

STUDY ABROAD SYLLABUS
STUDY IN GREECE | Business Law, Ethics, and Sustainability in Emerging Global Marketplace
SPRING/SUMMER 2019

PRE-DEPARTURE

STUDY ABROAD

Courses and Credits¹

GBL385	Sec 750	Business Law and Ethics	3 cr.	Required Course*
GBL323	Sec 750	Introduction to Business Law	3 cr.	Required Course*
GBL385H	Sec 751	Business Law and Ethics - Honors	3 cr.	Elective Course
GBL490	Sec 752	Independent Study	1-3 cr.	Elective Course
GBL460	Sec 750	International Business Law and Sustainability	3 cr.	Elective Course±
GBL467	Sec 750	Emerging Enterprise Law	3 cr.	Elective Course¥
MKT393	Sec 756	Introduction to International Business	3 cr.	Req. or Elec. Course^
GBL491	Sec 750	Topics in Business Law Business and Society: Cross-Cultural Corporate Social Responsibility, Ethics, and Sustainability	2 cr.	Elective Course†

¹ Students will enroll in eight credits at MSU and pay MSU tuition and one credit at the University of the Aegean at no additional cost for nine total credits.

*This course is required for certain degree majors.

†This is a mandatory course to participate in the study abroad program.

^This course can be taken as required to fulfil the international requirement for all business majors or as an elective course.

±This course can be taken to fulfil the international requirement for all business majors or credits towards the international business minor or as a general elective.

¥ This course can be taken to fulfil credits or the "experiences" requirement towards the entrepreneurship and innovation minor or as a general elective.

Credit Hours: Nine (9) credits minimum

Contact Hours: This is a 9-credit program, offered in accelerated format with two components: an MSU campus face-to-face and online for a total of nine weeks and a 4-week (28 days) study abroad. This means that 16 weeks of material is covered in 13 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-15 hours per week in each course reading material, interacting on the online discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Instructor Name: Harilaos (Haris) I. Sorovigas, MBA, JD
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Welcome Greetings



Greetings and welcome to the program. I am Prof. Sorovigas and it is my pleasure to be your facilitator/instructor throughout these courses and the study abroad program to Greece. I look forward to working with you as we enter this very useful program. The skills and knowledge you gain will help your critical thinking and legal reasoning and the process is applicable in corporate America and global arena. **Before you start going through the courses, please read and print this document.**

As your facilitator, I am here to ensure your success in this program. I will be more than happy to help in any way I can. My intention is to provide you with an educational challenge while assisting you in understanding today's very dynamic legal environment as it relates to domestic and global business. I will add as much as I can from my own legal experience and from various other teaching assignments I held in the same field over the years. What I would like you to do after each class is not to ask just what you learned that day, but also what you contributed to the class either through comments or questions.

Communication is the key. Keep in mind that in any learning environment, the burden is on the STUDENT for taking initiatives in following the instructions and completing the assignments on time. In a learning environment, as an instructor, I provide you the means. The extent as to which you use this environment makes a difference between getting a "4.0" or "2.0" in these courses. I am here to make this journey as joyful as possible. In return, I expect dedication, commitment, and quality work from each one of you.

In this document, I am going to make a few suggestions, helping you to get ready for the next few weeks. Also, this document contains the policies and procedures that cover the courses as well as other pertinent information as relate to the courses and the study abroad program in general.

I hope you enjoy the experience. Again, welcome to the program, good luck, and I wish everyone all the best! And, please remember:

Non est gravis scire omnium responsum -- est gravis scire reperir illum.

(It is not important to know all the answers -- it is important that you know how to find them.)

COURSE DISCLAIMER:

This syllabus and the schedule, policies, and assignments contained in this course syllabus, D2L, EBOOK, or on my website, if applicable, are subject to change in the event of extenuating circumstances, class progress, and opportunities for guest lectures or site visits at the discretion of the instructor upon advance notice to the students. Material included is meant to provide an outline of the course and rules that the instructor will adhere to in the evaluation of the student's progress. However, this syllabus is not intended to be a legal contract, but it is a statement of the instructions, rules and policies of the instructor that must be followed by students enrolled in the classes. Questions regarding the syllabus are welcome at any time.

Course Syllabus

The Course Syllabus

In a business setting, during orientation, newly-hired employees are typically inundated with organizational forms and documents – from statements of organizational goals and objectives to work schedules, pay and benefits information, and organizational policies and procedures. In most organizations, this information is compiled in an employee handbook. To be successful in the new job, among other things, it is important that new hires read all of this information, mark critical items, and transfer organizational and departmental deadlines to their personal calendars. To encourage employees to familiarize themselves with this important information – as well as to provide documentation that the employees were fully-informed of organizational expectations – most organizations require new hires to sign a statement that they have received, read, and understand all of the information provided.

Similar to an employee handbook, this document is your course syllabus which is a complete guide to these study abroad courses. It contains virtually everything you need to know about how to succeed during the program in your registered courses. Make sure you read it carefully and consult it throughout the program whenever you have questions regarding class policies and procedures and consult with the instructor, preferably at the beginning of the program, for clarification on the content of the syllabus and any provision thereof (*this is self-reliance*). Please transfer deadlines to your personal calendar immediately at the beginning of the program so you can prioritize and manage your activities effectively as the program progresses (*this is time management*). Early in the semester (see Course Calendar and Assignments schedule contained in this syllabus), **you will be required to sign a statement, an Acknowledgement of Receipt of Syllabus Form, i.e. Appendix 2, indicating that you have read and agree to abide by the terms and conditions as set forth in this syllabus for the study abroad courses; students who fail to submit a signed Acknowledgement of Receipt of Syllabus Form will receive a failing grade for this program** (*this is accountability*). As an incentive to encourage you to familiarize yourself with the requirements for these courses, test items for the first test may be taken from the course syllabus and each student will earn five (5) points for properly completing and submitting the form on time.

Syllabus Overview

This syllabus contains all relevant information about the courses: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and weekly topics, outcomes, assignments, and due dates, and course policies and

procedures. Consider this your roadmap for the courses. Please read through the syllabus carefully before continuing in this program and ask questions if you would like anything clarified. The policies and expectations established are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the program. This syllabus also serves as a notice to each student regarding course requirements and student obligations, so please print a copy of this syllabus for reference. The instructor has no duty to provide further notices in the future to students regarding course requirements and student obligations. Any addendums or assignment requirements provided are deemed as part of this syllabus and are incorporated as reference to the syllabus.

Overall Program Goals

This short-term study abroad program seeks to help students:

1. Develop their understanding of the American legal system and learn fundamental rules of law and their application and comparison to the Greek legal system as opposed to the U.S.;
2. Develop their appreciation of the extent to which a wide variety of legal requirements affect business decision-making, both domestically and globally;
3. Enhance their critical, creative, reflective thinking and problem-solving skills by applying major principles of law to diverse business situations, in classroom discussions and examinations;
4. Explore moral and ethical issues raised in a variety of legal situations, and develop their understanding of the competing policy concerns underlying the law;
5. Understand how law and ethics affect the social responsibility of business;
6. Develop and demonstrate their oral and written communication skills through daily participation and through assignments and examinations that require research, analysis, and written responses;
7. Enhance their ability to interact with cultural differences, understand issues of socio-economic equity, and consider legal issues from diverse perspectives for business operations and management;
8. Challenge, understand, and appreciate their culture and experiences and how these areas influence their world views; and
9. Understand the meaning of citizenship as it relates to one's personal and professional influence on local, national, and global issues.

Program's Expected Academic and Experiential Student Learning Outcomes

In addition to the program and course specific objectives students participating in the service learning experience and company and site visits will be able to:

- ❖ Develop an increased awareness and sensitivity to cultural variations;
- ❖ Utilize a culturally sensitive approach to the care of individuals and communities;
- ❖ Demonstrate professionalism and respect within the role of student business professional;
- ❖ Utilize effective communication with respect and cultural sensitivity;
- ❖ Facilitate the interchange of ideas among MSU students and students, faculty and other professionals from different backgrounds, cultures and legal systems;
- ❖ Foster respect for diverse viewpoints;
- ❖ Demonstrate collaboration with legal and business disciplines and community leaders to provide care and understanding to the community;
- ❖ Develop an understanding of the sources and systems of law of other countries and cultures;
- ❖ Expose students to the impact of globalization on law, business and society;
- ❖ Explore opportunities of sustainable development practices to improve the wellbeing of communities domestically and globally (environmental, social and economic);
- ❖ Afford students the invaluable experience of living and studying in another culture;
- ❖ Allow students to experience educational opportunities that they could not otherwise experience while studying on-campus;
- ❖ Demonstrate an understanding of a set of cultural values and beliefs other than their own;
- ❖ Discuss the impact of modernity and technology on tradition and demographic change in lesser developed countries;
- ❖ Apply the knowledge base from many disciplines to the study of the international community;
- ❖ Identify business standards which vary in state, national and international jurisdictions outside our local area;
- ❖ Formulate management plans to anticipate and control legal issues for beneficial resolution;
- ❖ Identify changing business operations standards which may result in changing laws;

- ❖ Identify legal issues arising primarily in jurisdiction, contracts, employment relations and labor practices, negligence and governmental regulations as occurring in the operation of a business, both in the U.S. and in other foreign jurisdictions;
- ❖ Foster awareness of what are our personal and collective responsibilities toward being global citizens and business professionals;
- ❖ Illustrate ways to use course material in a variety of applied settings;
- ❖ Help students integrate course material into their educational and career plans;
- ❖ Integrate the study of foreign language with discipline-based content; and
- ❖ Demonstrate an awareness of international career and study opportunities in government, business, education, and in organizations servicing international concerns.

Course Descriptions and Outcomes

GBL 385/385H: Business Law and Ethics | GBL 323: Introduction to Business Law; 3 cr.

COURSE DESCRIPTION

These courses are relatively the same but offered to different students: GBL385 | College of Business; GBL323 | non-College of Business. Each of these courses is an introduction to the legal system and a study of the legal setting of business and its relationship to the business firm. A study of the basic legal principles underlying modern business transactions with particular attention to contracts and sales, agency and employment, the nature of law, criminal and civil procedure and the court system, business ethics, courts and alternative dispute resolution, constitutional authority to regulate business, the law of torts, products liability, law of property: real, personal, and intellectual property, cyber law, consumer law, environmental law, and other topics.

GENERAL COURSE OBJECTIVES

The law facilitates orderly business transactions and impacts most business decisions. Businesses operate within a clear but quite complex legal environment. To become an effective business leader, you need to understand that environment. Accordingly, business persons need to be familiar with the legal system and key areas of substantive law to make optimal business decisions. Although one objective of the course is to teach students legal rules, this course also seeks to develop students' critical thinking, problem-solving, communication, and research skills as they consider and comment on real and hypothetical legal cases involving businesses. This course also highlights the ethical dimensions of legal issues and business situations. Therefore, upon completion of this course, students should have (1) developed an understanding of the American legal system and learned fundamental rules of law; (2) developed an appreciation of the extent to which a wide variety of legal requirements affect business decision-making; (3) enhanced critical thinking and problem-solving skills by applying major principles of law to diverse business situations, in classroom discussions and examinations; (4) explored moral and ethical issues raised in a variety of legal situations, and developed an understanding of the competing policy concerns underlying the law; and (5) developed and demonstrated oral and written communication skills through daily participation, and through assignments and examinations that require research, analysis, and written responses.

GBL 460 Sec 750: International Business Law and Sustainability; 3 cr.

