

# Principles of International Business

## COURSE DETAILS

**Course Designator and Number: LNDN3261/BUSN 3388**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

**Instructor: Denise Blunn**

**Office Hours/Contact Info: [dblunn@capafaculty.com](mailto:dblunn@capafaculty.com)**

## COURSE DESCRIPTION

This course explores the important concepts and perspectives for international business in the “age of coronavirus.” It examines the external and internal conditions that multinational enterprises must recognize, interpret, and steer to prosper and thrive. Globalization will be introduced and interpreted alongside the world’s systems, frameworks, structures, patterns, strategies, approaches, and channels for achieving organizational success in the global marketplace.

In addition to examining the established theory and application behind the management of political, economic, socio-cultural, and technological factors, the course will investigate the effects of the coronavirus pandemic on global commerce. Emerging concepts around crisis response management, black risk management, and preparedness will be covered for each topic. You will be expected to increase your understanding of international business across all theoretical areas in the context of global events of the last 12 months.

**Localized content:** The United Kingdom (UK) and mainland Europe offer interesting perspectives to understand and appreciate the demanding challenges of global management. In addition to the “wicked” problems posed by the 2020 pandemic, the UK and Europe must navigate economic, political and social issues problems of a scale not witnessed since the middle of the 20th Century. London, with the presence of British, other European, American, and Asian global corporations, its multicultural environment, and diverse population, provides an ideal setting for exploring international business. Multinational enterprises both define and are defined by their host national and city cultures and are the mechanism by which commercial enterprises have become increasingly interlinked through connection, collaboration and competition. The course explores the most

important and influential multinational enterprises for the host city and country, through case studies, group work and field studies.

## Course Objectives

The aim of this course is to provide you with a broad overview of the challenges and complexities that face managers in multinational enterprises in 2021 and beyond. The course approaches this from four perspectives:

- a. nature of globalization and national boundaries
- b. global economy, investment and international trade
- c. required decisions about strategy and structure
- d. development of ethical and value-generating operation

## Learning Outcomes

On successful completion of this course, you will be able to:

- a. Identify, define and explain key terms for international business, including theories, best practices, and applications of managing multinational enterprises organizations in a globalized world in the age of coronavirus.
- b. Analyze the historical context and impact of recent events on globalization, economic regional integration, and established and emerging markets.
- c. Describe the frameworks, mechanisms, and institutions that govern and influence international trade.
- d. Recognize and relate how foreign exchange markets determine multinational corporation decisions.
- e. Explain the importance of strategic planning and decision-making to determine market entry, development, and exit.
- f. Identify and assess the operational challenges facing multinational enterprises working across national boundaries.
- g. Examine the nature of sustainable organizations in a globalized and uncertain world: describe how those consistently successful at adapting to problems, challenges, and opportunities of intercultural management and communication benefit their environments and stakeholders.
- h. Discuss significant, current international issues as informed global citizens: identify the issues, argue priorities, gather evidence, and formulate findings.

## Developmental Outcomes

You will develop through this course:

- i. Communications: The ability to receive, interpret, and articulate information and ideas effectively.
- ii. Remote collaboration: The ability to utilize IT resources to connect virtually with others and achieve collective goals and objectives.
- iii. Global perspective: The formation of an understanding of connections between one's own life and those of people across the globe facilitating the development of the skills required to live and work in an interdependent world.
- iv. Cultural awareness: The understanding of self, others and the ability to embrace and appreciate diverse and complex perspectives, values, and beliefs.
- v. Organization, time management and prioritization skills: The ability to achieve identified outcomes by using time, energy and resources in an effective and productive manner.
- vi. International collaboration (for GNL): The ability to work in cross-organizational and border teams.

## Methodology

The teaching and learning methods will be a blend of the following:

- lectures
- reflections and observations
- readings on current topics
- class, group and online discussions, and debates
- student presentations

Sessions will be highly participative and require you to contribute individually and as part of a team. The average length of lectures is 20 minutes, not including any discussions, which are welcome throughout. The course content and delivery will create a framework where you reflect critically on the assigned discussion topics. Materials are available on the CAPA Canvas learning management system (LMS).

