ posts and comment a bit. Your comments should be respectful, and in your own voice. This will help you practice the back and forth of argumentative writing that you will be required to do during the in-person exams. If you were generally engaged and your comments advance the conversation (quality over quantity), you will do well in this part of your grade.

**Reading Annotation Assignments (30%):** Annotating—marking up a text with highlights, underlining, comments, etc.—helps you “talk” to the text. These regularly scheduled assignments are paired with required philosophy readings, but only on weeks when there is no movie to watch outside of class. You must submit these using Canvas’s annotation tool.

Each Reading Annotation Assignment is graded out of 10. If my answers to all of these questions are “yes,” you’re very likely to get 9/10 or 10/10.

1. Do the markings added to the text through Canvas **make sense?**
2. Do the markings realistically **follow your “journey”** through the text?
3. Would the annotations **help a stranger figure out what you were thinking and feeling**

as you read?

4. Are **“easier” methods such as underlining, highlighting, stars, etc. used selectively** to identify important claims?
5. Is there **at least one “thoughtful comment” per full page** of the reading? A thoughtful comment could be, for example, an interesting open-ended question, example, comparison or contrast, critique, real-world connection, or relevant personal anecdote.
6. Could at least some of the thoughtful comments **get a good conversation going if you said them out loud?**

**End-of-Module Quizzes (10%):** There will be a multiple-choice quiz due each week, covering the material from the relevant Module.

**In-Person Written Exams (30%):** On three separate days—**9/18, 11/6, and 12/11**, from **11:30-12:45**—you are required to show up in-person with a computer at Goodman (formerly Maple) Hall in room 130 for written exams.

Tentatively, I am requiring students to bring devices such as laptops that can access Respondus LockDown Browser through Canvas. If bringing a compatible device is not possible for you, you can still take this course but will need to reach out to me prior to September 11. I encourage you to reach out with any questions about this.

While these are “exams,” and while success on these will presuppose that you can remember and write about the course readings and lecture videos, the ultimate aim is to help you improve your argumentative writing skills.

Each exam will include short answer questions in which you explain specific ideas and arguments from the course readings and videos. It will also require you to write an argumentative essay defending a view on a major question of business ethics (you will have a choice of prompts and be asked to discuss multiple authors for each prompt).

The 9/18 exam will focus on Modules 0-3.

The 11/6 exam will focus on Modules 4-10.

You will see your 9/18 or 11/6 writing again, with my comments. You will be required to revise it in line with my comments, submit the revised version, and meet with me for a

The 12/11 exam will focus on Modules 11-15.

If you cannot successfully access Respondus LockDown Browser through Canvas at the exam, and have not reached out to me about this ahead of time, you will be required to handwrite your answers to the exam.

There will be an in-person final exam during the scheduled time on 12/18 from 10:15-12:15 in Goodman (formerly Maple) Hall 130.

Accessing notes, readings, messaging apps, ChatGPT, Claude, Gemini, or using any other outside materials or electronic devices during these writing sessions is not permitted.

**Revision of In-Person Exam Essay 1 or 2 (5%):** As a Writing Intensive course, one important piece is revision of your writing during the In-Person Written Exams. You will revise the argumentative essay that you wrote for either your first or second exam (your choice) to address my feedback on that essay. You will resubmit it.

**15-Minute Q&A with Instructor Post-Revision (5%):** After revising your essay, you will then need to set up a 15-minute Zoom meeting with me. I will ask you to discuss and explain the changes you made and your thoughts on the topic. I may also provide additional critical feedback on your writing so that you can continue to improve.

**Late Policy:** Assignments receive a one letter grade deduction per day late. 5 minutes to 23 hours and 59 minutes late counts as 1 day, 24 hours to 47 hours and 59 minutes late counts as 2 days, etc. If you are worried about a deadline, I encourage you to reach out to me as soon as possible. I am open to extensions, but you need to reach out to me ASAP. I may require you to send me whatever you have done so far in a timely manner.

For reasons of fairness, it is your responsibility to make sure that your assignments are successfully submitted to Canvas on time. It is worth it to double check.