COURSE DESCRIPTION

This course is a clear recognition that globalization and the rapid emergence of regional trading blocs has created economic interdependence to such a great degree that most "economists and business experts believe that no business can be purely domestic". As an international commercial transactions course, trade, licensing, and investment concepts will be stressed. Special emphasis will be placed upon the regulation of the international marketplace. This course provides an overview of national, regional and international laws affecting most business enterprises. It examines the regulations which promote or restrain trade and investment by firms engaged in international business. The World Trade Organization, regional trade agreements and national legal regulations affecting trade in goods and services are reviewed. Laws and business practices affecting international sales, licensing agreements and investment activities are examined. The course will provide a basis for the business students and others to develop further their international business skills at a time when U.S. firms are increasing their commitment to international business. Students will recognize the basic rules regarding commercial and international contracting and to put the rules into operation through practical exercises, analysis of current events, and examination. The student will be exposed to the background of the international legal environment and as it pertains to international business transactions and international business organizations.

GENERAL COURSE OBJECTIVES

The course will examine common legal issues and risks that affect business transactions in the global marketplace. Students will learn about the international legal framework, dispute resolution, international sales contracts, international trade, technology transfer issues and risks of foreign direct investment. Students will also learn the role of international organizations in the process of regulating international business, as well as international treaties, conventions and agreements. Students will learn to analyze countries' legal and business conditions, as well as develop and deliver written

presentation. As a result of taking this class, students should learn how to write clearly and concisely, learn effectively, think critically and creatively, and work productively.

Students should complete this course with a basic understanding of:

- ✓ The framework of international law and world legal systems
- ✓ Legal issues that frequently arise in international business and strategies to minimize risks and avoid litigation
- ✓ Litigation pitfalls and alternate dispute resolution in the international arena
- ✓ The elements of international sales contracts and the U.N.
- ✓ Convention on Contracts for the International Sale of Goods
- ✓ Criminal liability for bribery committed by U.S. corporations and their employees while doing business abroad.
- ✓ Political risks of foreign direct investment
- ✓ Trade (export / import) (in particular CISG, CMR, plus trade finance instruments)
- ✓ Licensing agreements for transfer and protection of intellectual property rights (plus franchising)
- ✓ Foreign direct investments (incl. mergers & acquisitions, joint-ventures, share-deals and asset deals)
- ✓ Multinational corporations
- ✓ Dispute settlement (incl. International Commercial Arbitration)

GBL 491 Sec 750: Business and Society | Cross-Cultural Corporate Social Responsibility, Ethics, and Sustainability; 2 cr.

COURSE DESCRIPTION

In line with core requirements of all GBL491 sections, this section of the course examines principles of corporate social responsibility, ethics, law, sustainability, and stakeholder theory as they apply to organizations domestically and globally. The course will provide tools and understanding of these indices and measures to provide knowledge and principles for decision making connected with international business management. Explore stakeholders dilemmas as concerned members of the society associating with businesses operating in an ethical environment and the notion that the measures of these indices changes with the times and among cultures and laws are changing and responding to the growing concerns in this area. Students will develop an understanding and explore ways of ethically responding to culturally diverse ways of conducting business. Major ethical theories are studied and applied to a range of business issues, including corporate social responsibility, ethics in the workplace, and discrimination. Environmental sustainability is considered from ethical, business and cultural perspectives. The course is designed to develop the student's capacity to recognize and reason about ethical issues connected with international business operations. Students will understand what factors give rise to and influence ethical issues and how organization values precipitate ethical behavior among stakeholders. Students will start thinking about cross-cultural business ethics, corporate social responsibility and sustainability and the role they play in business today and more specifically they will be able to (1) recognize potential ethical dilemmas arising from a cross-cultural context, (2) understand the factors in a cross-cultural context that inform a manager's choice of action, and (3) apply knowledge of the cross-cultural context to come to a solution of the ethical dilemma.

GENERAL COURSE OBJECTIVES

The course objective is students to understand and apply the concepts and theories of responsibility decision-making. The overall objective is to understand the science, business, community and personal influences on decision-making and learning to navigate among them to create effective decision making. Study the cognitive, social, behavioral, and corporate processes affecting individual, group, and organizational judgments in morally questionable situations. Students will understand what factors give rise to and influence ethical issues and how organization values precipitate ethical behavior among stakeholders. The students attending this program will be the global managers of the future with developed moral reasoning skills. It will allow the students to start thinking about cross-cultural business ethics and the role they play in business today.

Therefore, upon completion of this course, students should be able to

1. Examine the components of corporate sustainability and ethics and the impact on society and economics.
2. Analyze leadership's role in creating and organizing a corporate sustainability strategy focusing on the identified stakeholders.
3. Synthesize the relationship between the capital investment and capital budgeting processes, costing systems, and risk assessment.
4. Explore the foundations of measuring social, environmental, and economic impacts of sustainability systems.
5. Evaluate the benefits of implementing a social, environmental, and economic impact measurement system.
6. Analyze the steps taken to improve corporate processes, products, and projects for corporate sustainability.
7. Examine external sustainability reporting and verification methods for the stakeholders.
8. Evaluate the benefits of sustainability and ethics for corporations and society as a whole.
9. Demonstrate the ability to understand and convey cross-cultural perspectives with accurate descriptions of other cultures' values and beliefs.
10. Identify beliefs, values and behaviors that form individual and community identities and the basis.
11. Demonstrate the capacity to apply knowledge of world cultures and cross-cultural perspective to a new situation in ways that minimize the potential influence of cultural bias.
12. Practice leadership skills as exhibited by business and professional exemplars.

13. Acquire operational knowledge of codes of ethics, ethics training programs, and corporate compliance programs.
14. Develop awareness of corporate social responsibility via socio-technical analysis.
15. Identify and describe different moral ecologies.
16. Develop strategies for ethics advocacy.
17. Identify and challenge unjust practices in local and global systems.

MKT393 Sec 756: Introduction to International Business; 3 cr.

COURSE DESCRIPTION

Introduction to the context of international business delivered on-site in foreign settings. The overview of the unique problems faced by firms engaging in international activities; and the importance of understanding the foreign economic, social, political, cultural, and legal environment. International and cross-cultural study of business decisions, enterprises, markets, and institutions. Fundamental concepts and principles of globalization such as multinational corporations, foreign markets and economies, internal and external market transactions, international law, cultural influences, and multinational business strategies.

GENERAL COURSE OBJECTIVES

This course examines the reality that business is a major facet in the ever-growing global framework. Students examine business within a global environment and the context within which small businesses, multinational corporations, multilateral institutions, and nongovernmental agencies (NGOs) interact. Students learn to apply global business concepts in understanding of national political economics, legal systems, and sociocultural environments.

Global business involves and interconnects companies, governments, and industries in an ever-changing set of relationships and dimensions of practice and application. Among the current and future trending drivers and indicators are emerging domestic markets, a recovering global banking system, continued rapid technology innovation, the role of governments in connecting and supporting the private sector and communities, and demographic shifting that is transforming the global workforce. Given the aforementioned, the challenges and questions to be discussed extend to implications and perspectives, and the constancy of change those impacts all global business environments with business and humanity in mind. Students in this course examine each of these challenges and explore opportunities that lead to positive organizational outcomes.

Upon successful completion of this course, students will be able to:

1. Identify the implications of globalization for countries and firms
2. Explain how firms respond to changes in their competitive position due to governmental intervention in international trade
3. Describe how national culture affects firms' strategy and performance
4. Explain how exchange-rate volatility affects firms, and identify strategies that firms can use to respond to that volatility
5. Explain how firms design strategies for entering new markets
6. Assess the effects of current regional trade agreements and economic integration on developing countries as well as analyze, compare, and contrast the role of regional economic integration in promoting global business
7. Identify important opportunities and challenges in the international environment and design strategies to deal effectively with them as well as relate the stage of economic development of an economically integrated region to potential business opportunities
8. Understand how environmental differences support or complicate marketing, export and import strategies as well as understand why and how a firm's distribution, pricing, advertising and promotional strategies vary among countries
9. Assess global markets and do market research on a global scale by understand the importance of international market research and how globalization is affecting product development
10. Demonstrate improved skills related to negotiation and teamwork, critical thinking and analysis, and writing and communication.

GBL490 Sec 750: Independent Study; 1-3 cr.

COURSE DESCRIPTION

An in-depth study of a single topic or related problem solved through research relevant to international business, business law, ethics, corporate social responsibility, and/or sustainability. The coursework is a supervised individual study and research in student's special field of interest. Students who wish to design and complete individual study projects geared to their particular interests, aptitudes and needs may register for this option and the student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. This study provides the student with an opportunity to participate in the creation of academic learning experiences geared to individual needs, interests, aptitudes and desired outcomes. Individually directed readings, research, and discussion in selected areas and a comprehensive written report is required.

GENERAL COURSE OBJECTIVES

The Independent Study course is individual basic or applied research or scholarly engagement or activity on a topic or problem in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved research topic or readings.

After successfully completing this course, the student will be able to

1. Demonstrate the ability to select a theoretical framework for an independent study topic and conduct a literature review or comparable research assignment.
2. Demonstrate through the coursework developed and enhanced discipline-specific intellectual skills.
3. Demonstrate both quantity and quality of knowledge and understanding of the topic in a final written paper.
4. Demonstrate good oral skills by presenting information and ideas gained through independent study and exploration of a chosen issue or trend in the chosen field of special interest in a formal presentation and debate the varying positions relating to that issue or trend.
5. Demonstrate improved skills in study and research, review and analysis of educational literature relating to chosen issue(s) or trend(s) in the chosen field of special interest, improved writing skills, and increased confidence in the use of technology for gathering information.

GBL467 Sec 750: Emerging Enterprise Law; 3 cr.

COURSE DESCRIPTION

This course describes the major laws and policies that affect research, development, and commercialization in the biotechnology, computer, engineering, and other industries. The course is taught from the company perspective examining various legal issues and strategies that the company management must consider. The course views the law as a regulator and enhancer of start-up and emerging enterprises. It looks at the formation, financing and managing of the venture from a legal standpoint. Attention is devoted to intellectual property protection, financier-entrepreneur relations, employer-employee relations, freedom-to-operate, research collaborations and product licensing, and operational aspects of entrepreneurial ventures that have legal implications. Explores the law as an opportunity and a force in the furthering the objectives of new and small ventures.

GENERAL COURSE OBJECTIVES

The law facilitates orderly business transactions and impacts most business decisions. Businesses operate within a clear but quite complex legal environment. To become an effective business leader, you need to understand that environment. Accordingly, business persons need to be familiar with the legal system and key areas of substantive law to make optimal business decisions. Although one objective of the course is to teach students legal rules, this course also seeks to develop students' critical thinking, problem-solving, communication, and research skills as they consider and comment on real and hypothetical legal cases involving businesses. This course also highlights the ethical dimensions of legal issues and business situations. Therefore, upon completion of this course, students should be able (1) To identify the legal challenges inherent in entrepreneurial activities; (2) To suggest strategies for meeting those legal challenges while achieving the core business objectives; (3) To learn how to spot legal issues before they become legal problems; (4) To learn how to use the law creatively to further the objectives of the business; (5) developed an appreciation of the extent to which a wide variety of legal requirements affect business decision-making; (6) enhanced critical thinking and problem-solving skills by applying major principles of law to diverse business situations, in classroom discussions and examinations; (7) explored moral and ethical issues raised in a variety of legal situations, and developed an understanding of the competing policy concerns underlying the law; and (8) developed and demonstrated oral and written communication skills through daily participation, and through assignments and examinations that require research, analysis, and written responses.