You are required also to relate key concepts within the localized context of London, the UK, and Europe. Examination of topics also from a European perspective will be essential. To do so you will be expected to keep up with the current issues in local and international media. You should download the relevant media apps (both BBC and *The Guardian* are free and have good UK as well as global coverage from a UK perspective) and should also include reading articles from *The Economist*, *The Financial Times*, *The New York Times*, together with local and regional business periodicals.

This course has been designed as a blended program of lectures, group work and class discussions. This will be delivered as regular three-hourly seminars in the London CAPA Center. The interactive case study assignment can be run in one single CAPA Center or as a jointly Globally Networked Learning exercise (GNL) with another CAPA Center.

## Field Components

Participation in field activities for this course is required. You will actively explore the global city which you are studying using a variety of tools. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the course assignments.

CAPA provides the unique opportunity to learn about the host city through direct, guided experience. You are strongly encouraged to participate in co-curricular program activities such as CAPA My Global City events and activities. In addition for this course, events (both in person and remote) at The London School of Economics and Political Science (LSE), which ranked second in the world after Harvard for research into social sciences and management, may be particularly relevant. See the website <http://www.lse.ac.uk/economics/events-and-seminars/public-lectures>.

### **The assigned field component(s) are:**

You will have the opportunity to collect invaluable sources of information through course field study components: the interactive case study; guest speakers; and the field study event. This last component will be an in-person visit to a multinational enterprise with London base in Unit 9. You can use your observations and findings from these experiences to enrich your course papers and research project. Guest speakers (in person or via live webinar) from important London organizations will also be arranged. Further details will be available to you once you have begun the course.

### **Globally Networked Learning (GNL)**

This program can be configured as a CAPA GNL course through the vehicle of the interactive case study assignment. GNL provides the unique opportunity to learn about organizations not only in London but also with another CAPA global city. It offers opportunities to gain professional skills

requisite of international collaboration and exposure to international perspectives through a joint research project on challenges faced by one or more multinational enterprises in both global cities, in particular in the growing area of preparedness for rapid and chaotic change.

Students in the CAPA center in London and the other global city will work individually and in groups and will collaborate both locally and globally. A number of live learning sessions throughout the course will be run jointly with those at the other CAPA center (synchronous activities). Asynchronous activities may involve working in your country group or with assigned groups or individual students from the other center. Activities will include workshops and group working via videoconferencing and online through discussion forums, cross-cultural observations and content sharing, and cross-cultural analysis through papers and presentations. You will develop your ability to communicate effectively across time zones, cultures and other interpersonal boundaries. You will develop advanced-level organization, time management, and prioritization skills.

## Course Prerequisites

You should have completed a mid-program class in business, management or marketing before taking this course. As a seminar course, it is vital that you are prepared for each class having carefully read all the required texts for that day and are prepared to participate actively in classroom discussion.

## Required Readings/Materials

The course required readings are mandatory reading for the class. Recommended additional materials are available via the on-demand course sections in each module for you to use for research or specific interests. A number of case studies will be used to facilitate class discussion in topic lessons. These will be based around real-world issues faced by well-known multinational enterprises, with a focus on those headquartered in the host city region. Instructor presentations or supplementary notes used in lectures will be published on Canvas.

It is essential that you have access to the required textbook (older editions and online versions are also acceptable) for the course:

- Hill, C., & Hult G. T. M. (2018). *International Business: Competing in the Global Marketplace* (12th ed.). McGraw-Hill/Irwin: New York. ISBN: 978-1-26-009234-9.

The following articles should be read in conjunction with the required course text (the number (e.g. 3a) indicates the lesson, and not the week or unit as denoted in the course schedule below, in which the reading will be directly referenced):

- 1a. United Nations General Assembly. (2017). *Fulfilling the promise of globalization: advancing sustainable development in an interconnected world: Report of the Secretary General, (A/72/30, August 8<sup>th</sup>)*. New York, Department of Economic and Social Affairs. Retrieved from <http://undocs.org/A/72/301>
- 2a. OECD (2020). *Business insights on emerging markets 2020*. Paris, OECD Development Centre, OECD Emerging Markets Network. Retrieved from <http://www.oecd.org/dev/oecdemnet.htm>
- 2b. Meyer E. (2015). Chapter 1, Listening to the air: communicating across cultures in, *The Culture Map: decoding how people think, lead, and get things done across cultures* (pp. 29-60). New York, NY: Perseus Books/Public Affairs.
- 3a. *To be identified end 2020: paper/article on the impact of Brexit on the Single Market and multinational corporation investment strategy*