**Academic Integrity:** Do not present work that is not your own as if it is your own. A low score on Turnitin or related sites is not enough if there is other strong evidence that your work is derived from sources you do not cite. **Using AI resources such as ChatGPT, Claude, Gemini, and/or Grammarly to summarize readings; brainstorm and organize ideas; draft, generate, or revise written work; or for any other purpose that is not directly related to an official accommodation, is not permitted in this course.** If you have questions about my expectations or what counts as academic dishonesty, it is your responsibility to ask me before you submit your work. See the CSUN policies here: <https://catalog.csun.edu/policies/academic-integrity-policy/>.

#### **Additional Rules for In-Person Exams:**

Please treat everyone in the course with respect and compassion.

Please do not speak or disrupt other students as you complete the exams.

Please raise your hand and wait to be called on before speaking.

Please cover your mouth and/or wear a mask when coughing or sneezing.

Please do not eat during the exam. If this policy is an issue for any reason, please contact me.

## Course Schedule

### UNIT 1: THE VALUE AND LIMITS OF MARKETS

|                     |                                                                                                                                                                                                                                                                                                                                     |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module 0</b>     | <b>Course introduction.</b>                                                                                                                                                                                                                                                                                                         |
| due 9/2<br>at 5 PM  | Required Reading: the course syllabus, and familiarize yourself with Canvas.<br><br>Introductory Survey<br><br>Introductory Video Assignment                                                                                                                                                                                        |
| <b>Module 1</b>     | <b>Why study business ethics?</b>                                                                                                                                                                                                                                                                                                   |
| due 9/2<br>at 5 PM  | Required Reading: Amartya <b>Sen</b> , “Does Business Ethics Make Economic Sense?” (journal pages 45-53)<br><br>Required Viewing: Pre- and Post-Reading Videos<br><br>Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz |
| <b>Module 2</b>     | <b>What’s so great about capitalism?</b>                                                                                                                                                                                                                                                                                            |
| due 9/9<br>at 5 PM  | Required Reading: Gerald <b>Gaus</b> , “The Idea and Ideal of Capitalism” (PDF pages 1-22)<br><br>Required Viewing: Pre- and Post-Reading Videos<br><br>Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz               |
| <b>Module 3</b>     | <b>What’s so great about socialism?</b>                                                                                                                                                                                                                                                                                             |
| due 9/16<br>at 5 PM | Required Reading: G.A. <b>Cohen</b> , <i>Why Not Socialism?</i> (entire book; PDF pages 6-38)<br><br>Required Viewing: Pre- and Post-Reading Videos<br><br>Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz            |
| <b>F 9/18</b>       | <b>Required In-Person Writing Session 1: 11:30-12:45 at Goodman (formerly Maple) Hall 130</b>                                                                                                                                                                                                                                       |
| <b>Module 4</b>     | <b>Should everything be for sale?</b>                                                                                                                                                                                                                                                                                               |
| due 9/23<br>at 5 PM | Required Reading: Debra <b>Satz</b> , <i>Why Some Things Should Not Be For Sale: The Moral Limits of Markets</i> , chapters 9-10 (book pages 189-210)<br><br>Required Viewing: Pre- and Post-Reading Videos                                                                                                                         |

Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz

## UNIT 2: CORPORATE MORAL OBLIGATIONS

|                 |                                                                                                                                                                                                                               |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module 5</b> | <b>Whose interests should corporations protect?</b>                                                                                                                                                                           |
| due 9/30        | Required Readings: Milton <b>Friedman</b> , “The Social Responsibility of Business is to Increase its Profits” <i>and</i> R. Edward <b>Freeman</b> , “Managing for Stakeholders” (PDF pages 1-23)                             |
| at 5 PM         | Required Viewing: Pre- and Post-Reading Videos                                                                                                                                                                                |
|                 | Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz                                                                 |
| <b>Module 6</b> | <b>Should price gouging be permitted?</b>                                                                                                                                                                                     |
| due 10/7        | Required Readings: Matt <b>Zwolinski</b> , “Price Gouging, Non-Worseness, and Distributive Justice” (journal pages 295-301) <i>and</i> Jeremy <b>Snyder</b> , “Efficiency, Equity, and Price Gouging” (journal pages 303-306) |
| at 5 PM         | Required Viewing: Pre- and Post-Reading Videos                                                                                                                                                                                |
|                 | Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz                                                                 |
| <b>Module 7</b> | <b>How should corporations respond to globalization?</b>                                                                                                                                                                      |
| due 10/14       | Required Reading: Iris Marion <b>Young</b> , <i>Responsibility for Justice</i> , chapter 5 (book pages 123-151)                                                                                                               |
| at 5 PM         | Required Viewing: Pre- and Post-Reading Videos                                                                                                                                                                                |
|                 | Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz                                                                 |
| <b>Module 8</b> | <b>Who is responsible for addressing climate change?</b>                                                                                                                                                                      |
| due 10/21       | Required Reading: Kian <b>Mintz-Woo</b> , “Compensation Duties” (PDF pages 1-16)                                                                                                                                              |
| at 5 PM         | Required Viewing: Pre- and Post-Reading Videos                                                                                                                                                                                |
|                 | Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz                                                                 |
| <b>Module 9</b> | <b>Which hiring policies are fair?</b>                                                                                                                                                                                        |
| due 10/28       | Required Reading: Tommie <b>Shelby</b> , <i>Dark Ghettos</i> , chapter 1 (book pages 19-48)                                                                                                                                   |