Upon successful completion of this course, students will be able to:

1. Understand the alternative dispute resolutions.
3. Understand the importance of ethical behavior in the business environment along with conducting business operations in a socially responsible manner.
4. Understand the legal restriction on business conduct by the US government to promote competition and prevent unfair restraints of trade.
6. Understand the importance of administrative agencies and their regulations in business' daily affairs.
7. Understand the employment and labor laws applicable to business activities.
8. Understand business' civil liability for intentional and non-intentional torts and the issues surrounding such liability including defenses to the same.
9. Understand the fundamental elements of contract formation and the rights of third parties to contracts and the remedies applicable to breach of contracts.
10. Understand the fundamentals of sales and product liability and risk of loss of goods.
12. Understand the fundamentals of bankruptcy and secured transactions laws.
13. Understand the fundamentals of different forms of business associations in the US.

14. Understand the fundamentals of different obstacles and social, political and legal issues a business will need to facilitate when expending abroad.
15. Understand the fundamentals of mergers and acquisitions and the sources of funding for a start-up business.
16. Understand the fundamentals of intellectual property and the types of intellectual properties available to entrepreneur and how such property can be utilized and protected.

Participation & Attendance

ATTENDANCE & TARDINESS: Research into best practices in higher education strongly supports the notion that “time on task” leads to improved learning; therefore, there is a direct correlation between attendance and your final grade (performance). Class discussion is an integral part of the learning process in this program. Therefore, class participation is a factor in your grade. Absenteeism or lack of preparation will adversely affect your grade. In traditional class environment regular and punctual class attendance is expected along with class participation because are essential to student success. Since each course in the program will run as a discussion-based seminar, every student’s careful preparation, attendance and active participation is essential for its success. Therefore, to ensure the commitment to student success attendance is required (mandatory) in all scheduled elements of this program.

However, the courses of this program are taught/offered as a study abroad courses and significant portion of the requirements will be completed in a foreign country; thus attendance at all meetings, both on the designated prior to departure and during our portion of class abroad, is mandatory which means each student is required to attend ALL scheduled activities and functions (lectures, company and field site visits, etc.) abroad during the four weeks and the mandatory pre-departure orientation sessions. There is a zero tolerance for absences unless extremely extenuating circumstances exist and are approved beforehand or later when physically possible. The determination of the validity of other excuses and the necessary documentation to support them will be at the instructor’s discretion. Peer evaluation of your performance as a team member will include attendance at any out of class meetings. Any absence or tardiness must be approved in advance by the faculty. Please note that an unexcused absence in the program is grounds for dismissal from the program.

PARTICIPATION: A student must be attending a classroom session or another program activity to participate. To contribute to the class you must be in class or on-site; therefore, attendance will be taken at the beginning, during, and/or ending of each class activity. Since we offer a program that is likely more intensive than you might be used to at a traditional course, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while at Study Abroad in Greece. Therefore, it is important that you are prompt for all scheduled program activities, complete the necessary exercises, and simply get involved (this is an assessment of your effort and attitude during exercises, role simulations, discussions, field visits, with speakers, and so forth).

For this program to run successfully and to facilitate an informed discussion, readings and assignments must be completed prior to class, which means you must come to class prepared. In addition to completing all of the assigned readings **prior to coming to class**, you should be prepared **to offer original and thoughtful analysis in which your claims are supported by evidence, logic, legal reasoning, and possible calculations**. For each reading, you should be able to summarize the reading, provide relevant commentary, and offer insightful questions to extend discussion of the reading. For a case, you must do more than just read the case during the last minute before class. A discussion with a few classmates prior to class would typically be advised. Each student must brief all assigned cases, and each brief must be typed and ready for submission as homework when asked by your instructor.

Your class contribution grade will depend on both the **quality** and **quantity** of contributions. “Persuasion” and “reasoned opinion” will be valued over simply conversing. During class discussion, you must listen carefully to what other people are saying before responding, and you must consider and evaluate each perspective presented. Whether you are reading an assignment, listening or speaking in class, or writing a paper, you must show **well-reasoned judgment**. Reasoned judgment can only be reached through application of certain **universally recognized intellectual standards**. **Opinion is relevant only if it is integrated with a judgment reached through well-reasoned evaluation**. Consequently, **mere opinion is not acceptable**. When judgment is exercised there may be different answers; some are better and some are worse. To evaluate your written and oral answers or responses I will use **intellectual standards**. **Intellectual standards means “You must strive for that which is clear, precise, complete, relevant, accurate, in-depth, logical, insightful, well-organized, and internally consistent.”**

Individual Participation*

As part of your class contribution grade, you will be asked to speak, introduce questions, provide answers to posted questions, discuss a case from the readings, discuss a worthy recent news event related to our study, take a reading and discussion evaluation/assessment quiz, or give a summary to the class on a relevant legal reading from the assignments or participate in some other in-class or on-site activity.

* Criteria for Evaluating Student Class Participation

The following categories will be used to evaluate class participation

- a) SUPERB ... outstanding substantive contribution up to 7 points
- b) VERY GOOD ... volunteered something substantive up to 5 points
- c) GOOD ... managed to say something..... up to 3 points
- d) POOR ... no contribution –obviously unprepared..... 0 points

A ‘substantive contribution’ can take various forms: a significant piece of case analysis, a structuring of logic, taking some of the points raised earlier in the discussion and bringing them to a logical conclusion, a suggested plan of action or implementation, a significant quantitative analysis, a comprehensive summary, provided a well prepared legal reasoning, etc. See above in participation section for **well-reasoned judgment and intellectual standards**.

Our class meets face-to-face and online. In GBL385/323 twelve (12) classes and in GBL460 five (5) classes have preparation of study questions, homework and/or participation. The participation has two components: the written and the oral. If you fail to complete the written component of your homework/participation requirement (GBL385/323 eight (8) assignments and GBL460 four (4) assignments), i.e. study questions and homework, you will lose fifteen (15) points in GBL385/323 and in GBL460 twenty-five (25) points from your homework/participation for each assignment. **I do not distinguish excused from unexcused absences. In other words, every absence counts as an absence no matter why you are not in attendance/prepared.**

What is an excuse? An excuse is any of the following: (1) absence from the class;* (2) your written request to pass* (on the daily homework sheet – signed at the beginning of class); (3) being unprepared when I call on you; (4) failure to turn in or prepare your homework as required for the class; (5) failure to bring with you in class your required materials; or (6) doing something other than listening to class materials when your professor is lecturing or a classmate is speaking.

Course Materials/Readings



Materials (Required Textbook) | GBL385/385H/323

INTRODUCTION TO BUSINESS LAW (2nd Edition: Sorovigas) Electronic Version. Full citation: Sorovigas, Haris. 2016. *Introduction to Law*. Dubuque, IA: Great River Technologies. Direct Access Link: URL: <https://www.grtep.com/>

THE BUFFALO CREEK DISASTER by Gerald M. Stern.

HANDOUTS/D2L

The EthicsGame: Ethical Lens Inventory (ELI) and Merger Madness. Instructions for purchase are posted on D2L. This program costs \$30 if you order it directly. It will cost much more if you purchase a “key card” through Collegeville Bookstore. That option is available for those who must purchase through a bookstore to comply with scholarship requirements or similar.

Materials (Required Textbook) | GBL460

INTERNATIONAL BUSINESS LAW AND ITS ENVIRONMENT, 9th ed. (2015), by Schaeffer, Agusti, and Dhooge, Cengage Learning.

HANDOUTS/D2L

Materials (Required Textbook) | GBL491

Clogg, Richard. (2014). *A Concise History of Greece*, 3rd Edition, Cambridge University Press. ISBN-9781107612037

Students would be advised to get a copy of the Clogg book prior to arrival in Athens and to begin reading early. Please be sure that you get the Third Edition, as it is more up to date!

Materials (Required Reading) | GBL491

(1) Brown, Lester. 2009. *Plan B 4.0: Mobilizing to Save Civilization*. Earth Policy Institute. New York. Available FREE at: <http://www.earth-policy.org/index.php?/books/pb4>

(2) William Frey, “Business Ethics,” **Connexions**, <http://cnx.org/content/col10491/latest/>

Materials (Recommended Reading) | GBL491

(1) Students are advised to read the “Herald Tribune” newspaper on a daily basis and review, Part II: The English Edition of “Kathimerini,” for daily class discussions.

(2) Chandler, D. & Werther, W.B. Jr (2013) Strategic Corporate Social Responsibility: Stakeholders, Globalization, and Sustainable Value Creation. 3rd edition SAGE Publications. ISBN 978-1-4522-1779-6

Materials (Recommended Films) | GBL491

I suggest as well that you watch recent movies about Greece such as [My Life in Ruins](#), [My Big Fat Greek Wedding](#), [The Sisterhood of the Traveling Pants](#), [Shirley Valentine](#), [Troy](#), [Alexander the Great](#), [300](#), [Corelli's Mandolin](#), [Mediterraneo](#), [Mama Mia](#), [Before Midnight](#), and the 2015 foreign language Oscar contender [Little England](#).

Materials (Required Textbook) | MKT393

GLOBAL BUSINESS TODAY, 9th ed. (2016), by Hill, Charles W.L., Hult, G. Tomas M., New York: McGraw-Hill. ISBN: 978-0-07-811291-1

Learning Materials (Recommended Reading) | MKT393

<http://reports.weforum.org/> | www.globaltrends.com

Materials (Required Textbook) | GBL467

(1) THE ENTREPRENEUR'S GUIDE TO BUSINESS LAW (Fifth Edition: by Constance E. Bagley and Craig E. Dauchy).

(2) BUSINESS AS A CALLING: WORK AND THE EXAMINED LIFE by Michael Novak.

General Information



Academic Standards: Students, in addition to achieving mastery of subject matter and professional terminology, must be proficient in written and spoken English in order to achieve success in their academic studies and professional careers. Please be advised that written assignments and oral presentations that do not meet the high normative standards of university education will be downgraded and may be returned for revision. Written communication is an important skill for any professional. *All written assignments submitted for this course must adhere to the rules of writing and style as stated in GARNER'S MODERN AMERICAN USAGE.*

Technological Excuses: Since some assignments involve use of the computer, you are advised to **leave ample time for inevitable disasters** such as a system crash, lack of lab seating, computer software and hardware issues, or lost files or passwords, none of which is an acceptable excuse for late work. (You should always save early and often, make multiple copies, and check for viruses.) *I will not be sympathetic to problems that occur because you waited until the last minute to complete your work and technological issues relating to student's equipment are not sufficient reasons to allow a student to make-up a missed assignment.*

Technology and Electronic Resources: **The courses require extensive use of the Internet. Students are expected to be competent in using word-processing, spreadsheet, and presentation software in this course. Use of the Internet and E-mail is also required.** To access the course readings and complete assignments, you will need access to Microsoft PowerPoint, Adobe Acrobat Reader, a word processing program such as Microsoft Word or Corel WordPerfect, and the Internet.

Extra credit: There is no extra credit per se for this course. However, I reserve the right to award extra points for essays or papers that are so outstanding that they rise **far above** my expectations for a 4.0 work. However, I **rarely** grant such credit and I **never** give such credit upon a student's request. Further, I reserve the right to award extra points for answers to in-class questions as part of your participation or provide opportunities for students to receive bonus points through a variety of methods throughout the semester, but if you miss one or any of these opportunities you will not be allowed to make them up for any reason. It is the student's responsibility to follow the instructor's instructions to earn the extra points. Each student is allowed to receive maximum three (3) sets of extra credit points during the semester regardless the number of points earned per set. Each instance or reason receiving extra credit points is considered a separate set of extra credit points.

Instructional Methods: The courses will utilize a variety of teaching methods. The course of study for each classroom session will consist of reading assignments and supplementary readings, lecture/discussion and didactic/lecture, class discussions, case studies/analysis, examinations, group presentations, and individual or learning team classroom interactive work, and experiential learning activities.

