



DBLN BUSN 3374 International Economics

CAPA DUBLIN PROGRAM

Course Description

The International Economics module provides an understanding of the key economic issues in the global business environment. The course provides an understanding of how global businesses are impacted by real world developments in economics, politics, and finance. The business environment is dynamic in nature. The course coverage is therefore updated periodically to include current real-world evidence as well as recent academic and empirical findings. The five broad topics covered in the course are: Globalisation, Country Differences, Cross-Border Trade & Investment, the Global Monetary System, and Competing in a Global Market Place. An overview of these five topics is provided below.

Globalisation: Understanding the historical context of globalisation is the starting point for developing insights into the state of globalisation today. This topic discusses the drivers and importance of globalisation, the emergence of the Bretton Woods global institutions in the post-War period, the state of the globalisation debate and the impact of globalisation on developed and developing countries.

Country Differences: This topic provides an introduction to political and economic systems and the determinants of economic development. It looks at the transition from socialist to capitalist economies after the collapse of the Soviet Union and the challenges faced by countries in managing this economic transition. It examines the key issues in economic development and the rise of developing economies in Asia, Latin America, Eastern Europe and Africa.

Cross-Border Trade & Investment: The third topic reviews international trade and investment flows – portfolio and foreign direct investment – in the globalised context. It examines the theoretical underpinnings of capital and trade movements, providing country case studies to illustrate the supply-demand factors affecting these flows. The topic also places these cross-border flows in the context of economic integration – for example, the European Union, NAFTA, Mercosur, World Trade Organisation, and the recent developments towards free trade pacts between Asia-Pacific, Europe and the Americas.

Global Monetary System: Starting with the Bretton Woods institutions like the International Monetary Fund, the World Bank and other multilateral institutions, the topic provides an understanding of the global foreign exchange markets and the international monetary system. These institutions provide the backbone and the regulatory framework for international economics; the topic develops an understanding of their operations, management and challenges.

Competing in a Global Market Place: The final topic builds upon the understanding gained thus far by reviewing the economic and political risks and opportunities of participating in the global marketplace. The discussions include import-export and investment strategies, offshoring production, and management of human resources to compete effectively.

The course helps students examine the current economic landscape through topical discussions of current economic and political development and their impact on international economics.

Localised Context: The European Union has emerged over the last 60 years to be one of the world's most powerful economic and political entities. As one of the 27 members of the EU, Ireland has been an integral part of its development having joined in 1973 and has been one of the original members of the eurozone. Membership has allowed Ireland to reduce its economics links with the United Kingdom and diversify its trade and investment. Substantial investment from multinational corporations and changes in Irish culture and attitudes have created an economy that is one of the wealthiest in the world, a country where Gross National Income per head has risen by more than 300% from 1995 to 2018. In comparison the UK's Gross National Income per head has risen by just under 28%. This course will develop an understanding of how Ireland has achieved this and how Ireland manages the trade, investment, exchange rate and political relationships with the EU, UK and the EU. Students are exposed to Ireland and the EU region and its influence on and importance to the global economy, and the structural challenges and opportunities facing developed economies like Ireland. The research paper project provides the students an opportunity to explore this localised context and to demonstrate their learning outcomes from this unique opportunity provided studying International Economics at the CAPA Dublin Centre.

COURSE AIMS

This course aims to give students an understanding of the international business environment including:

- a. an understanding of the development of the global marketplace and its impact on business organizations and countries;
- b. an understanding of major factors affecting participation in international markets;
- c. an understanding of functional aspects of international business; and
- d. an understanding of current and future trends in globalization and international business.

These topics are addressed with particular reference to the European Union.

REQUIREMENTS AND PREREQUISITES

Students must have a background in business and have taken an introductory economics course. The course emphasizes this academic area from a global perspective. Students with a high degree of motivation and desire to learn about the international and global aspects of business will benefit from this course.

LEARNING OUTCOMES

After taking this course, students should be able to:

- a. Gain a broad understanding of the key issues in international economics.
- b. Develop an understanding of the political and economic context within which international economics operates.
- c. Apply the various theoretical aspects of the principles of finance and economics in an international context.
- d. Recognise the main economic development issues faced by developing countries.
- e. Gain a good working knowledge of the international economic environment and recognise the linkages between political, economic and financial developments and their impact on international business.
- f. Gain a good working knowledge of the operations and key issues surrounding international capital and trade flows, foreign direct investment, international capital markets and institutions.

