



Broad College of Business MICHIGAN STATE UNIVERSITY

Department of Marketing

Business & Culture in Spain Spring 2020 Syllabus

MKT 393/490

3 credits

Meeting times: 7-9:30pm Wednesdays—29 Jan, 5 Feb, 12 Feb, 19 Feb, 28 Feb through 8 Mar (spring break), 1 April, 8 April. On-campus meetings in 301 EPP (Eppley Bldg).

Instructors

Instructor
Jade Sims
7 Eppley Center
Office hours: I am available 1 hour prior to sessions scheduled on campus, as well as by private appointment to discuss any course/program related issues. Please feel free to email me with a few alternative days and times that fit your schedule, and I will be happy to set up a meeting time with you.
Office: 517-884-1660
E-mail: sims@broad.msu.edu

I'm Assistant Director for International Trade Programs and International Trade Specialist in the International Business Center. I work primarily with small- and medium-sized businesses around the state to help them grow export capacity through consulting, training, and market research. I have developed and led various study abroad and internship abroad programs on four continents. I was a microenterprise development volunteer in the Peace Corps and worked in the international automotive industry. I hold a BA from Alma College and an MBA in International Management with a specialization in Global Development & Policy from Thunderbird School of Global Management. I've lived and worked in Costa Rica, Mexico, the Dominican Republic, France, and Spain.

<https://www.linkedin.com/in/jadesims/>

Course Information/Program Description

This program is designed to provide you with a general understanding of major topics in international business, situated in the framework of Barcelona, Spain—a global city and industrial center in the region of Catalonia in northeastern Spain—and Madrid, Spain—the national political capital. It covers global factors pertinent to industries, markets, and institutions in making business decisions. In addition, cultural specifics will be explored to give an understanding of factors that make Spain unique

in its culture and how this impacts thoughts and actions of Spaniards and Spanish companies.

From February 29-March 8 (we leave Michigan on February 28), we will be traveling and experiencing how business is done in this part of the globe. We will be visiting an array of businesses, from large multinational corporations (MNCs) to smaller, entrepreneurial establishments, with a focus on some of the country's largest industries: automotive, tourism, technology, sparkling wine(cava), sports, agriculture, logistics. We will speak with CEOs as well as employees from all levels of the companies we visit in order to intimately understand how decisions are made and how these companies operate. To provide further understanding of modern business and business culture, we will explore the history of the country through field trips, including exploration of world-renown architecture (in the Catalan Modernism style), and a medieval city. Beyond participation in the study abroad program, participation in program sessions during the course of spring semester is required; 6, 2.5-hour evening seminars have been scheduled (4 pre-departure sessions and 2 post-program sessions). These on-campus sessions will provide a solid foundation in the basic concepts of international business as well as business cultures and will prepare you well for what you will see and experience abroad. Likewise, the sessions occurring after the actual experience abroad will help you "unpack" the experience—reflecting upon your time abroad and incorporating it both personally and professionally to help you best take advantage of what you have learned. See the course outline for a further in-depth description.

Program Goals:

1. To gain an understanding of the basic concepts of international business, including its history and changes over time
2. To see how history and culture affect modern business, in the U.S. as well as abroad
3. To learn to identify opportunities in global markets and understand the strategic choices made in international business operations
4. To understand how political decisions affect international business operations
5. To gain an in-depth understanding of the functional areas of business from a global standpoint.

Additionally, upon completion of the course:

- Students will be familiar with trade theory and recognize the evolution of globalization from colonial times to the present.
- Students will recognize the underpinnings of the global trade system, the organizations responsible for trade regulation and how they function.
- Students will experience and articulate some of the challenges and benefits of small companies as compared with large multinationals in doing business abroad.
- Students will research factors (geography, governmental policy, history, culture) that make certain regions of the world hospitable for business sectors, comparing our host region to others.

Course Materials:

Readings and videos will be distributed via D2L and in class.

Course Requirements:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Desire2Learn (D2L)
- Participation is a large component of this class grade; therefore, students are expected to attend all activities on time, arrive prepared, and participate with enthusiasm.

Course Structure:

Detail how the course will be delivered; include information about when (and if) students will need to access D2L or other online resources. Describe the typical types of activities that will take place during the class sessions.

Course Outline/Schedule

Tentative Course Outline:

This is a tentative calendar; assignments and visits may be adjusted (added, deleted, or moved) depending on the speed at which the material is covered and if new opportunities occur. If assignments, readings, or deadlines change, these changes will be discussed in class. **NOTE:** Readings for each class

are to be completed prior to that meeting. This includes the reading assignment for the first meeting.

Program activity times are approximate. Any changes to the below will be discussed in class.