General Student Expectations: You are enrolled in an institution of higher learning and your enrollment in this study abroad program is evidence that you have successfully navigated your way through a preliminary college education. As such, I have high expectations concerning your attitude and behavior in this program and diligence is expected. I assume that each of you is a responsible, thinking adult who wants to do his or her best. I also assume that each of you has knowledge and creative ideas that are valuable and that should be shared with the rest of the participants in this program. Given these beliefs, I expect that each of you will be an active, intelligent, and mature participant in and out of class. Your

final grade will be based on the professor's subjective evaluation of all of the work you complete and submit during the course.

FINAL GRADE: Each course is not graded on a curve so *your grade is not based on competition with your classmates*. The final grade will be based on the instructor's subjective evaluation of all of the work you complete and submit during the course and the criteria provided in this syllabus and calculated based on the assignments below on individual and learning team performance when applicable, subject to extra credit adjustments or penalties, if any. Each assignment belongs to one of the following three components: tests, projects, and homework/participation. The grade will be assigned based on the actual raw figures and without rounding. As previously stated there is no curve in this class. **What You Earn Is What You Get**. However, on exceptional circumstances I reserve the right and I may adjust upwards a student's grade based on his or her overall performance in the course as stated in this syllabus. Grades are assigned by an Excel spreadsheet consistent with the ranges given below. A grade average of 91.99 is a "3.5" and not a "4.0". I do not agree with grade inflation; therefore, I do not inflate grades. Generally, many professors give too high of grades and this is supported by data collected nationally (see Grade Inflation at American Colleges and Universities at <http://www.gradeinflation.com>). However, this does not mean that if someone deserves a "4.0" will not receive a "4.0". Students are graded on **achievement**, rather than effort; thus, never confuse effort with achievement.

Communication and E-mail Policy: Communication is a key element in academia and the business industry. Therefore, I anticipate having an open dialogue with all members of the class. Outside from regular office hours and individual appointments, please contact me via email for all your correspondence, unless it is an urgent matter where the telephone would work best. **My TAs and I receive a large number of emails and due to the large number of students in multiple courses and sections to facilitate these communications when sending an e-mail, your subject heading must be MSU-Study-Abroad: followed by a subject (email with incorrect subject heading may be forwarded to the spam folder).** For instance, if the e-mail is an assignment, please use MSU-Study-Abroad plus the name of the assignment and specify the week number and day the assignment is for as subject heading, etc. (i.e. MSU-Study-Abroad Case Analysis Week 2 Tuesday Assignment, etc.). **When sending an assignment, your assignment must be in Microsoft Word and forwarded as an attachment to the original e-mail. Please send e-mail correspondents to my primary e-mail address provided above to ensure receipt. It is your responsibility to regularly check your e-mail. I may send you announcements and handouts via e-mail. I will not excuse you from missed announcements or missed handouts for your failure to regularly check your e-mail. I will only use your MSU e-mail account and will not accept other e-mail addresses from you. Any assignments I send you via e-mail will be sent to you by 5 p.m. the day before class. Please understand that these procedures are not arbitrary. They have been developed to minimize confusion and facilitate prompt replies to as many students as possible. I teach several sections/courses and the use of the format, outlined above, allows me to efficiently address everyone's concerns more promptly.**

Assignment Details

Information about assignments can be found on the assignment list on D2L, e-book, and in this syllabus. D2L will be updated throughout the semester so be sure to check it daily or as often as possible. Each student is responsible for all assignments. You are responsible for all announcements made in class regarding dates or locations for assignments. Ignorance of such announcements will not be accepted as reason for missing or arriving late for an assignment or for submitting in a late assignment.

Homework: Homework is assigned for GBL385/385H/323 twelve (12) class sessions and for GBL460/467 five (5) class sessions. You are required to prepare, i.e. complete, at least for GBL385/385H/323 eight (8) homework assignments and for GBL460/467 four (4) homework assignments to earn the maximum Homework/Participation points available in the courses. **Each response (answer) to a homework question must follow the original homework question and have minimum of forty (40) words. You must prepare each homework assignment before class and be prepared to discuss each assignment. All homework assignments must be dated, identified with the correct homework assignment number and student name and course name and section, and completely typed. Homework assignments that are illegible, late, improperly completed, handwritten, or inconsistent with the required format will not be accepted or graded.** If you are either (1) unprepared to answer questions regarding the homework when called on, or (2) do not post a completed homework online, you will lose for GBL385/385H/323 fifteen (15) points for class Homework/Participation and for GBL460/467 twenty (25) points for class Homework/Participation. Please see the participation section of this syllabus for further information on homework/participation. Failure to comply with the homework requirement will negatively impact your homework/participation points and your final grade. **Completed homework means that you have finished all the assigned readings applicable to homework's due day and answered all questions in each homework assignment, typed a good faith answer relevant to each question, met the homework's requirements, while complying with all the above established rules. A homework assignment is considered a "written assignment" for the purpose of this syllabus.**

Examinations: (a) There is no final examination for the courses. However, there will be for GBL385/385H/323 four (4) examinations and for GBL460/467 two (2) examinations during four and two sessions respectively in the program. The

MKT393 has only one (1) examination at the end of the course during the last in-class session of the program. Attendance during examinations is required. The University Policy on Attendance on examinations will apply to these sessions. (b) Tests may consist of any combination of the following: case analysis, short essays, fill-in the blank, multiple choice, matching, and true or false questions. All tests will require that the student know and use correctly legal terms and concepts covered during the entire semester. The tests will not be cumulative, but the student must know, retain, and use correctly, the legal terminology and concepts learned during the semester. (c) **The examinations must be taken at the scheduled times and location. Exceptions based on extenuating circumstances must be requested in writing two (2) full MSU class days (not calendar days) before the examination date.** If you miss an examination because of an unexpected emergency, you must notify me via e-mail and telephone on the date of the examination before the time at which the examination begins unless that is physically impossible. If such notice is impossible, you must notify me as soon as possible. *IF THE REASONS ARE NOT AMONG THOSE RECOGNIZED BY UNIVERSITY POLICY, THEN NO MAKE-UP EXAMINATION WILL BE ALLOWED.* (d) You are responsible for all announcements made in class regarding dates or locations for examinations. Ignorance of such announcements will not be accepted as reason for missing or arriving late for an examination or quiz or for submitting in a late assignment. (e) The examinations will be of the closed-book variety. **The Honor Code, of course, is in effect; therefore, examinations are to be the work of the individual student using only the material permitted. Accordingly, you may not give or receive unauthorized aid on any examination. I remind you that once you have taken an examination, you have an obligation not to discuss the examination with a student who has not taken it. Likewise, if you have not yet taken the examination, you are not permitted to discuss the examination in any way with someone who has taken it.** (f) Each student must bring his or her MSU identification card and at least one blue-ink pen and a sharpened number 2 pencil. **No other materials are permitted on your seat/desk.** All essays and short answers must be written in blue ink. All wearing apparel must be worn or hung on the back of your seat. Hats or caps with bills are not allowed during examinations. Questions on substantive material will not be answered during the examinations.

GBL385/323 | Course Assignments

LEARNING TEAM (34%)

1. Current Events and Ethics Reflection Paper (14%)

Each student will be assigned into a Learning Team (group) and each Learning Team will write a Current Events and Reflection Paper. Students in the course will be reading and commenting upon THE BUFFALO CREEK DISASTER BOOK, by Gerald M. Stern. Further, each Learning Team is required to research in a periodic literature (magazines, newspapers, journals, etc.) and find and read at least two news articles on a topic (or topics) related to law and ethics. Upon reading THE BUFFALO CREEK DISASTER BOOK and the selected articles the Learning Team would complete the CURRENT EVENTS AND ETHICS REFLECTION PAPER which is a written assignment that defines specific terms and discusses certain concepts by answering a set of questions and describes a legal and ethical topic, explains its relevance to the course study, and evaluates its appropriateness in today's business legal environment.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

2. Corporate Social Responsibility Paper (20%)

Each student will be assigned into a Learning Team (group) and each Learning Team will write a Corporate Social Responsibility Paper. Each Learning Team is required to select two (2) companies/organizations and read their Corporate Social Responsibility / Sustainability / Citizenship Report as part of this assignment. The CORPORATE SOCIAL RESPONSIBILITY PAPER is an assignment that analyzes and evaluates the selected reports, addresses the components of four areas: sustainability model, leadership, stakeholders, recommendations, and explains its relevance to the course study.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

INDIVIDUAL (66%)

1. Examinations (42%)

Each student will complete four (4) examinations comprised of multiple choice/true and false and short essay questions. Each test is worth 13% of each student's final grade.

2. Homework Assignments (12%)

Each student will complete eight (8) homework assignments out of twelve (12) available. Each homework assignment is worth 15 points out of 1000 course points available. A separate document for each homework assignment with details will be provided on D2L as an addendum to this syllabus.

3. Plagiarism Tutorial, Quiz, & Certificate (2%)

The ability to recognize and avoid plagiarism is essential for your years in the Broad College or another college taking a class offered by Broad College, and throughout life. It is part of our teaching on ethics. Therefore, all students in this GBL course are required to review a tutorial on plagiarism and pass an on-line plagiarism test. These are your instructions for that assignment.

Instructions

- Go to <http://www.indiana.edu/~istd/>
- Review either the 2016 or the 2012-2015 tutorial.

Note: Some students find that a quick review of one of the tutorials is sufficient to prepare for and pass the test. A few who have studied plagiarism in the past take the test and pass it after little or no study. Others who may not have studied plagiarism spend more time on the materials and often repeat the test.

- When ready, click on "Register for Certification Tests"
- When ready, then click on "Take Certification Tests"
- Scroll Down and Click on "Undergraduate and Advanced High School Certification Test"
- You may take the plagiarism test as many times as necessary to pass it. Most students report that they passed on the first try, but some need to repeat it. Therefore, do not wait until shortly before the due date and time to complete this assignment.
- Follow the on-line instructions to earn your certificate. Download your certificate and submit it, with your name, to the drop box provided on D2L. The due date and time are listed on your assignment list provided on eBook.

4. EthicsGame Modules (10%)

EthicsGame: All students must complete all the requirements related to the simulation of the EthicsGame to receive credit (passing grade) for the course. Each student must complete the Ethical Lens Inventory (ELI) and Merger Madness five-part exercises. All of these six modules must be completed by their respective due date for a student to earn the allocated points applicable to each module, otherwise the student will forfeit these points. A student will earn maximum 20 points or 2.0 % per module towards the final grade upon successfully completing each module on time and obtaining the requisite grade and certificate of completion. Although no points or grade is allocated for the Ethical Lens Inventory module, it is required by all students to complete it. Each student will receive the following points based on the grade earned for each module when a grade is awarded:

Distribution of Points per Grade Earned

Modules	Grade A(+/-)	Grade B(+/-)	Grade C(+/-)	Grade D(+/-)	Grade F
Ethical Lens Inventory	N/A	N/A	N/A	N/A	N/A
Merger Madness 1:Dragged to the Dance	20	17	15	10	0
Merger Madness 2:Sizing Up the Partners	20	17	15	10	0
Merger Madness 3:Mastering the Jive	20	17	15	10	0
Merger Madness 4:The Last Dance	20	17	15	10	0
Merger Madness 5:Fusion	20	17	15	10	0

A separate document with instructions to access the EthicsGame is available on D2L.