- 4a. *To be identified end 2020: paper/article on the impact of the global pandemic of COVID-19 on international financial markets*
- 5a. Groysberg, B., & Baden, K., C. (2020). The COVID two-step for leaders: Protect and Pivot. *Harvard Business School Working Knowledge* (September 10, 2020). Retrieved from <https://hbswk.hbs.edu/item/the-covid-two-step-for-leaders-protect-and-pivot>
- 6a. IFRS Foundation. (2018). Use of IFRS standards around the world. London, England. Retrieved from <https://cdn.ifrs.org/-/media/feature/around-the-world/adoption/use-of-ifrs-around-the-world-overview-sept-2018.pdf>
- 7a. Heffernan, M., Cafferkey, B., H., K., & Dundon, T. (2016). Exploring the HRM-performance relationship: the role of creativity climate and strategy. *Employee Relations*, 38(3), 438-462. <https://doi.org/10.1108/ER-06-2015-0110>
- 8a. Lehmborg, D., & Hicks, J. (2018). A 'glocalization' approach to the internationalizing of crisis communication. *Business Horizons*, (February 2018). <https://doi.org/10.1016/j.bushor.2018.01.002>
- 9a. Villena, V., H., & Gioia, D. (2020) A More Sustainable Supply Chain. *Harvard Business Review* (March–April 2020). Retrieved from <https://hbr.org/2020/03/a-more-sustainable-supply-chain>

## Recommended Readings

Further articles will be supplied during the course, and you will be directed to a number of websites.

# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of grade	Learning outcomes	Due date
Class participation <ul style="list-style-type: none"> <li>• Small group discussion</li> <li>• Class debate</li> <li>• Field study</li> </ul>	20%	A, B, E, F, G, H	All units Unit 5 Unit 9
Interactive case study <ul style="list-style-type: none"> <li>• 3 x 10-minute group presentations (parts I, II, and III)</li> </ul>	15%	B, C, E, F, G, H	Units 4, 8, 12
Midterm exam <ul style="list-style-type: none"> <li>• 5 x short questions</li> </ul>	20%	A, B, C, D, E, H	Unit 6
Research project <ul style="list-style-type: none"> <li>• 2,000 word research paper</li> <li>• 10-minute individual presentation</li> </ul>	25%	All	Unit 12 Unit 14
Final exam <ul style="list-style-type: none"> <li>• 5 x short questions</li> </ul>	20%	A, E, F, G, H	Unit 13
<b>Overall grade</b>	<b>100%</b>		

## Assessment Details

### Individual class participation:

The course is designed to provide the optimum opportunities for you to participate and develop your confidence, and skills in debating, negotiation, and engagement (on both an individual, team, and small-group basis).

Class participation assesses preparation for class sessions and the quality (rather than quantity) of your contributions in live learning sessions: individually in class discussions, and jointly in small group discussions:

- Class discussions. You will read the appropriate materials listed in the schedule before each class.
- Small group discussion. Working in small groups, you will prepare for a number of assigned case studies, reading background materials, and writing a critical commentary, applying the learning points from the content reviewed in class. Each team will be jointly assessed for their engagement with the materials; with the highest marks only awarded for evidence of close collaboration with teams and between partners hosted by the other city.
- Guest speaker webinar(s). You will be asked to follow up on questions for the webinar with responses and comments in a discussion forum in Canvas.

- d. Class debate. You will work in teams to prepare your arguments for or against the house declaration (briefing in debating styles will be provided). For this course a topic linked to business ethics will inform the debate assertion.

You will each lead and participate in a number of presentation sessions both as part of your class work, in addition to group presentations for the interactive case study and research paper assignments.

### **Mid-Term & Final Exams:**

Exams are held in Unit 5 and Unit 13. The format exam is open-book with the expectation that you will spend up to three hours on the paper in total.

