



LNDN BUSN 3388 **Principles of International Business**

CAPA LONDON PROGRAM

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. Students will be expected to increase their understanding of international business across all theoretical areas in the context of global events of the last 12 months.

Localized content: The 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 need to navigate economic, political and social issues problems of a scale not witnessed since the middle of the twentieth 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 Aims

The aim of this course is to provide students 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 operations.

Requirements and Prerequisites

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

Learning Outcomes

On successful completion of this course, students 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

Students 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.

Class 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 students to contribute individually and as part of a team. The average length of lectures is 20 minutes, not including and discussions, which are welcome throughout. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. Materials are available on the CAPA Canvas virtual learning environment (VLE).

Students 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 students will be expected to keep up with the current issues in local and international media. Students 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 could be delivered as weekly three-hourly seminars in the London CAPA Center; or as a series of remote learning events; or a mix of classroom and remote learning. It is not intended as an online course without any live or synchronous student engagement. 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. 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 virtual experience. Students 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:

Students 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/remote/blended visit to a multinational enterprise with London base in week 9. They can use their observations and findings from these experiences to enrich their 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 students once they have begun the course.

Globally Networked Learning (GNL)

This program can also 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 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 their 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. Students will develop their ability to communicate effectively across time zones, cultures and other interpersonal boundaries. They will develop advanced-level organization, time management and prioritization skills.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class Participation <ul style="list-style-type: none"> Small group discussion Class debate Field study 	20%	a, b, e, f, g, h	Weekly Week 5 Week 9
Interactive Case Study <ul style="list-style-type: none"> 3 x 10-minute group presentations (Parts I, II, III) 	15%	b, c, e, f, g, h	Weeks 4, 8, 12
Mid-term Exam <ul style="list-style-type: none"> 5 x short questions 	20%	a, b, c, d, e, h	Week 6
Research Project <ul style="list-style-type: none"> 2,000-word research paper 10-minute individual presentation 	25%	All	Week 12 Week 14
Final Exam <ul style="list-style-type: none"> 5 x short questions 	20%	a, e, f, g, h	Week 13

Assignments

Individual class participation:

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

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

- Class discussions. Students will read the appropriate materials listed in the schedule before each class.
- Small group discussion. Working in small groups, students 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). Students will be asked to follow up on questions for the webinar with responses and comments in a discussion forum in Canvas.
- Class debate. Students will work in teams to prepare their 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.

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

Mid-Term & Final Exams:

Exams are held in week 5 and week 13. The format exam is open-book, conducted remotely over duration of ten hours, with the expectation that students 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. Students are required to compose a reply to each email which demonstrates their 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 week 3, giving group class presentations in weeks 4, 8, and concluding in 12.

Students 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:

Students will have the opportunity to explore one or more of the topics covered in the interactive case study through their 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 students in achieving the highest grades. By week 3, students will have discussed and agreed possible research paper topics with their lecturer.

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

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

Dress Code

There is no specified dress code for this class. Business wear may be required for meetings with field study hosts or guest speakers (in person or remotely) depending on norms and culture of those individuals' organizations.

Course 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 students 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.

Required Readings:

It is essential that all students 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, 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 8th). 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: paper/article on the impact of Brexit on the Single Market and multinational corporation investment strategy*

4a. *To be identified: 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 Reading(s):

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

Weekly Course Schedule

WEEK 1	
Lesson number/title	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. Students will discuss how the changing nature of global markets, supply chains and trade relationships has led to the re-evaluation of the benefits and costs of the impact of globalization.
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> • Course welcome: <ul style="list-style-type: none"> – 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
Out-of-class activity	<ul style="list-style-type: none"> • Required and recommended readings
Readings	<ul style="list-style-type: none"> • Hill & Hult (2018), Chapters: 1) Globalization; 5) Ethics in International Business • Supplementary reading 1a.
WEEK 2	
Lesson number/title	2) Working across nations and 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. Students will discuss diversity in society values and norms and how these affect the international business workplace, including worker behavior.
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> • 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 activity	<ul style="list-style-type: none"> • Required and recommended readings • Prepare initial research paper update (research project grade)
Readings	<ul style="list-style-type: none"> • 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
WEEK 3	
Lesson number/title	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