Day	Topics	Prepare prior to class:	Turn in before class:
January 29 7:00-9:30pm	Introduction and expectations/ Program orientation Lecture: Globalization, overview of structure of European Union Lecture: Trade theory & history of global commerce	Video: Everybody Hates NAFTA Video: Why Do Countries Restrict Trade? Read: Ip, Greg. "We Are Not the World." <i>The Wall Street Journal</i> , 6 Jan. 2017, http://www.wsj.com/articles/we-arent-the-world-1483728161 Read: Patterson, Lindsay. "A Catalan Log that Poops nougats at Christmas." NPR, 22 December 2017, https://www.npr.org/sections/thesalt/2017/12/22/572569325/caga-ti-a-catalan-log-that-poops-nougats-at-christmas	Quiz 1

February 5 7:00-9:30pm	Continuation of trade lecture Logistics & supply chain	Albert, Manuel J. "A Mosque, a Cathedral, and Also a Beer." <i>EL PAÍS</i> . 12 Mar. 2015. Web. 26 Jan. 2017 Hufbaure, Gary and Zhiya, Lu. "US-EU Trade negotiations: A Daunting Mission." 18 Jan 2019. Web. Stothard, Michael. "Catalonia crisis disrupts Spain's recovery." 16 Nov. 2017 FT.com HBS Case Study: Futbol Club Barcelona	Reflective journal 1 Research proposal
February 12 7:00-9:30pm	International Marketing Global reach of Spanish companies. Spanish companies operating in Michigan Trade: Exports, FDI, logistics, finance (WSJ container shipping video) Spanish history & culture Exam 1	Read "What Makes Catalonia So Different from Spain?" (D2L) Read "Catalonia Crisis Disrupts Spain's Recovery" (D2L) Read "Madrid Bans Polluting Vehicles from City Centre?" (D2L)	Research outline Reflective journal 2: 1-page research on a US company involvement in Spanish market OR Spanish company involvement in US market (as exporter, JV partner, WOFE, other FDI, etc)
February 19 7:00-9:30pm	Wharton Center: Madeleine Albright https://en.wikipedia.org/wiki/Madeleine_Albright	Madeline Albright bio (https://en.wikipedia.org/wiki/Madeleine_Albright) Video: If the World Were a Village of 100 People	HW: globalEDGE exercise J3: Reflections on Planet Money Makes a T-Shirt
February 28	Departure for Spain (DTW)		Turn in Exam 1

February 29	<p>Arrive in Madrid Hotel check-in Madrid historical center food tour</p> <p>Evening lecture</p> <p>https://www.esmadrid.com/en</p>	<p>Orientation materials Reading on Spanish history & the Catholic church</p>	Reflective journal 4
March 1	<p>Morning stop at El Rastro market https://www.esmadrid.com/en/shopping/el-rastro Full day trip to Toledo medieval city/world heritage site https://en.wikipedia.org/wiki/Toledo,_Spain</p>	<p>-A beer, Case study: US business entering Spain/EU</p> <p>-Potential option: 9pm Barca/Real Madrid https://www.realmadrid.com/en/tickets</p>	Reflective journal 5
March 2	<p>Business Visit: US Commercial Service (US Embassy) conversation on doing business in Spain https://es.usembassy.gov/embassy-consulates/madrid/sections-offices/commercial-service/</p> <p>Business Visit: Digital transformation and change management (@ SAP)* https://www.sap.com/index.html</p>	<p>-Biographies of speakers & organizations -Madrid pedestrian city article</p>	Reflective journal 6
March 3	<p>Business visit: Technologies in the sports industry Global Sports Innovation Center https://sport-gsic.com/ Check-out of hotel Train to Barcelona</p>	<p>Biographies of speakers & organizations</p>	Reflective journal 7

March 4	<p>Guided bike tour of Barcelona Tour of Gaudi's Barcelona</p> <p>https://en.wikipedia.org/wiki/Antoni_Gaudí</p>	<p>Readings on current political situation/independence movement</p> <p>Role of municipality health in firm's site decisions</p> <p>Barcelona's growth as tourist central and current strategies</p> <p>Gaudi readings</p>	Reflective journal 8
March 5	<p>Business visit: Automotive Assembly plant (SEAT)</p> <p>https://www.seat.com/</p> <p>Port of Barcelona</p> <p>http://www.portdebarcelona.cat/en/</p>	<p>Biographies of speakers & organizations</p> <p>Political and cultural context of business in Spain & EU</p> <p>Catalonia as tech & innovation hub</p>	Reflective journal 9
March 6	<p>Barcelona as a start-up hub: TBA</p> <p>Day trip: San Sandurni d'Anoia</p> <p>Company visit: History & economics of wine & agriculture (Freixenet & Gramona)</p> <p>https://www.freixenet.com/</p> <p>www.gramona.com/en/</p>	<p>Biographies of speakers & organizations</p>	Reflective journal 10
March 7	<p>Visit: FC Barcelona museum & Camp Nou stadium</p> <p>https://www.fcbarcelona.com/en/</p> <p>Cultural event: Farewell cooking class</p>		Reflective journal 11
March 8	<p>Return to East Lansing (via DTW)</p>	<p>Work on final projects</p>	
April 1	<p>Group de-brief</p> <p>Presentations</p>	<p>Work on final projects</p>	<p>Reflective journal 12</p> <p>Research papers for those presenting</p>