Each exam consists of five questions, each of which takes the format of an email from a colleague at a multinational corporation requesting advice and recommendations for resolution of one or more issues the organization is facing. You are required to compose a reply to each email which demonstrates your understanding of the theory, concepts and issues for the topics covered, together with how to approach the development of potential solutions and adapt to any cultural and international challenges posed.

The mid-term exam questions cover topics from lessons 1 to 5, and the final exam from lessons 6 to 9.

### **Interactive case study:**

This assignment offers opportunities to gain professional skills requisite of international collaboration and exposure to international perspectives by evaluating a number of contemporary pandemic-related business challenges faced by multinational enterprises. Work begins in Unit 3, giving group class presentations in Units 4, 8, and concluding in 12.

You will work individually and in groups and take on the role of international consultants commissioned to provide a "solutions roadmap" for their clients. The interactive case study will provide a simulation of working on a multinational project, and in the case of this assignment being configured as a GNL component (see above) developing the ability to communicate effectively across time zones, cultures and other interpersonal boundaries.

### **Research Project:**

You will have the opportunity to explore one or more of the topics covered in the interactive case study through your own individual research project, focus on the development and delivery of a research paper of 2,000 words.

The subject will be chosen by the individual student but must be approached from the localized perspective of the European region and agreed with the faculty member. The research must address one or more of the business challenge topics introduced in the interactive case study.

Development of the paper is carried out in stages, to enable the lecturer to provide the necessary guidance and feedback to support you in achieving the highest grades. By Unit 3, you will have discussed and agreed possible research paper topics with their lecturer.

Prior to mid-term, you will provide an update of progress by uploading your research sources and plan, which will set out which qualitative and/or quantitative data and sources will be used, together with your plan of work for your research. After the break, in Unit 10, you will give a short one-minute presentation in class (no slides) of the outline of your research paper, including the rationale for the topic, the structure of the theoretical discussion, and what you have discovered so far.



The completed research paper is submitted in Unit 12, checked using Turnitin. Submission of the paper is followed by a ten-minute presentation of findings in Unit 14.

# COURSE CONTENT

## Unit 1

### Understanding Globalization

This session examines the background and context to globalization, its world history and significant changes that have emerged since the 2000s, and in particular in 2020. You will discuss how the changing nature of global markets; supply chains and trade relationships have led to the re-evaluation of the benefits and costs of the impact of globalization.

- Course welcome: Introductions, student interests, knowledge and experience, course overview, format, delivery and assignments
- Lecture 1-1: The changing nature of globalization
- Lecture 1-2: Managing in the global marketplace
- Lecture 1-3: Globalization, business ethics and sustainability
- Discussion and group work
- **Readings:**
  - Hill & Hult (2018), Chapters: 1) Globalization; 5) Ethics in International Business
  - Supplementary reading 1a.

## Unit 2

### Working Across Nations & Cultures

This session explores the impact of different national and regional systems: political, economic, legal, social, and cultural on the cost, benefits, and risks of international business for multinational enterprises. You will discuss diversity in society values and norms and how these affect the international business workplace, including worker behaviour.

- Lecture 2-1: Balancing the costs and risks of doing business across nations
- Lecture 2-2: Determining country attractiveness
- Lecture 2-3: The role of cross-cultural literacy in competitive advantage
- Discussion and group work
- **Out-of-class work:** Prepare initial research paper update (research project grade)
- **Readings:**
  - Hill & Hult (2018), Chapters: 2) National differences in political, economic and legal systems; 3) National differences in economic development; 4) Differences in culture
  - Supplementary readings 2a., 2b.

## Unit 3

### Navigating International Trade

This session reviews the underlying principles that multinational enterprises need to take into account when deciding on the design and location of global operations, and considers the practical realities that organizations face devising strategic trade policy. You will discuss the implications of changing government and regional policies for investment approaches, in addition to the challenges of enduring cultural and competitive practices.

- Lecture 3-1: Trade theory and the location of operations
- Lecture 3-2: The role of government
- Lecture 3-3: Trade theory revisited: national competitive advantage
- Discussion and group work
- Initial research paper updates
- **Out-of-class work:** Prepare case study presentation part I
- **Readings:**
  - Hill & Hult (2018), Chapters: 6) International trade theory; 7) Government policy and International trade; 8) Foreign direct investment; 9) Regional economic integration
  - Supplementary reading 3a.
- **Assignments:** Present initial research paper update (research project grade)

## Unit 4

### Balancing Investment Opportunities & Risk

This session examines the mechanisms underlying the global financial system, including markets, systems, and flows. You will discuss the exposure and risk that multinational enterprises must manage given the role of governments in international trade, economic development, and crisis management.