DEVELOPMENTAL OUTCOMES

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

CLASS METHODOLOGY

This unit is taught in blended mode using both classroom seminars and online learning activities. Seminars involve student presentations, lectures, class discussion and debate, and group project work. Each seminar will introduce key concepts, illustrate with reference to case studies, historical context and emerging issues, and reinforce through discussion of relevant analysis in the academic and institutional literature. Students are expected to read in advance of classes and be fully prepared to discuss assigned readings and actively participate in discussions and class exercises. Class activities will provide students with a general overview of the concepts and issues contained in the textbook however they are not a substitute for reading the textbook and supplementary required readings. The teaching strategies are designed to encourage active learning by all students.

Students will be expected to devote an hour per day keeping up with the current issues in international business and economics. Expected reading sources should include The Economist, Financial Times, The Irish Times and The Guardian, RTE News among others.

Assessment/Grading Policy

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.

Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Student Handbook.

ASSESSMENT AND GRADING

Assessment Task	Grade %	Learning Outcomes	Due Date
Class Participation	10%	All	Weekly
Group Seminar Presentation	10%	depends on the topic presented	Weekly (as allocated)
Mid-term Test	20%	a, b	Wk 6
Final Research Project	40%	a, b, c, e, f	
<ul style="list-style-type: none"> • <i>Proposal Submission</i> 	10%		Wk 4
<ul style="list-style-type: none"> • <i>Research Paper</i> 	30%		Wk 10
Final Exam	20%	a, c, d, f	Wk 12

1. Class Participation and group seminar presentation (20%)

Each week, your Lecturer will look for lively discussion and debate. You are expected to read the appropriate material listed in the class schedule before each class. This is a mark for participation, NOT attendance (which is compulsory).

In the first seminar we will identify topical case studies to be tracked through the media during the semester. You will be asked to come to class with a current (within the preceding 2-3 weeks), relevant article from The Irish Times, RTE, or one of the other media sources listed previously. You must find a relevant article through your own research. During class we will discuss the issues raised in the articles, their relevance for international business and policy implications.

Please review the following table as a guide:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

Class presentations are an established component of assessment for students in this subject. The purpose of the group seminar presentation is to encourage active and deep learning of the core subject matter of the course.

Presentations will be based on and be delivered in Seminars 4, 6, 8 and 9. Students will be assigned to small groups of 2-3 during the first class. Each presentation will be based on the textbook and other materials and will be in two parts:

- a. The group will first present the key concepts and ideas covered in the textbook for the relevant Session topic. You can obtain additional textbook materials from your Lecturer to assist you and can email any questions to your Lecturer to help you prepare. (10 mins.)
- b. The group will then facilitate a learning activity with the class to reinforce the concepts that have been presented. Your Lecturer can help you with ideas for this activity. Quizzes help to reinforce the basic concepts and encourage students to focus on your presentation. This is also an opportunity to use technology such as polling apps (10 mins).

Assessment will be based on the demonstrated level of understanding of key concepts, the overall professionalism of the presentation, and the effectiveness of the class learning activity.

Research Project (40%) comprising Proposal (10%) and Research Paper (30%) 3,000-word individual research paper. Select any one of the topics that we will be covering in this course. Bear in mind that these topics/chapters are rather broad, and you will need to narrow down your research topic significantly. You should identify a small aspect of the theoretical discussion that interests you and focus sharply on it. In other words, you should not be providing a general overview of the chapter(s).

The next step is to identify a case study or identify sufficient data that fits your selected topic. You may choose current or recent economic/financial events or alternatively examine an event/s from a historical perspective. The course outline provides you ample guidance on sources of such data. (Please do not start with a case study and then try to find the theoretical basis for it. This will not be efficient.)

The final step will be to provide a thorough analysis. How does the case study or evidence fit into the theoretical discussion? Are the facts consistent with the theory? Explain why (or why not). What lessons did you learn from this?

An outline of the paper will be submitted in Week 4 (max. 500 words) and feedback given that can be incorporated into the final paper.

Common Guidelines: Remember to acknowledge your sources throughout the paper using the Harvard, APA, or MLA referencing system (in-text referencing). Examples of how to lay out your Bibliography are included in your Student Handbook.