GBL460 | Course Assignments

LEARNING TEAM (60%)

1. Case Analysis I (10%)

Each student will be assigned into a Learning Team (group) and the learning team must complete the Case Analysis I which has two components:

1. Written: an essay report/paper and an excel spreadsheet; and
2. Oral: the learning team must draft a PowerPoint presentation and deliver an oral presentation in class on the case findings.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

2. Case Analysis II (10%)

Each student will be assigned into a Learning Team (group) and the learning team must complete the Case Analysis II which has two components:

- A. Written: an essay report/paper and an excel spreadsheet; and
- B. Oral: the learning team must draft a PowerPoint presentation and deliver an oral presentation in class on the case findings.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

3. Project Outline/Paper (30%) | OPTION I

Each student will be assigned into a Learning Team (group) and each Learning Team with the instructor's approval will select a product/service and a country for a global business venture. The Learning Team through research will conduct

regional, country, and product/service analyses/risk assessment for its new global venture and complete the COMPREHENSIVE REGIONAL AND COUNTRY RISK AND STRATEGIC PLANNING ANALYSIS PAPER AND PRESENTATION.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

4. PowerPoint and Oral Presentation (10%) | OPTION I

Each Learning Team will prepare 10 to 15 pages/slides summary PowerPoint and oral presentation related to the assignment #3 above.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

Individual (40%)

1. Examinations (30%)

Each student will complete two (2) examinations with 50 questions each. Each test is worth 15% of each student's final grade.

2. Homework Assignments (10%)

Each student will complete four (4) homework assignments out of five (5) available. Each homework assignment is worth 25 points out of 1000 course points available. A separate document for each homework assignment with details will be provided on D2L as an addendum to this syllabus.

GBL491 | Course Assignments

LEARNING TEAM (45%)

1. In-country observational learning exercise (10%)

i. While in Greece, we will spend an afternoon seeing how Greece's culture differs from ours and how this affects various marketing practices and business in general. You will observe consumers in a complex consumption setting and watch how they navigate this environment. You will record this experience in your photo-journal (see below) and also come up with 10 "consumer universals": consumption/shopping behaviors that are similar both in the US and in Greece (and that you imagine are similar across almost all cultures). Similarly, you will record 10 culturally specific consumption/shopping behaviors and understand what these differences mean to companies operating in Greece.

2. In-country experiential learning exercise (10%)

i. While in Greece, we will also have first-hand experiences consuming both goods and services. Consumption environments tell us an awful lot about what a society believes and values. We will ask each group to document various consumption experiences and to interpret what these experiences say about the Greek culture and business environment. You will record these experiences and subsequent business recommendations in your photo-journal (see below).

ii. We will also have first-hand experiences with traditional tourism (e.g. Athens and Nafplion city tours), ecotourism (e.g. Pistachio Farm in Aegina – an indigenous tourism cooperative), and sites that are currently supporting both traditional and ecotourism (e.g. **Metéora** – UNESCO World Heritage Sites). These experiences should be documented by your team. In addition, each team should critically examine these experiences to determine the pros and cons of each tourism model from multiple standpoints (e.g. the traveler, the service provider, the local inhabitant, and the government body).

3. Team photo-journal (15%)

i. While in Greece, each team will also be expected to keep a team photo-journal. This will be the photo-documentation of your entire trip experience. This should include pictures of all activities, structured and unstructured, as well as short comments describing what the pictures are/what the pictures mean to you. At least one person from your team should also write an entry (besides the pictures that you include) each day, and we would encourage you to do more. Remember, these requirements are on top of the inclusions from team assignments #1 and #2.

ii. The purpose of the photo-journal is to share your musings, learning, experiences, photos, and so forth with the world. Author Barry Lopez says that "We keep each other alive with our stories. We need to share them, as much as we need to share food." All photo-journals will be combined into a slideshow that we will watch after the trip during our last meeting.

iii. Write conversationally with your teammates, include photography, invite people you meet in Greece to contribute to your photo-journal, include audio recordings...be creative!

iv. Do not just describe what you see, though that is usually a good starting point. Comment on it, use the concepts and terms and ideas you have learned from our in-class experiences and the readings to think out loud in your photo-journal about your experiences in Greece. Photo-journals will be graded on the basis of your creativity and your application and use of what you have learned in your entries.

v. Read from a few travel blogs by other people before we leave...doing so will give you perspective on what seems to maintain your interest and what does not, what seems to convey the feelings and observations of the traveler...in short, it will help you to avoid some of the mistakes of first time travel writers.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

4. Intercultural Scavenger Hunt (10%)

The scavenger hunt is a group experiential learning opportunity that will be facilitated as part of our arrival orientation at our second destination city (Nafplion) of our study abroad. Working in small groups, students must engage the local community in an attempt to learn about the host culture and its social organization. Students are assigned five tasks, which they must complete in a high-paced, competitive environment. In doing so, students must use the local language (as needed) and rely on shared knowledge of the local community and expanded approaches to information gathering. Group experiences are subsequently shared in a "Show-n-Tell" presentation format.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

‡ INDIVIDUAL (55%)

1. Preparation, Participation, and Professionalism (20%)

i. A critical part of the knowledge and skill building in this course will occur during the study abroad, but much will also happen due to your preparation prior to the trip. The more you have read about Greece (i.e. economy, culture, tourism, etc.) before the trip, the better prepared you will be to incorporate what you see into a cohesive framework. The amount of learning that takes place in this course is a direct and positive function of the effort that is put forth by each of you. Your preparation, participation, and professionalism affect not only your own learning, but also the quality of the learning environment for everyone in the class. Adequate preparation involves the following:

ii. Preparation involves the following:

a. Mandatory *orientation*. MSU requires all students and faculty participating in study abroad programs to complete and online orientation. It takes about 30+ minutes. You can find that orientation here: TBA

You must also complete CROSS-CULTURAL TRAINING WORKBOOK, which you can find at D2L.

Finally, you must also complete the "Emergency Response Plan" based on the instructions provided on D2L.

Please complete all three of these requirements before May 1.

b. See the class schedule and list of required and recommended readings. Prompt and thoughtful attention to the readings is the first step.

c. Some of our class activities will require advance preparation. Please take these assignments seriously, and prepare accordingly. Poor preparation not only reduces the effectiveness of your own learning experience, it also undermines the learning experience for your class members.

d. Simply visiting a cultural site and seeing a monument does not do much for learning about its significance to the culture. In this class, we will be visiting major cultural sites in which the students will take the lead in presenting on the cultural significance of the sites. They will become not just the tour guide, but the interpreters of the cultural messages the monuments and sites represent.

Guide for the day: Students in a group of three will choose one monument or site from pre-approved list.

For this project, I expect each group (all students in the group must participate) to do the following:

(1) Provide a brief overview for the history

(2) Provide some "fun facts" (however you interpret that)

(3) Explain the cultural significance of the site or monument. This is where your interpretation comes in. What does this place or thing mean to the people of Greece and what does it mean to you? How do things and places become a part of cultural history and why or why not is that important?

(4) Submit a two-three page double space summary of your presentation.

All students in a group MUST present on the day they are assigned. There are no make-up presentations.

iii. As noted above, University policy is that attendance is required in all scheduled elements of this program, both in class (pre- and post-trip), and at on-site functions during the study abroad. More importantly, we expect you to be actively engaged in discussions, field visits, and so forth, prepared to ask questions and to meaningfully comment on speakers' observations and instruction. This is not an insignificant element of the course. Please recognize that this will likely mean being reasonable about "night before" recreational activities during the study abroad. Get enough sleep, and be responsible about your intake of food and drink so that you can be at the top of your game the next day. Participation will be assessed on the basis of the following criteria:

a. Were you there? ATTENDANCE is the first (minimum) step in participation...you can't engage if you aren't there. We like the mantra at BNSF Railways – "Early is on time, on time is late, and late is BAD!"

b. How actively INVOLVED were you in class activities? This is an assessment of your effort and attitude during exercises, role simulations, discussions, field visits, with speakers, and so forth. That you are shy or naturally quiet is an entirely insufficient reason for lack of participation!

c. To what extent did you make POSITIVE CONTRIBUTIONS in discussions, debriefings, site visits, and so forth? Not only is action required for learning to take place; reflection on what went well and what did not is also a necessary part of

personal and professional development. You can best help each other in these times of reflective learning by actively and honestly contributing your thoughts, observations, experiences, ideas, and conclusions. We all lose when any of us withholds meaningful input.

- iv. Actively participate in all company visits. Be awake, alert and attentive; ask thoughtful questions; be courteous to host executives. Dozing off during company presentations is not acceptable. Cooperate with faculty and staff coordinators and be considerate of other participants at all times. Professional behavior is expected at the hotels and during company visits. Failure to represent MSU and the Eli Broad in a favorable and professional manner at all times will result in a grade reduction.
- v. Upon completion of the program please complete and submit online the "Cultural Sensitivity Survey" found on D2L.

2. Travel and Cultural Journal (20%)

- i. Each student will be expected to keep a daily journal of thoughts, observations, activities and customs, and conclusions encountered throughout our time during the study abroad in Greece. The journal will constitute your final exam. We will evaluate your journals on the basis of the quality and depth of your thoughts and observations regarding your experiences and associated learning. The journal should be a minimum of twenty page double-spaced pages of the study abroad trip describing your activities and observations on each day (including departure and arrival days). Entries may include things you learned from the city, country, culture, fellow students, locals, museums, parks, etc., you visited on that date. At least one photo representing each day would be good. In your journal you should also include a summary on the reflections of the four prompts (reflections) described below. This journal is due at the conclusion of the study abroad program.
- ii. Some additional thoughts follow to help you liven up the journaling process, adapted from Lavinia Spalding's book, *Writing Away*.
 - a. The natural place to start is, well, place. Write about what you have seen, heard, touched, etc. Seeing is what we mostly rely on, but do not stop there, bring all five senses to the task. Close your eyes, and write about what your other four senses "know."
 - b. Avoid generalities...if you think something was interesting, do not stop there, explain why. If you saw or heard something that did not make sense, write about the possibilities, try to deduce what is going on from the context, and then later check out the reality with a local and then write about what you discover.
 - c. Cultural differences, such as we will find during the study abroad, not only widen our eyes, they can also form the catalyst for an intense study of the world and our ongoing relationship with it. Write about the cultural surprises you encounter. Please include your encounters with Greek customs and traditions that you are able to observe and participate. Include such things as Religious Observances; Greek Orthodox traditions; Cultural Events and Activities; popular Greek activities; Food and Drink; Popular Greek Music; Greek Dancing; Greek Proverbs and Sayings; Greek Superstitions; Greek Community Life; Greek politics and political parties; Greek student lifestyles, etc. You should include at least one observation from the daily Greek newspaper (English edition). Your Journal should conclude with a brief summary on how you would describe Greek culture and society through your actual experience and observation during your stay in Greece. Your report should give the background of what influenced your interpretation of Greek culture the most through your experiences.
 - d. As you grow more curious, you may wish to seek out locals for answers to your questions, and thus begin to identify with and better understand the place and its people. Do not be reluctant to talk to those we will meet or encounter on our travels!
 - e. Make a point, every day, to notice something you normally would not. See for yourself, then describe what you saw, and wonder and speculate about it in your journal. Then try to find out whether your speculations were on target.
 - f. Henry David Thoreau wrote, "How vain it is to sit down to write when you have not stood up to live." Participate fully, enthusiastically, and without reservation in the experiences we will share. Embrace the opportunity...then write about it.
 - g. Obviously, you cannot record absolutely everything you wish in the moment. The key is to take notes. A mistake many travelers make is laboring under the impression that they should tote their journal with them wherever they go, as if it were a wallet or camera. An alternative is to carry a small pocket notebook in which to jot down notes and thoughts that you can expand upon later at the end of the day or whenever you have more time.
 - h. Use active voice whenever possible. Not "There was a man walking a dog," but "A dog walked next to his master at the end of a short leash."
 - i. In the end, your journal will help you remember far more than what you did and saw.
- iii. During the time in Greece, you will be responsible for writing and turning in Journal Reflections based on particular prompts.