- Lecture 4-1: The impact of exchange rates on profit
- Lecture 4-2: Relationships between governments and multinational enterprises
- Lecture 4-3: Assessing global investment potential
- Discussion and group work
- First case study presentation
- **Out-of-class work:** Prepare for class debate (participation grade), prepare research paper plan and sources (research project grade)
- **Readings:**
  - Hill & Hult (2018), Chapters: 10) The Foreign Exchange Market; 11) The International Monetary System; 12) The Global Capital Market
  - Supplementary reading 4a.
- **Assignments:** Present case study presentation part I

## Unit 5

### Executing Global Strategies

This session reviews the basic principles of strategy to realize the goals of multinational enterprises to maximize global value creation: international expansion, product economics, skills leverage, organizational structures, and systems. You will discuss how multinational enterprises can adapt their strategies to survive and capitalize on new opportunities during the COVID-19 pandemic.

- Lecture 5-1: Determining corporate strategy, identifying core competencies, and creating value
- Lecture 5-2: Organizational architecture, culture, and change
- Lecture 5-3: Selecting the modes of entering foreign markets
- Discussion and group work
- Class debate
- **Out-of-class work:** Prepare research sources and plan update (research project grade), prepare for mid-term exam, prepare for second case study presentation (after mid-term)
- **Readings:**
  - Hill & Hult (2018), Chapters: 13) The strategy of international business; 14) The organization of international business; 15) Entry strategy and strategic alliances
  - Supplementary reading 5a.
- **Assignments:** Present class debate (participation grade), submit research sources and plan update (research project grade)

## Unit 6

### Mid-Term Exam

- Exam questions on the topics covered in lessons 1-5 above are published on Canvas at 2 p.m. local time, with the assignment closing 10 hours later.
- Prepare for second case study presentation (after mid-term).
- **Assignments:** submit midterm exam

## Unit 7

### Mid-Term Break

## Unit 8

### Managing International Financial Risks

This session explores how accounting—the “language of business”—may not “translate” exactly in an international context, and how issues are often first encountered through the exporting process. You will discuss how differences between national accounting systems can be accommodated and managed by multinational enterprises.

- Lecture 6-1: Identifying and managing exporting opportunities

- Lecture 6-2: Managing national differences in accounting practices
- Lecture 6-3: Achieving global money management
- Discussion and group work
- Second case study presentation
- **Out-of-class work:** Prepare for field study (participation grade)
- **Readings:**
  - Hill & Hult (2018), Chapters: 16) Exporting, importing, and countertrade; 20) Accounting and finance in the international business
  - Supplementary reading 6a.
- **Assignments:** Present case study presentation part II

## Unit 9

### Field Study

- Visit to a multinational enterprise with a UK/London base (in-person/remote/blended)
- **Out-of-class work:** Prepare field study report (participation grade), prepare final research update (research project grade)
- **Readings:** TBA
- **Assignments:** Submit field study report (participation grade)

## Unit 10

### Achieving Global People Management

This session explores the principles behind aligning human resources management strategy with corporate strategy, globally and locally, to ensure that the latter is successfully executed, and effective worker engagement is sustained. You will discuss the specific international challenges of expatriate and global performance management.

- Lecture 7-1: Aligning HRM policies with corporate strategy
- Lecture 7-2: Managing successful expatriate assignments and compensation
- Lecture 7-3: Understanding the implications of international labor relations
- Discussion and group work
- Final research paper update
- **Readings:**
  - Hill & Hult (2018), Chapter: 19) Global Human Resource Management
  - Supplementary reading 7a.
- **Assignments:** Present final research update (research project grade)

## Unit 11

### Realizing International Product Development & Marketing

This session introduces key concepts behind successful global marketing: product attributes, segmentation and targeting, the marketing mix, and cross-functional working. You will discuss how multinational enterprises can manage the tension between the need to reduce costs and yet be responsive to local needs (which raises costs).