The report is to be typed and 1.5 spaced (a standard 12-point font should be used). It should be checked for spelling, consistency, and clarity of expression. The report will be submitted and graded online.

Your report should incorporate at least 10 different references, all of which must be cited in the body of your report. Remember that each member of the group is expected to contribute to the literature research. These references can be sourced from the following:

- Peer-reviewed academic journal articles: at least four references should be of this type.
- Relevant books
- Institutional analyses (multi-lateral/global, domestic): at least two references should be of this type and can be drawn from the OECD, IMF, World Bank, UNDP.
- Periodicals
- Think tank analysis and reports

3. Mid-term Test (20%)

The mid-term test will be in short essay format covering the material from the first five seminar topics and will take place online in week 6. This test is intended to help you keep up with the core content of the course as covered in the textbook to avoid falling behind and to provide a guide for yourself and your teacher as to whether the level of your understanding of the material is adequate for the course objectives and learning outcome achievement.

4. Final Exam (20%)

The final exam will cover material in seminars 7, 8, 10, and 11 and will take place in the final week of the semester. This will also be in short essay format and conducted online. The questions are designed to test the depth of your understanding of the course content and ability to discuss and articulate an argument in both academic and professional contexts.

Required Readings

Hill, Charles W.L., Hult, Tomas M. (2020). *Global Business Today*. McGraw Hill, 11th Edition

In addition to the textbook, other weekly reading assignments will be posted on the accompanying CAPA Canvas page for this course. Some readings are listed in the seminar outline below however wherever possible articles on current events will be used.

Recommended Readings

Aliber, R.Z. and Zoega, G. (2019) *The 2008 Global Financial Crisis in Retrospect*, Palgrave

Carter, G. (2010) *The Great Hangover, 21 Tales of the New Recession from the Pages of Vanity Fair*, Harper Perrenial

Dicken, P. (2015) *Global Shift*, 7th edition, Sage, London.

Gringer, J.M., McNett, J.M. and Minor, M.S. and Ball, D.A., (2016) *International Business*, McGraw-Hill

Lonergan, E. and Blyth, M. (2020) *Angryonomics*, Agenda Publishing

McConnell, C.R., Brue, S.L. & Flynn, S.M., (2018) *Economics: Principles, Problems, and Policies*, 21st edition, McGraw-Hill Inc.

McWilliams, D. (2018) *Renaissance Nation: How the Pope's Children Rewrote the Rules for Ireland*, Gill Books, Dublin.

Rosling, H. (2019) *Factfulness*, Hodder & Stoughton

Rugman, A., Brewer, T.L., (2001) *The Oxford handbook of international business*, Oxford, New York: Oxford University Press

Stiglitz J.E. (2002) *Globalization and Its Discontents*. W.W. Norton & Co., New York

Stiglitz J.E. (2007) *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*, Penguin.

Stiglitz J.E. (2016) The Euro and Its Threat to the Future of Europe, Penguin.

Other References - Academic Journals

There is a range of journals in the fields of international business and management. The titles below are indicative only of such publications. Most are available on the ACU library databases:

- Academy of Management Review
- Asia Pacific Journal of Management
- Cross Cultural Management
- International Business Review
- Journal of Asia Business
- Journal of International Business Studies
- Journal of International Management
- Journal of World Business
- Management International Review
- Thunderbird International Business Review

Other References – Periodicals, Newspapers and Podcasts

There is a range of periodicals in the fields of international business and management. The titles below are indicative only of such publications:

- Business Week (Asian edition)
- Harvard Business Review
- The Wall Street Journal
- The Economist
- The Irish Times
- RTE
- The Guardian
- Financial Times
- David McWilliams podcasts

Alternative views:

Green Left Weekly - <http://www.greenleft.org.au>

New Internationalist - <http://www.newint.org>

Other References - Useful Websites:

Ellen McArthur Foundation: <https://www.ellenmacarthurfoundation.org/>

European Central Bank: <https://www.ecb.europa.eu>

Central Bank of Ireland: <https://www.centralbank.ie/>

Central Statistics Office Ireland: <https://www.cso.ie>

World Trade Organization: <http://www.wto.org/>

International Monetary Fund: <http://www.imf.org/>

The World Bank: <http://www.worldbank.org/> (The World Bank e-Library is accessible through the ACU Library)

UNCTAD-United Nations Conference on Trade and Development: <http://www.unctad.org>

International Trade Centre: <http://www.intracen.org/>

WEEKLY SCHEDULE

The framework below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to incorporate field trips and guest speakers.