WEEK 3	
	practical realities that organizations face devising strategic trade policy. Students will discuss the implications of changing government and regional policies for investment approaches, in addition to the challenges of enduring cultural and competitive practices.
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> • 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 activity	<ul style="list-style-type: none"> • Prepare case study presentation part I
Readings	<ul style="list-style-type: none"> • 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)

WEEK 4	
Lesson number/title	4) Balancing investment opportunities and risk This session examines the mechanisms underlying the global financial system, including markets; systems and flows. Students will discuss the exposure and risk that multinational enterprises must manage given the role of governments in international trade, economic development, and crisis management.
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> • 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 activity	<ul style="list-style-type: none"> • Prepare for class debate (participation grade) • Prepare research paper plan and sources (research project grade)
Readings	<ul style="list-style-type: none"> • 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

WEEK 5	
Lesson number/title	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. Students will discuss how multinational enterprises can adapt their strategies to survive and capitalize on new opportunities during the COVID-19 pandemic.
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> • 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 activity	<ul style="list-style-type: none"> • Prepare research sources and plan update (research project grade) • Prepare for mid-term exam • Prepare for second case study presentation (after mid-term break)
Readings	<ul style="list-style-type: none"> • 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)

WEEK 5	
	Submit Research sources and plan update (research project grade)

WEEK 6	
Lesson number/title	Mid-term Exam
Meeting time and venue	TBA
In-class activity	Exam questions on the topics covered in lessons 1-5 above are published on Canvas at 2pm local time, with the assignment closing 10 hours later.
Out-of-class activity	
Assignments	Submit Mid-term exam

WEEK 7	
Mid-term Break	

WEEK 8	
Lesson number/title	6) 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. Students will discuss how differences between national accounting systems can be accommodated and managed by multinational enterprises.
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> 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 activity	<ul style="list-style-type: none"> Prepare for field study (participation grade)
Readings	<ul style="list-style-type: none"> 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

WEEK 9	
Lesson number/title	Field study
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> Visit to a multinational enterprise with a UK/London base (in-person/remote/blended)
Out-of-class activity	<ul style="list-style-type: none"> Prepare field study report (participation grade) Prepare final research update (research project grade)
Readings	TBD
Assignments	Submit field study report (participation grade)

WEEK 10	
Lesson number/title	7) 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. Students will discuss the specific international challenges of expatriate and global performance management.
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> Lecture 7-1: Aligning HRM policies with corporate strategy Lecture 7-2: Managing successful expatriate assignments and compensation

WEEK 10	
	<ul style="list-style-type: none"> • Lecture 7-3: Understanding the implications of international labor relations • Discussion and group work • Final research paper update
Readings	<ul style="list-style-type: none"> • Hill & Hult (2018), Chapter: 19) Global Human Resource Management • Supplementary reading 7a.
Assignments	Present Final research update (research project grade)

WEEK 11	
Lesson number/title	8) Realizing international product development and marketing This session introduces key concepts behind successful global marketing: product attributes, segmentation and targeting, the marketing mix, and cross-functional working. Students 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).
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> • 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 activity	<ul style="list-style-type: none"> • Prepare case study presentation part III • Prepare research report (research project grade)
Readings	<ul style="list-style-type: none"> • Hill & Hult (2018), Chapter: 18) Global marketing and R&D • Supplementary reading 8a

WEEK 12	
Lesson number/title	9) Integrating global supply chains and 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. Students will discuss the key challenges at each stage from the perspective of introducing and maintaining supply network sustainable practices.
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> • 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 activity	<ul style="list-style-type: none"> • Prepare for final exam
Readings	<ul style="list-style-type: none"> • 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)

WEEK 13	
Lesson number/title	Final Exam
Meeting time and venue	TBA
In-class activity	Exam questions on the topics covered in lessons 6 to 9 above are published on Canvas at 2pm local time, with the assignment closing 10 hours later.
Out-of-class activity	<ul style="list-style-type: none"> • Prepare for research presentation (research project grade)

WEEK 14	
Lesson number/title	Final presentations
Meeting time and venue	TBA
In-class activity	<ul style="list-style-type: none"> • Research Paper Presentations

WEEK 14	
	<ul style="list-style-type: none"> • Conclusions and course review
Assignments	Present Research Presentation (research project grade)

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, 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 an 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. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director ahead of time at excused.absence@capa.org and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting the Academic Director at excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

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 students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students 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.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

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.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam 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.