While abroad, you are required to respond to four prompts in a journal. These prompts are designed to keep you focused on what you are learning and experiencing, and to facilitate the comparative analysis/cultural journal essay due at the conclusion of the study abroad program. Your responses can be handwritten, but they must be clearly legible! If the instructor cannot easily read your responses, you will receive zero credit. Each entry should be approximately 1-3 pages in length.

Reflection #1

Now that you have arrived, you should begin to observe your reactions to, and feelings about your living situation (dorm/apartment/hotel), the classes, the city, and your classmates. In this first journal entry, write about one thing about EACH of the following that met your expectations, AND one thing about EACH of the following that surprised you:

- 1. Living situation

2. Classes
3. Host city and neighborhood
4. MSU Classmates

What other things about your new environment have been particularly confusing, frustrating or otherwise uncomfortable? Explain in detail and using as many examples as possible.

What other things about your new environment have been particularly satisfying, pleasing or otherwise appealing? Explain in detail and using as many examples as possible.

Reflection #2

At this point in your time abroad you should have made contact with local people. Describe three interactions that you have had in which Greek and/or American cultural practices were discussed. What did your contacts say about Americans? (If not a US citizen, and/or the people of your country) What did you say/how did you react? How did these conversations make you feel? What are you learning that helps you understand the perception of Americans (or people of your nationality) by local people? What are you learning that helps you understand your own perceptions of the local people?

Reflection #3

Reflect on the learning goals you set prior to your departure (remember those learning goals?). Are these goals appropriate for your experience to date? What have you been doing to achieve these goals? How are the classes and your excursions/fieldtrips helping you achieve your goals? How do you imagine your goals changing once home, based on your experiences abroad?

Reflection #4

What has been the most profound learning you have made regarding Greece and/or the Greek people since your arrival? What about the media and popular culture in Greece has surprised you the most? What do you imagine reporting back to your friends and family about the highlights of your trip?

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

2. Identity Reflection and Learning Goals Abroad (10%)

This assignment has two parts. Before departing, you will be responsible for completing your Identity Reflection and Learning Goals by responding to certain prompts. Upon completion of the study abroad program, you will be responsible for completing your Reflection of Attitude Changes.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

3. Country Map and History Quiz (5%)

There will be a Country Map and History quiz covering major sites and regions visited during the course as well as some major information about the country of Greece.

MKT393 | Course Assignments

LEARNING TEAM (70%)

1. Globalization Questionnaire (20%)

Prepare a comprehensive response to a set of questions/arguments in a 1300- to 1800-word paper.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

2. Cultural Heritage Tourism Essay (10%)

Tourism is often described as the world's largest global industry. It affects virtually all countries around the world and is eagerly promoted by most of them. Tourism in Greece has been a key element of the economic activity in the country, and is one of the country's most important sectors. Greece has been a major tourist destination and attraction in Europe since antiquity, for its rich culture and history, which is reflected in large part by its 18 UNESCO World Heritage Sites, among the most in Europe and the world as well as for its long coastline, many islands and beaches.

This assignment deals with *cultural heritage tourism* and its foreseen as well as unintended social and economic impacts on local communities. UNESCO World Heritage sites are a key vector of cultural tourism and its economic development. But not all tourism and development yield equally beneficial results. Moreover, the relationship between "hosts" (the people living in the foreign country) and "guests" (tourists) is complex and complicated. Therefore, explore one of the key motors of tourism: the UNESCO World Heritage List, which is an engine of global cultural governance affecting national policy-making and local stakeholders.

- I. A few main research questions undergird the course on campus, in preparation for the study abroad component. Students will be challenged to consider and answer the following questions:
 - ✦ Do the words "history" and "heritage" have the same meaning, and what, ultimately, is the relationship between "heritage" and "history"? Include a comprehensive response by defining the two terms as part of your answer.
 - ✦ Why do countries seek to inscribe their archaeological sites on UNESCO's World Heritage List?
 - ✦ What are the political, social, and economic complications as well as officially envisioned benefits of the World Heritage List designation?
 - ✦ Is World Heritage listing the best future for communities living within or near World Heritage Sites?
- II. World Heritage Site. Highlight heritage & socioeconomic value of chosen UNESCO World Heritage site **from the ones we visited outside the Athens region.**
 - a. Document four (4) specific challenges of tourism development for your targeted site & resident community
 - b. Document four (4) specific social, environmental & economic benefits of tourism and conservation for your destination & local population

Prepare a comprehensive response to the above questions in part I and complete the requisite activities and analysis in part II above in a 1000- to 1400-word paper.

3. Completion of ONE of the following assignment options depending on the student's course enrollment.

OPTION I (For students who ARE NOT concurrently enrolled in both GBL460 and MKT393 courses)

A. Project Outline/Paper (30%)

Each student will be assigned into a Learning Team (group) and each Learning Team with the instructor's approval will select a product/service and a country for a global business venture. The Learning Team through research will conduct regional, country, and product/service analyses/risk assessment for its new global venture and complete the COMPREHENSIVE REGIONAL AND COUNTRY RISK AND STRATEGIC PLANNING ANALYSIS PAPER AND PRESENTATION.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

B. PowerPoint and Oral Presentation (10%)

Each Learning Team will prepare 10 to 15 pages/slides summary PowerPoint and oral presentation related to the assignment #3.A above.

OPTION II (For students who ARE concurrently enrolled in both GBL460 and MKT393 courses)

A. Case Study (15%)

- Select one of the following cases provided on D2L or in your textbook *Global Business Today*:
 - "Disaster in Bangladesh: The Collapse of the Pana Plaza Building"
 - "NAFTA and Mexican Trucking"
 - "Legal Outsourcing"
 - "I Want My Greek TV!"
 - "The Global Financial Crisis and Protectionism"
 - "Logitech"
 - "Walmart in Japan"
 - "The Rise of India's Drug Industry" at the end of Chapter 6 in the textbook
- **Write** a 500- to 750-word paper in which you address the following topics:
 - ❖ Describe the legal, cultural, and ethical challenges that confront the global business presented in your selected case study.
 - ❖ Determine the various roles that host governments played in this particular global business operation.
 - ❖ Summarize the strategic and operational challenges facing global managers illustrated in your selected case.

B. Global Learning Summaries (25%)

- Select two specific global issues or problems from the provided list that are directly affecting the country or region where the class will be traveling.
- Your assignment is to produce a succinct and well crafted, 4-5 page global learning summary on the issues (**write** a 1200- to 1500-word essay). These summaries will be collected, copied and made available to the whole class as a kind of global issues portfolio. You will be given a 10-15 minute time slot to present your global learning summary to the class.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

† INDIVIDUAL (30%)

1. Final Examination (15%)

Each student will complete a final examination comprised of 50 multiple choice/true and false questions worth 15% of each student's final grade. Each student will receive in advance a list of 100 multiple choice/true and false questions to use as a study guide to prepare and study for the final examination. The 50 questions used for the final examination will be selected from this study guide.

2. Country Review Essay (15%)

Select Greece as your country of interest. Describe its national flag: what do its colors and any symbols represent? Identify neighbors with which it shares borders and its relationship with each one of them. Give some important facts about the country, including its population, population density, land area, topography, climate, natural resources, and the locations of main industries. What does the nation produce? Do any aspects of the natural environment help explain why it produces what it does?

Prepare a comprehensive response to the above questions in a 500- to 1000-word paper.

GBL467 | Course Assignments

LEARNING TEAM (11%)

1. Business as a Calling Essay (11%)

Each student is required to participate as a member in a group to complete this Business as a Calling Essay Assignment. A complete essay paper will include completed answers to the chosen topic and will demonstrate (1) familiarity with the relevant legal topics or issues, (2) appropriate analysis and research, (3) familiarity with the content of the Business as a Calling book, and (3) college-level writing ability.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

INDIVIDUAL (89%)

1. Mandatory ADR of Employment Dispute Clause (10%)

Each student is required to prepare an Alternative Dispute Resolution (ADR) clause. The MANDATORY ADR OF EMPLOYMENT DISPUTE CLAUSE is an assignment that best resolves a dispute in an actual business issue. All students are signed to a Learning Team (group) for some of the course assignments. Similarly, in a business setting each employee may be assigned to one or more project teams for one or more projects in a given time. This clause will enable the members of the team to resolve possible disputes or conflicts arising from their team assignments.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

2. Employment Agreement (5%)

Each student is required to complete an Employment Agreement. The EMPLOYMENT AGREEMENT is an assignment that best defines the terms and conditions of an executive employment in an actual business setting. In a business setting an employee may be required to sign an employment agreement as a condition of employment. This agreement will enable the parties to resolve possible disputes or conflicts arising from the employment, set forth the terms and conditions of the employment, and define the parties relationship. Employment agreements usually include clauses such as the term of employment, compensation, confidentiality conditions, grounds for termination of the employment, methods to resolve conflicts or disputes arising out of the employment, selection of jurisdiction, and others.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

3. Confidentiality Agreement (5%)

Each student is required to complete a comprehensive analysis of the two Confidentiality Agreements provided as separate documents with these instructions. Each student will need to prepare the analysis by providing a written memorandum with his or her findings and suggestions in accordance to the assignment's requirements.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

4. Non-Smoking Acknowledgment Agreement (10%)

Each student is required to complete a Non-Smoking Acknowledgment Agreement. The NON-SMOKING ACKNOWLEDGMENT AGREEMENT is an assignment that best defines the terms and conditions of a non-smoking policy implemented by a company to comply with the Lansing County Smoke Free Indoor Air Regulation in an actual business setting. Often companies are regulated by the local governments and a company to avoid penalties implements internal policies which require employees to sign various agreements as a condition of employment. This agreement will serve as a notice to company policy and local regulation, define the penalties when a violation occurs, possible employment conditions, will give a definition of the restrictions, and identify the parties and acknowledgment of receipt.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

5. Employee Proprietary Information and Invention Agreement (10%)

Each student plays the employee’s role. As such, you have signed or you are ready to signed the provided ‘Employee Proprietary Information and Inventions Agreement’ to fulfill your employment requirements as a new hire in the stated company. Please answer the provided questions and make the appropriate changes as necessary to achieve the desired intent.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

6. Licensing and Transfer of Intellectual Property Agreement (11%)

Each student is required to complete a Licensing and Transfer Intellectual Property Agreement. The LICENSING AND TRANSFER INTELLECTUAL PROPERTY AGREEMENT is an assignment that best defines the terms and conditions of an agreement between the title holder of the property and a business in an actual business setting. In a business setting an executive employee may be required to sign, review, negotiate, draft, and/or execute a Licensing and Transfer Intellectual Property Agreement as part of the executive employee’s employment capacity. This agreement will enable the parties to resolve possible disputes or conflicts arising from the business transaction, set forth the terms and conditions of the rights to the intellectual property, and define the parties relationship. Licensing and Transfer Intellectual Property Agreements usually include clauses such as the royalty fees, special conditions of the use and further exploitation of the property, confidentiality conditions, grounds for termination of the agreement, methods to resolve conflicts or disputes arising out of the agreement, selection of jurisdiction, damages, and other matters.

A separate document with details and instructions about this exercise will be provided on D2L as an addendum to this syllabus.

7. Examinations (28%)

Each student will complete two (2) examinations comprised of multiple choice/true and false and short essay questions. Each test is worth 14% of each student’s final grade.

8. Homework Assignments (10%)

Each student will complete four (4) homework assignments out of five (5) available. Each homework assignment is worth 25 points out of 1000 course points available. A separate document for each homework assignment with details will be provided on D2L as an addendum to this syllabus.