Each week there are set readings from the textbook and other sources. Weekly class materials including lecture slides, explanatory notes and relevant additional readings will be posted online. Students are expected to review these materials prior to the weekly session.

Date	Seminar topics	Class activities
Week 1	<p>Seminar 1 - Introduction and Globalization Introduction to the course and review of assessment tasks. Formation of groups for group assignments. What is meant by globalization, emergence of global institutions, key drivers and debates.</p> <p>Required Reading Hill, Chapter 1 – Globalization Dicken, Global Shift, Chapter 1</p> <p>Additional Reading Mansbach, R.W. (2013). “The Many Meanings of Globalization”. In Mansbach, R. W & Rhodes, E. (eds) 2013. <i>Introducing Globalization – Analysis and Readings</i>. CQ Press, Sage. Thousand Oaks, CA. pp.1-11</p>	<p>Class Course overview Topical issues for media tracking Introductory lecture Team formation</p>
Week 2	<p>Seminar 2 - Globalisation: Ireland as a case study</p> <p>Required Reading McWilliams, Chapter 1 – Renaissance Nation</p> <ul style="list-style-type: none"> • <i>Student debate on the merits of globalization;</i> • <i>Case study: Globalization and its Impacts: Contrasting Perspectives from Ireland.</i> 	<p>Class Debate and case study followed by discussion.</p>
Week 3	<p>Seminar 3 - International trade and investment theory The conceptual basis and theoretical benefits of trade and investment and the significance of global value chains (GVC).</p> <p>Required Reading Hill, Chapter 6 - International Trade Theory</p> <p>Additional Sources: Institute of Directors, London: IoD London International Trade: Supply Chain Webinar, The Supply Chain Rules Have Changed - Have you? https://www.youtube.com/watch?v=WvRRh1Cztik&feature=youtu.be</p>	<p>Class Topical issues in the media Group seminar presentation Lecture and discussion</p>

<p>Week 4</p>	<p>Seminar 4 - Political, economic, legal aspects of international business Political, economic, and legal systems, related risk and impact on the international firm. Case study of Brexit.</p> <p>Required Reading Hill, Chapter 2 – National Differences in Political Economy together with Kay J. (2013). Capitalism, Markets and Politics. <i>The Political Quarterly</i>, Vol. 84, No.4:436-441 Chang H. (2010). <i>23 Things They Don't Tell You About Capitalism</i>. Bloomsbury, New York, pp.199-209 AND Hill, Chapter 3 – National Differences in Economic Development Harding R., Wantchekon L. (2010). The Political Economy of Human Development. United Nations Development Program (UNDP) Human Development Research Paper 2010/29. http://hdr.undp.org/es/informes/mundial/idh2010/trabajos/HDRP_2010_29.pdf Additional Reading https://www.coface.com/Economic-Studies-and-Country-Risks/Ireland</p> <p>RESEARCH PAPER PROPOSAL SUBMISSION</p>	<p>Class Topical issues in the media Group seminar presentation Lecture and discussion Research Paper Proposal submission</p>
<p>Week 5</p>	<p>Seminar 5 - The Political Economy of International Trade Development of the world trading system, institutional framework and governance mechanisms including GATT and WTO. The role of national Government, policy instruments used, and purpose of Government intervention in international trade flows.</p> <p>Required Reading Hill, Chapter 7 – Government Policy of International Trade Baracuhy B. (2012). Running into a Brick Wall: The WTO Doha Round, Governance Gap and Geopolitical Risks. <i>Global Policy</i>, Vol. 3 . Issue 1. February 2012 WTO (2011). Understanding the WTO. http://www.wto.org/english/thewto_e/whatis_e/tif_e/understanding_e.pdf Additional Reading</p>	<p>Class Topical issues in the media Group seminar presentation Lecture and discussion</p>