April 8	Group & individual Presentations	Work on final projects	Research papers for those presenting
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Grading Policy

Grading:

-Exam (1): 10%

-Participation: 45%

This includes, but is not limited to: arriving on-time, asking questions of presenters & instructor (both on-campus and at site visits and guest lectures), taking written notes (on paper), participating fully in each activity, contributing to group discussions, completing requested forms & assignments as they are due, acting as a leader at appropriate times and dutifully accepting leadership roles when requested to do so, and generally behaving in a professional manner. A note on use of cell phones/cameras/tablets & other technology devices: Phone conversations and reading/composing texts are prohibited during program activities, unless otherwise approved. Students will be given ample time to take photographs as well as communicate with family/friends outside of formal sessions.

-Reflective Journal: 20%

Journal entries are required after each class session on campus (prior to the next class session), and each day while in Spain. Journal topics will be provided at the end of each class session or at the end of the required program events each day. These will be 1, double-spaced typed page (or handwritten equivalent). Note you are not required to bring a computer to Spain, and are encouraged to leave it at home.

-Quizzes (approx. 2-6, at discretion of instructor): 10%

Quizzes will be given without prior notice throughout the course of the program, covering the homework readings assigned for that session.

-Final Paper & Presentation: 15%

A final paper and presentation will be required of all students. This will be each individual's opportunity to research in-depth a particular industry or topic area of interest. Further information will be provided. The sub-breakdown is as follows:

Proposal (due 5 February): 15% of grade

A ½ page proposal for what the student plans to research, how the topic fits into the student's overall interests and career plans, and what resources will be utilized.

Outline (due 12 February): 15% of grade

An outline covering the major topic areas of the research project to be completed, including a list 6 potential resources to be utilized.

Presentation (April 1 or 8; see below): 35%

Paper (due at time of presentation; see below): 35%

Grading Evaluation Scale	Grade
90 percent and above	4.0
85.0 to 89.9 percent	3.5
80.0 to 84.9 percent	3.0
75.0 to 79.9 percent	2.5
70.0 to 74.9 percent	2.0
65.0 to 69.9 percent	1.5
60.0 to 64.9 percent	1.0

Grading Disputes:

Questions regarding grade assessment should be directed to the instructor as soon as possible upon receipt of grade. Students have the opportunity to review grades throughout the course of the program; therefore, disputes should not be left until the end of the program or after grades are posted.

Late Work:

Late work may be accepted with a penalty of 10% per day past the official due date. Late work will not be accepted more than 1 week beyond the official due date.

Expectations & Honor Code:

Attendance is mandatory for all sessions and activities unless otherwise noted. Tardiness and/or failure to attend on-campus sessions will be directly reflected in the participation grade for the course. Tardiness and/or failure to attend in-country activities and comply with program rules may additionally result in disciplinary action, or dismissal from the program. Each student is responsible for obtaining information or materials missed and should contact the instructor as soon as possible if s/he misses a scheduled activity. Absences and tardiness will be evaluated on a case-by-case basis should a student be absent due to official MSU activities, religious reasons, illness, or other serious circumstances; in some cases, documentation will be required. If a student must miss an activity due to a planned event, s/he must submit a written request as soon as possible prior to the missed activity.

Each student is expected to be familiar with the guidelines for student academic integrity (<https://www.msu.edu/unit/ombud/academic-integrity/student-faq.html>) and also adhere to the Eli Broad College of Business Undergraduate Honor Code (<http://broad.msu.edu/undergraduate-honor-code/>). Students not compliant with these guidelines may receive lowered or failing grades on the assignment or enrolled course. Further disciplinary action may also be considered, depending on severity of the infraction. Note that unless otherwise stated, each assignment should be completed without assistance from others.

Email is the official means of communication at MSU. You are responsible for checking your email on a consistent basis and meeting program obligations that may be discussed therein. D2L will be used fairly extensively; please make sure that your email is connected to your D2L account so that you will receive notifications in a timely manner.