Course Grading



Methodology used for grade calculation incorporating the University’s Grading Guidelines

The numbers after each assignment in this syllabus represent the value points and raw points of the assignment. For example, an assignment that is valued at 10 points means it is worth 10 points based on a 100-point scale and it has a 10% weight of the final grade based on the raw points. Each assignment is evaluated against the criteria from the syllabus and other faculty distributed material. Through completing assignments, the student accumulates points towards a final grade. I use a peer evaluation in setting each student’s individual score (grade) on all learning team (group) written assignments.

GRADING SCALE: How Points and Percentages Equate to Grades and Quality Points by Grade

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Scale				Grading Rubric
A	4.0	92-100	920-1000+	This grade denotes outstanding achievement that is truly distinctive relative to the level of standards necessary to meet course requirements. The grade of A is earned by that student whose performance is highly accomplished--that is, who, grounded in the discipline, consistently shows superior mastery of course concepts and skills, offers leadership in class discussion and activities, and reliably takes the initiative in seeking knowledge beyond the formal confines of the course by showing comprehensive knowledge and understanding of the subject matter.
B+	3.5	86-91.99	860-919.99	This grade range denotes achievement that is significantly above the level of acceptable standards necessary to meet course requirements and is a mark of distinction. The grade of B is earned by a student who surpasses the standard performance with work that, in its rigor, originality, and creativity, is evidence of a firm command of course material within the framework of the discipline and of active engagement in learning in and out of class by showing moderately broad knowledge and understanding of the subject matter. A grade of B is a level of achievement which simply is not quite up to the holistic content quality performance of a B+ grade.
B	3.0	80-85.99	800-859.99	

					<p>Course GBL460 ❖ Lecture: Sales Contracts and Excuses for Nonperformance</p> <p>Course GBL467 ❖ Selecting & Working with an Attorney</p>	<p>Course GBL460 Read Chapter 4</p> <p>Course GBL467 Read Chapter 3</p>	
	4	Mar 19 to Mar 24	OL		<p>Course GBL385/385H/323 ❖ Constitutional Principles (cont) ❖ Test One Review</p> <p>Course GBL460 ❖ Sales Contracts and Excuses for Nonperformance (cont)</p> <p>Course MKT393 ❖ National Differences in Political, Economic, and Legal Systems</p> <p>Course GBL467 ❖ Deciding Whether to Incorporate</p>	<p>Course GBL385/385H/323 Read Chapter 5 <i>Complete the Homework 2 assignment provided on e-Book as Homework 2 DUE by 11:59 pm EST.</i> Ethics/Plagiarism Tutorial, Quiz & Certificate is DUE by 11:59 pm EST.</p> <p>Course GBL460 <i>Complete the Homework 1 assignment provided on D2L as Homework 1 DUE by 11:59 pm EST.</i></p> <p>Course MKTL393 Read Chapter 2.</p> <p>Course GBL467 Read Chapter 4</p>	2.0
WK 03	5	Mar 25	F2F EP115	9:00 am to 12 noon	<p>Course GBL385/385H/323 ❖ TEST ONE: Chapters 1-5 ❖ Lecture: The Law of Torts</p> <p>Course GBL460 ❖ Lecture: The Documentary Sale and terms of Trade ❖ Carriage of Goods and Liability of Air and Sea Carriers</p> <p>Course GBL467 ❖ Structuring the Ownership</p>	<p>Course GBL385/385H/323 Prepare to take Test One Read Chapter 6 <i>Complete the Homework 3 assignment provided on e-Book as Homework 3 DUE at start of class.</i></p> <p>Course GBL460 Read Chapters 5 and 6 <i>Complete the Homework 2 assignment provided on D2L as Homework 2 DUE at start of class</i></p> <p>Course GBL467 Read Chapter 5 <i>Complete the Homework 1 assignment provided on D2L as Homework 1 DUE by 11:59 pm EST.</i></p>	3.0
	6	Mar 26 to Mar 31	OL		<p>Course GBL385/385H/323 ❖ Lecture: The Law of Torts (cont) ❖ Product and Service Liability Law</p> <p>Course GBL460 ❖ Lecture: Carriage of Goods and Liability of Air and Sea Carriers (cont) ❖ Bank Collections, Trade Finance, and Letters of Credit</p> <p>Course MKT393 ❖ National Differences in Economic Development</p> <p>Course GBL467 ❖ Forming and Working with the Board of Directors</p>	<p>Course GBL385/385H/323 Read Chapter 5 and 6 <i>Complete the Homework 4 assignment provided on e-Book as Homework 4 DUE by 11:59 pm EST.</i></p> <p>Course GBL460 Read Chapter 7</p> <p>Course MKTL393 Read Chapter 3</p> <p>Course GBL467 Read Chapter 6</p>	2.0
WK 04	7	Apr 01	F2F EP115	9:00 am to 12 noon	<p>Course GBL385/385H/323 ❖ Lecture: Product and Service Liability Law (cont) ❖ The Buffalo Creek Disaster ❖ Ethics, Social Responsibility and the Business Manager ❖ Law of Property: Real, Personal, and Intellectual</p> <p>Course GBL460 ❖ Lecture: Bank Collections, Trade Finance, and Letters of Credit (cont) ❖ GATT Law and the World Trade Organization: Basic Principles</p>	<p>Course GBL385/385H/323 Read Chapter 8 and 9 <i>Complete the Homework 5 assignment provided on e-Book as Homework 5 DUE at start of class.</i></p> <p>Course GBL460 CASE 1 is DUE – Case Presentations Read Chapter 9</p> <p>Course GBL467 Read Chapters 7 and 13</p>	3.0

Test Four	see calendar below	8.1	105
Ethics/Plagiarism Tutorial, Quiz & Certificate	see calendar below	1.5	20
EthicsGame Modules	see calendar below	7.7	100
Bluebook Exercises*	see calendar below	3.1	40
Dates and Historical Events Quiz*	see calendar below	4.6	60
Critical Review Paper*	see calendar below	15.4	200
Homework/Participation†	8 out of 12	9.2	120
Learning Team, i.e. Group (26.2%)			
Current Events and Ethics Reflection Paper^	see calendar below	10.8	140
Corporate Social Responsibility Paper^	see calendar below	15.4	200
* This is an individual assignment. A separate document will provide detail information regarding the assignment format and requirements.			
† This is an individual assignment that has multiple components. Please review the homework and participation sections. A separate document will provide detail information regarding each assignment.			
^ This is a Learning Team (Group) assignment. A separate document will provide detail information regarding the assignment format and requirements.			
Total - MAXIMUM # OF REQUIRED ACTIVITIES POINTS		100	1300

POINT VALUES FOR THE COURSE ASSIGNMENTS | COURSE: GBL460

ASSIGNMENTS	DUE	% PTS	RAW PTS
Individual (40%)			
Test One	see calendar below	15	150
Test Two	see calendar below	15	150
Homework/Participation†	4 out of 5	10	100
Learning Team, i.e. Group (60%)			
Case Analysis I^	see calendar below	10	100
Case Analysis II^	see calendar below	10	100
OPTION I			
Project Outline/Paper^	see calendar below	30	300
PowerPoint and Presentation^	see calendar below	10	100
† This is an individual assignment that has multiple components. Please review the homework and participation sections. A separate document will provide detail information regarding each assignment.			
^ This is a Learning Team (Group) assignment. A separate document will provide detail information regarding the assignment format and requirements.			
Total - MAXIMUM # OF REQUIRED ACTIVITIES POINTS		100	1000

POINT VALUES FOR THE COURSE ASSIGNMENTS | COURSE: GBL491

ASSIGNMENTS	DUE	% PTS	RAW PTS
Individual (55%)			
Preparation, Participation, and Professionalism †	see calendar below	20	200
Identity Reflection and Learning Goals	see calendar below	10	100
Country Map and History Quiz	see calendar below	5	50

Travel and Cultural Journal	see calendar below	20	200
Learning Team, i.e. Group (45%)			
In-country Observational Learning Exercise	see calendar below	10	100
In-country Experiential Learning Exercise	see calendar below	10	100
Intercultural Scavenger Hunt	See calendar below	10	100
Team Photo-Journal	see calendar below	15	150
† This is an individual assignment that has multiple components. Please review the Preparation, Participation, and Professionalism sections.			
Total - MAXIMUM # OF REQUIRED ACTIVITIES POINTS		100	1000

POINT VALUES FOR THE COURSE ASSIGNMENTS | COURSE: MKT393

ASSIGNMENTS	DUE	% PTS	RAW PTS
Individual (30%)			
Country Review Essay	see calendar below	15	150
Final Examination	see calendar below	15	150
Learning Team, i.e. Group (70%)			
Globalization Questionnaire	see calendar below	20	200
Cultural Heritage Tourism Essay	see calendar below	10	100
OPTION I*			
Project Outline/Paper	see calendar below	30	300
PowerPoint and Oral Presentation	see calendar below	10	100
OPTION II^			
Case Study	see calendar below	15	150
Global Learning Summaries	see calendar below	25	250
† This is an individual assignment that has multiple components. Please review the Preparation, Participation, and Professionalism sections.			
*For students who ARE NOT concurrently enrolled in GBL460 and MKT393 courses			
^For students who ARE concurrently enrolled in GBL460 and MKT393 courses			
Total - MAXIMUM # OF REQUIRED ACTIVITIES POINTS		100	1000

POINT VALUES FOR THE COURSE ASSIGNMENTS | COURSE: GBL467

ASSIGNMENTS	DUE	% POINTS	RAW PTS
Individual (89%)			
Mandatory ADR of Employment Disputes Clause (MAEDC)	see calendar below	10	100
Human Resources Agreements (HRA) Agreement One: Employment Agreement – 50 points or 5% Agreement Two: Confidentiality Agreement – 50 points or 5% Agreement Three: Non-Smoking Acknowledgement Agreement – 100 points or 10%	see calendar below	20	200
Test One	see calendar below	14	140
Employee Proprietary Information and Invention Agreement (EPIIA)	see calendar below	10	100
Licensing and Transfer of Intellectual Property Agreement (LTIPA)	see calendar below	11	110
Test Two	see calendar below	14	140
Homework/Participation†	4 out of 5 sessions	10	100
Learning Team, i.e. Group (11%)			

Business as a Calling Essay Paper ^	see calendar below	11	110
† This is an assignment that has multiple components. Please review the homework and participation sections. ^ This is a Learning Team (Group) assignment. A separate document will provide detail information regarding the assignment format and requirements.			
Total - MAXIMUM # OF REQUIRED ACTIVITIES POINTS		100	1000

Course Policies

Electronics: The use of cell phones, smart phones, or other mobile communication devices is disruptive, and therefore the instructor of this course has a policy whereby students are prohibited for using such devices in the classroom. Exceptions can be made with instructor's approval for special circumstances. **A student may use a cell phone to receive or send notices in case of emergency.** Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. Students are discouraged from using laptops in classroom, except for the purposes of taking notes or "presenting" a case or in-class power point presentations or completing in-class assignments or other class-related work. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Disputes: All academic disputes over assignments, point scoring, learning team composition, grievances, final grade, and other academic concerns must be directly discussed with your instructor.

Policies: Finally, please refer to your Michigan State University Student Handbook for standard University policies and procedures. All Michigan State University policies and procedures and this syllabus rules and guidelines must be adhered to at all times.

Diversity: Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the program. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

Ethics: Ethical behavior in the classroom is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

GENERAL CLASSROOM AND VENUE VISIT ETIQUETTE

Please come to class on time. Given the amount of material we have to cover, our time is limited. Your absence from part of the class shortchanges you and your classmates. I will plan to start on time and end on time. This requires that all of us be on time.