	<p>National Post November 29, 1(999), "Top 10 Reasons to Oppose the WTO". In Mansbach, R. W & Rhodes, E. (eds) 2013. <i>Introducing Globalization – Analysis and Readings</i>. CQ Press, Sage. Thousand Oaks, CA. pp.67-71</p> <p>Additional viewing The rise and fall of global trade from the Romans to coronavirus https://www.ft.com/video/fa0705b9-74cc-4169-ab00-5b1d4216b120?playlist-name=latest&playlist-offset=0</p>	
Week 6	<p>Seminar 6 - Multilateralism, Regionalism, and Bi-lateralism in International Trade Regional and bi-lateral arrangements between countries (EU, North America, Asia / Asia-Pacific), and the implications for business and managers.</p> <p>Required Reading Hill, Chapter 9 – Regional Economic Integration</p> <p>Additional Reading N/A</p>	<p>Class Topical issues in the media Group seminar presentation Lecture and discussion Mid-term during this week.</p>
Week 7	<p>Seminar 7 - The strategy of international business International strategy development and firm organization. Examination of the initial paths of internationalization for small-medium sized firms.</p> <p>Required Reading Hill, Chapter 12 – The Strategy of International Business Hill, Chapter 13 – Entering Foreign Markets</p> <p>Additional Reading N/A</p>	<p>Class Topical issues in the media Group seminar presentation Lecture and discussion</p>
Week 8	<p>Seminar 8 - Ethics in a business environment and inter-cultural considerations The Economics of Sustainability The role of ethics in the corporate world. Cultural differences and considerations in international business. EXPERT PANEL PRESENTATIONS Ethics, Corporate Social Responsibility, and Sustainability</p> <ul style="list-style-type: none"> • Ethical issues in international business; • Elements of Corporate Social Responsibility; • Sustainability trends and the future. <p>Required Reading</p>	<p>Class Topical issues in the media Group seminar presentation</p>

	<p>Hill, Chapter 4 – Differences in Culture Hill, Chapter 5 – Ethics in International Business</p> <p>Additional Links Ellen McArthur Foundation www.ellenmcarthurfoundation.org</p>	
Week 9	<p>Seminar 9 - Foreign Direct Investment Theories of FDI, Government policies and their rationale, benefits and costs of FDI, and firm strategic investment choices in entering foreign markets. Case study of MNC's in Ireland.</p> <p>Required Reading Hill, Chapter 8 – Foreign Direct Investment</p> <p>Additional Viewing Reasons for investing in Ireland - IDA https://www.youtube.com/watch?v=ZJou27dF2I4 Benefits of government policy and MNC's for Irish start-ups - Entrepreneurial Ecosystem in Ireland with Connor Murphy (DataHug) at Startup Grind 2013 https://www.youtube.com/watch?v=ItdjBdt8jw8</p>	<p>Class Topical issues in the media Group seminar presentation Lecture</p>
Week 10	<p>Seminar 10 - The Foreign Exchange Market Foreign exchange market, exchange rate systems (fixed, floating, hybrid), 'currency wars', currency exchange rates and how they are determined, and implications for business in managing foreign exchange risk. RESEARCH PAPER SUBMISSION</p> <p>Required Reading Hill, Chapter 10 – The Foreign Exchange Market Costs and benefits for Ireland of the euro</p> <p>Additional Viewing This World: Michael Portillo's Great Euro Crisis https://www.youtube.com/watch?v=Pee_w3RwHhs</p>	<p>Class Topical issues in the media Group seminar presentation Lecture and discussion</p>
Week 11	<p>Seminar 11 - The Balance of Payments and the International Monetary System History, institutions, and functions of the international monetary system. Role of international, multi-lateral institutions (World Bank and IMF) in relation to balance of payments, reserve currency and debates, their operation and influence on national and international trade.</p> <p>Required Reading Hill, Chapter 11 – The International Monetary System</p>	<p>Class Topical issues in the media Group seminar presentation Lecture</p>

	Stiglitz J.E., Greenwald B. (2010). Towards A New Global Reserve System. <i>Journal of Globalization and Development</i> , Vol. 1, No. 2, Article 10 Additional Reading N/A	
Week 12	Seminar 12 – FINAL EXAM	FINAL EXAM

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. 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. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

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 email excusedabsencesdublin@capa.org ahead of time 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 excusedabsencesdublin@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 in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class 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 will not be tolerated.

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 the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. 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.

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 their 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. Student's risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments 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 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 students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the 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 "0" (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" (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, 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. and may lead to failure of the course and disciplinary action.