- Lecture 8-1: Assessing the extent and scope of cultural preferences in global markets
- Lecture 8-2: Determining the international marketing mix
- Lecture 8-3: Integrating product development across marketing, R&D, and operations
- Discussion and group work
- **Out-of-class work:** Prepare case study presentation part III, prepare research report (research project grade)
- **Readings:**
  - Hill & Hult (2018), Chapter: 18) Global marketing and R&D
  - Supplementary reading 8a.

## Unit 12

### Integrating Global Supply Chains & Operations

This session examines how effective management of global production and logistics functions can improve international competitiveness by lowering costs and focusing on value creation. You will discuss the key challenges at each stage from the perspective of introducing and maintaining supply network sustainable practices.

- Lecture 9-1: Choosing global production locations and the role of technology
- Lecture 9-2: Outsourcing or insourcing?
- Lecture 9-3: The ever-increasing importance of information technology and automation
- Discussion and group work
- Case study presentation part III
- **Out-of-class work:** Prepare for final exam
- **Readings:**
  - Hill & Hult (2018), Chapter: 17) Global production and supply chain management
  - Supplementary reading 9a
- **Assignments:** Present case study presentation Part III, submit research report (research project grade)

## Unit 13

### Final Exam

- Exam questions on the topics covered in lessons 6 to 9 above are published on Canvas at 2 p.m. local time, with the assignment closing 10 hours later.
- **Out of class work:** Prepare for research presentation (research project grade)

## Unit 14

### Final Presentations

- Research paper presentations
- Conclusions and course review
- **Assignments:** Present research presentation (research project grade)

# POLICIES

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

CAPA has a mandatory attendance policy. Student attendance at all classes is required and expected. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course.

## Excused Absences

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, you must contact [excused.absence@capa.org](mailto:excused.absence@capa.org) ahead of time with the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, they should still contact CAPA to inform CAPA they will not be in class. In addition to contacting [excused.absence@capa.org](mailto:excused.absence@capa.org), it is the responsibility of the student to contact their instructor and make up any missed assignments.

## Class Participation

You need to be committed to full participation in a live community of learners, albeit online in the case of any Globally Networked Learning components, and ensure you attend class and participate fully.

You are expected to participate in all sessions and to participate actively and critically in class discussions: the participation portion of the class will be graded accordingly. You must read assigned reading BEFORE the class and arrive at the session on time.

Participation is a vital part of your grade: you are expected to participate orally in class sessions and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow you with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

## Statement of Technology

- What technology is required in the course (computer, operating system, software, webcams, internet connectivity, etc.)?

- The use of the following applications or platforms may be required for this course: Canvas, Google Maps, Google Hangouts, Google Slides, Screencast-O-Matic, and Zoom is required in this course.
- It is recommended for you to use a desktop or laptop computer less than six years old with at least 1GB of RAM, and to use the most recent version of Chrome or Firefox with JavaScript enabled. Internet connections should be at least 512kbps.
- Email [AcademicAffairs@capa.org](mailto:AcademicAffairs@capa.org) regarding any concerns you have about your ability to secure reliable internet access or about any other academic technology needs.
- Any use of technology must be [compliant with FERPA](#).

## Academic Accommodations

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact Academic Affairs at their earliest convenience at [academicaffairs@capa.org](mailto:academicaffairs@capa.org). Students requesting Accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit *official* documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

## Sexual Misconduct, Required Reporting, and Title IX

CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages you to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect you with appropriate resources. Because you may not understand the implications of Title IX abroad, CAPA will work to advise you about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

## Late Submission

Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will

result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" will be given for the assessment.

## **Behavior During Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, accessing online resources of any kind is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.

## **Examinations**

These may take place in timed format, with all students required to undertake the exam together in a limited time, or in an open "take home" format, where a prompt will be provided in advance by faculty and you will be given a certain number of hours to complete their work. Exam questions will be made available in CANVAS at a certain time and will be removed at the end of the scheduled time. You will write your answers directly in CANVAS or as an MS Word.doc, as required by the instructor. Where an MS Word document is required, these must be uploaded by the student via Turnitin in CANVAS by the end of the scheduled time.

## **University of Minnesota Policies & Procedures**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **Scholastic Dishonesty**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.



## **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.