Final Presentation & Research Paper Grading Guidelines & Rubric:

Individuals (or groups) will present 5-7 minutes per person. There will be time for questions from the audience. Each individual will turn in a research paper. Papers will be 8-10 written pages; the title page, sources, and large graphs or photos will not be part of the page count. Use at least 6 sources, and cite

them using MLA style. (look it up if you need to) Note: Wikipedia does not count as one of your 6 sources. Preparation activities are part of earlier

Presentation Grade:

Didactic materials & audience interaction, professionalism: _____/20

Cohesiveness (smooth transitions to topics, including person to person if applicable):
_____/10

Quality/depth of info, citing (5) sources: _____/50

Ability to respond to questions: _____/10

Incorporation of concepts learned in class/in Spain to project: _____/10

Total: _____/100

Research Paper Grade:

Overall structure, cohesiveness: _____/10

Quality/depth of info: _____/60

Citations of sources: _____/10

Correct incorporation of concepts learned in class/in Spain: _____/20

Total: _____/100

Student Expectations

The All-University Policy on Integrity Of Scholarship and Grades:

All participants in this class are held to the standard set by MSU's Policy on Integrity of Scholarship and Grades. The policy can be read in full at the [MSU Ombudsperson's website](#)

Eli Broad College of Business Honor Code:

In addition to MSU policies, all students are expected to comply with the Broad College Undergraduate Honor Code (see the code on the [Broad College honor code website](#) or the FT MBA Honor Code (see the [MBA honor code website](#)

Spartan Code of Honor:

On March 22, 2016, The Associated Students of Michigan State University (ASMSU) adopted the following Spartan Code of Honor:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

Disability Access:

Students must inform the instructor of any accommodations needed. Information related to disability access is available on the [Resource Center for Persons with Disabilities \(RCPD\) website](#). Students: to make an appointment with a specialist, call: (517) 353-9642 Or TTY: (517) 355-1293 or visit the [RCPD website](#).

Americans with Disabilities Act Accommodations:

Include a statement inviting ADA accommodation requests. Sample accessibility statement:

“Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](#). Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.”

Expected Hours of Participation/Work Outside Class Per Week:

Estimate the total based on the following: reading/studying, assigned papers/projects, group work, study groups, attendance at events, seeing movies/tapes, service, D2L discussions, labs, field trips.

Grief Absences:

If a student experiences death of a family member or emotional distress from a similar tragedy, refer to [MSU's Grief Absence Policy](https://msu.edu/unit/ombud/classroom-policies/index.html#GriefAbsencePolicy) (<https://msu.edu/unit/ombud/classroom-policies/index.html#GriefAbsencePolicy>).

Professionalism Policy:

Offer specifics about your policy on professionalism or late arrivals.

Expectations for Student Research:

Students are expected to conduct themselves in accordance with the policies and procedures outlined in their Responsible Conduct of Research (RCR) training, given at orientation.

Academic Conduct Policy:

Offer specifics about your policy on cheating or plagiarism. You may wish to refer to the student handbook, which governs all student behavior even when specifics are not mentioned in a syllabus.

Student Rights and Responsibilities:

Students have a range of support and information options available to them to discuss actions or activities related to their academic, personal or professional lives at MSU. These rights and resources are detailed on the [ombudsperson's website](#).

SIRS (Student Instructional Rating System):

Refer to [MSU's SIRS Online website](#) if using online SIRS for course evaluations.

Limits to Faculty/Student Confidentiality; Mandatory Reporting:

Post a statement about MSU's Policy on Relationship Violence and Sexual Misconduct, which is available on the [RVSM website](https://www.hr.msu.edu/policies-procedures/university-wide/RVSM_policy.html) (https://www.hr.msu.edu/policies-procedures/university-wide/RVSM_policy.html).

Also, consider including this language pertaining to limits to confidentiality:

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the [MSU Police Department](#)) if you share it with me:

- *Suspected child abuse/neglect, even if this maltreatment happened when you were a child,*
- *Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and*
- *Credible threats of harm to oneself or to others.*

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

Religious Observances:

Detail procedures for resolving conflicts between the normal class schedule and major religious observances. Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. Refer to the registrar's page on [religious observance policy](#). For a current schedule of major religious holidays, see the [office of inclusion and intercultural initiatives](#).

Emergency Procedures:

In the event of an emergency arising within the [classroom/lab], the [Professor, Teaching Assistant (TA), graduate student, instructor, Facilitator] will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the [Professor, Teaching Assistant (TA), graduate student, instructor, Facilitator] in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so." Prepared by: Captain Penny Fischer Michigan State University Police.