|                  |                                                                                                                                                                                                                     |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| at 5 PM          | Required Viewing: Pre- and Post-Reading Videos<br><br>Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz |
| <b>Module 10</b> | <b>Do employers owe workers a living wage?</b>                                                                                                                                                                      |
| due 11/4         | Required Reading: Jason <b>Brennan</b> , “Should Employers Pay a Living Wage?” (journal pages 15-26)                                                                                                                |
| at 5 PM          | Required Viewing: Pre- and Post-Reading Videos<br><br>Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz |
| <b>F 11/6</b>    | <b>Required In-Person Writing Exam 2: 11:30-12:45 at Goodman (formerly Maple) Hall 130</b>                                                                                                                          |

### UNIT 3: THE FUTURE OF WORK

|                                 |                                                                                                                                                                                                                     |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module 11</b>                | <b>Should your boss be allowed to boss you around?</b>                                                                                                                                                              |
| due <b>11/13</b><br>b/c holiday | Required Reading: Elizabeth <b>Anderson</b> , <i>Private Government</i> , chapter 2 (book pages 37-71)                                                                                                              |
| at 5 PM                         | Required Viewing: Pre- and Post-Reading Videos<br><br>Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz |
| <b>Module 12</b>                | <b>Shouldn't your boss be allowed to boss you around?</b>                                                                                                                                                           |
| due 11/18                       | Required Readings: Tyler <b>Cowen</b> , “Work Isn’t So Bad after All” (book pages 108-116) <i>and</i> Elizabeth Anderson, “Reply to Commentators” excerpt (book pages 131-144)                                      |
| at 5 PM                         | Required Viewing: Pre- and Post-Reading Videos<br><br>Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz |
| <b>Module 13</b>                | <b>How should care work and emotional labor be divided?</b>                                                                                                                                                         |
| due 11/25                       | Required Reading: Serene <b>Khader</b> , <i>Faux Feminism</i> , Chapter 2 (book pages 55-78)                                                                                                                        |
| at 5 PM                         | Required Viewing: Pre- and Post-Reading Videos<br><br>Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz |

|                  |                                                                                                                                                               |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Module 14</b> | <b>What if AI takes everyone's jobs?</b>                                                                                                                      |
| due 12/2         | Required Reading: Rosalie A. <b>Waelen</b> , "The Desirability of Automizing Labor: An Overview" (PDF pages 1-5)                                              |
| at 5 PM          | Required Viewing: Pre- and Post-Reading Videos                                                                                                                |
|                  | Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz |
| <b>Module 15</b> | <b>Which career should you choose?</b>                                                                                                                        |
| due 12/9         | Required Reading: Michael <b>Cholbi</b> , "The Ethics of Choosing Careers and Jobs" (book pages 878-889)                                                      |
| at 5 PM          | Required Viewing: Pre- and Post-Reading Videos                                                                                                                |
|                  | Required Assignments: Two Discussion Board posts answering the Discussion Board questions from both videos, Reading Annotation Assignment, End-of-Module Quiz |
| <b>F 12/11</b>   | <b>Required In-Person Writing Exam 3: 11:30-12:45 at Goodman (formerly Maple) Hall 130</b>                                                                    |
| <b>F 12/18</b>   | <b>Required In-Person Final Exam (make-ups): 10:15-12:15 at Goodman (formerly Maple) Hall 130</b>                                                             |