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior include, but are not limited to, the following:

- ✚ Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- ✚ Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations.
- ✚ Students are encouraged to show our guest speakers courtesy and respect when are invited. The guests who are visiting our classroom are doing us the enormous favor of contributing their experience and insight to our class discussions without any direct compensation from the University. Their primary motivation for doing this is the positive experiences they have had in the past interacting directly with students. You are welcome to pose "challenging" questions to our guest speakers, but you are strongly encouraged to do so in a respectful way, recognizing that access of future student generations to these practitioners will be, in part, a function of the quality of their experience in our classroom.
- ✚ Likewise, students are expected to show one another similar courtesy and respect in classroom discussions. Students are welcome – indeed, encouraged – to "challenge" one another's ideas in class, as well as the positions taken by the instructor. However, students are expected to do so in a way that maintains an atmosphere of civility and mutual respect.
- ✚ You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

While you are abroad, you are representing not only yourself, but also the Michigan State University and the United States of America (and/or your native country, if it is not the U.S.). Remember that any interaction that you have with the native

citizens of the country you are visiting can leave a lasting impression, especially if you violate native sensibilities. Citizens of every nation are proud of their heritage. Avoid making snide remarks or, even worse, acting in a manner that is insulting to them.

Therefore, when you are abroad, you should strive not just to be aware of cultural differences, but also both to experience and to appreciate them. Try the local foods, even if you do not think you will like them. Eating different foods for a week or two really will not terribly harm you. View this as a chance to practice the skills that you might need someday if you become engaged in international business. Europeans tend to eat meals later than we are accustomed so have some snack foods in your hotel room if dinner starts late.

During business site visits, you should behave in a professional and businesslike manner. Formal business attire is typically appropriate. Be inquisitive and show your interest in the host company, but remain respectful at all times. In general, you should never use familiar forms of address (e.g., first names) unless you are specifically invited to do so.

During field site trips, you should come prepared to hike and walk at the sites. Please be sure to bring the following: hiking shoes/sneakers or sturdy hiking sandals—shoes must have good tread because marble and limestone are slippery—water bottle, cloth hat, sunglasses, some type of high energy bar or other such snack, sunscreen, and light-colored, cool clothing. Students wearing flip-flops, high heels/platforms, slides and mules, or any shoes I deem as “unsafe” will be asked to change them before a field trip. Please understand that I am concerned about your safety when it comes to shoes, so help me keep you all safe from slips and falls. As a visitor to archeological, museums, or other sites of importance, you should respect the history and cultural significance of the venue as well as the environment and adhere to any rules or policies posted and apply on site. Your demeanor should be appropriate at all times and be mindful to other participants and visitors.

The bottom line is that you will enjoy the trip more and be more productive while you are abroad if you know what you will be facing before you leave home and you are willing to be open-minded and culturally sensitive while you are study abroad.

ACADEMIC HONESTY, STUDENT INTEGRITY & PLAGIARISM

“. . . knowledge without integrity is dangerous and dreadful.”
- Samuel Johnson

My goal is to cultivate learning among all participants of the class while recognizing individual differences in achievement, experience, and aspirations. Collaboration is a wonderful way to learn, and your instructor encourages it. Because of the nature of this study program, I encourage you to discuss with others in this class all assignments. Discussing your impressions, reactions, and observations before, during, and after the study abroad will help you to make sense of them, as well as help you to become more observant during the progress of the course. However, while some of the course requirements in the program may consist of group assignments (learning team effort), the norm in the program is that each student is expected to do his or her own work individually and to perform all assignments independently unless you have specific permission to work together as a learning team on an assignment. Therefore, actual collaboration in the preparation of an assignment designated as individual is not permitted or the receipt of any unauthorized assistance in preparing the assignment. All work completed for this program must be in compliance with the university academic integrity policies and the policies of this program as outlined in this syllabus.

A fundamental principle of academic, business, and community life is honesty. In American academia, it is accepted that work submitted by a student must be original. The policies of Michigan State University (MSU) clearly define academic honesty; thus, academic honesty is highly valued at the MSU. A student must always submit work that represents his or her original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent the student’s original words or ideas, the student must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

All exams, quizzes, and assignments (except where learning team effort is required and as such specified) are to be individual work with no discussion or collaboration with others permitted. Please note that I request on tests and written assignments a student signature that states the material provided is the student’s and that the student neither gave or received assistance, except when authorized for learning team assignments.

Academic dishonesty is against university as well as the system community standards and is considered one of the most serious offenses in teaching/learning process, as it erodes the integrity of the student faculty relationship. Academic dishonesty is defined as cheating, plagiarism or otherwise obtaining grades under false pretenses. While academic dishonesty includes many facets, the most common form is plagiarism (from a Latin word for “kidnapper”). The Office of the Ombudsman at MSU defines plagiarism in an academic exercise as “the appropriation of another person’s ideas,

processes, results or words without giving appropriate credit." Further, plagiarism includes submitting the language, ideas, thoughts or work of another, as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Please note that "Whether deliberate or accidental, plagiarism is a serious and often punishable offense" (Aaron, 1998, p. 258).

Cheating is defined as (1) attempting to or actually obtaining or providing unauthorized information during an examination or quiz through verbal, visual or unauthorized use of books, notes, text, and other materials and devices; (2) obtaining or providing information concerning all or part of an examination or quiz prior to that examination or quiz; (3) taking an examination or quiz for another student, or arranging for another person to take an examination or quiz in one's place; (4) completing a written assignment for another student, or arranging for another person to complete a written assignment in one's place; (5) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official; and (6) you submit an assignment from another class as a substitute of an assignment for this class.

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at the MSU, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, I request that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

All students are expected to adhere to the code of conduct as outlined in the University's all publication forms, i.e. the Eli Broad College of Business Honor Code (the "Honor Code" or the "Code"), Michigan State University Academic Policies like the Integrity of Scholarship and Grades and General Student Regulations (collectively the "All-University Policies", etc. The members of the Eli Broad College of Business (the "College"), continually strive to strengthen the values of the College. All undergraduate Broad School students and any student enrolled in any course sponsored by the College are responsible for reading and understanding the Honor Code and adhere to the professional values and standards articulated in the Honor Code. *The Honor Code applies to all undergraduate students enrolled in the College or in any course sponsored by the College.* (Full text of the Honor Code can be found at the following link: <http://uas.broad.msu.edu/academics/honor-code/>). Full text of the All-University Policies can be found at the following links: <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades> and <http://splife.studentlife.msu.edu/regulations/general-student-regulations>. A behavior contrary to this honor code policy, the All-University Policies and the Honor Code is abhorrent to the university, and students found responsible for academic dishonesty may face academic and non-academic penalties. Non-academic penalties may be expulsion, suspension, conduct probation, or reprimand. Please see Appendix 1 for some examples of academic dishonesty.

If I detect wording in any of your work that does not appear to be your own, I reserve the right to check various Web search engines and library databases for the wording in question or may use similarity detection software. If portions of your wording are found to be copied from another source without proper attribution, the result will qualify as an instance of academic dishonesty. If I detect any violations of this honor code policy during a test taking or any other assignment, the result will qualify as an instance of academic dishonesty. Instances of academic dishonesty (e.g., cheating, plagiarism, making false statements to obtain any exception to course policies or deadlines, etc.) **will result in a failing grade (i.e., "F") being assigned for the quiz or test or assignment, as applicable, or the entire component of your final grade or the entire course if the offense is particularly severe based on your instructor's sole judgment** (academic penalties) and may result in referral to the appropriate University office for disciplinary action (non-academic penalties). For instance, a non-academic penalty may include, on the first offense of academic misconduct, the student must attend an educational program on academic integrity and academic misconduct provided by the Associate Provost for Undergraduate Education and Dean of Undergraduate Studies for undergraduate students and the Dean of The Graduate School for graduate students. Instances of academic dishonesty will be handled on a case-by-case manner and consistent with University and course policies.

Students must abide by the highest standards of academic integrity. Please see the University's publications for more information about academic honesty, including consequences of academic dishonesty.

GRADE APPEAL & RECORD KEEPING

The final record of student grades is my master grade book. If a student identifies discrepancies between my records and his or her own, the student is responsible for bringing the discrepancy to my attention and providing proof of the discrepancy (e.g. the returned graded paper). An appeal for grade change requires and can be done only by submitting a **written** request documenting your justifications. The period for appealing a grade is **within a week** after the exam/assignment is returned or made available to you. It is my responsibility to determine how points will be apportioned on anything assigned in this course. I apportion points based on what I believe are the most important issues to be discussed and what a student should be expected to recognize, explain, define, and analyze after studying the materials as

presented in my course including readings, lectures, discussions, and assigned written materials. The grading will be done with extreme care and fairness and thus you are strongly discouraged to argue for points. Any student who has reason to question the accuracy of a **final course grade** should request in writing a **grade review** with the instructor, stating the grounds upon which the review is being sought. The student must request a review of the grade no later than 10 business days after the beginning of fall semester for summer courses or spring semester for fall courses, and no later than 10 business days after final grades are due for spring semester courses. The instructor reports to the student and department chair if necessary, in writing, the result of the grade review (whether the grade is changed or not), ordinarily no later than 10 business days after the receipt of the student's request. The report will include an explanation of the reasoning behind the result.

ACADEMIC FREEDOM POLICY

Michigan State University encourages and supports its faculty in the pursuit of academic freedom. Faculty members are required to instruct students in the learning outcomes specified by the University's curriculum. However, faculty members are encouraged to discuss any additional topics relevant to the course being instructed, regardless of the presence of topic within the prescribed curriculum.

SPECIAL ACCOMMODATION

If you have cognitive, learning, or a physical disability that requires accommodation, please let me know as soon as possible. These discussions are best handled before or after class or by special appointment. Accommodations are not retroactive; therefore planning for accommodations as early as possible is necessary. All needs that have been verified and approved through the University will be accommodated. The program instructor has made all necessary efforts to select the program's venues abroad to be accessible by all participants when feasible. **Keep in mind too that this program includes one or more required physical activities and experiential learning exercises that contribute to the academic goals of the program which is a significant amount of strenuous physical activity (walking, hiking, climbing, carrying heavy objects, etc.) that often takes place in areas with little or no shade, so it is important that you are in good physical condition. Also, the program involves travelling that includes carrying luggage and may include multiple use of a variety of forms of public transportation.**

Please note that foreign countries do not have to comply with the public access requirements of the ADA and there may be physical or other barriers that impair equal access to medical care, lodgings, restaurants, businesses and other buildings, services or facilities in foreign locales. As such, students with disabilities are strongly encouraged to research the access and service limitations of the locales to be visited. Further, prior to registering for the study abroad program the student should meet with the responsible instructor so that the two can ascertain whether the student will be able to participate in all activities of the desired study abroad program.

AUDIO AND VIDEO RECORDING

Surreptitious or covert video-taping of class or unauthorized audio recording of class (including review sessions) is prohibited by law. Audio or video recording of classroom meetings is not allowed without the advance written permission of the instructor. A class meeting may be videotaped or audio recorded only with the written permission of the instructor when is required by law to provide for recording of a class as a reasonable accommodation for a qualified student with a disability. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions; therefore, students should understand that their comments during class may be recorded. This policy also includes the prohibition of taking photographs in classes.

COPYRIGHT

Many of the materials created for this course/program are the intellectual property of the instructor, the University and/or the book publisher. This includes, but is not limited to, the syllabus, assignments, lectures and course notes. Except to the extent not protected by copyright law, any use, distribution or sale of such materials requires the permission of the instructor. Please be aware that it is a violation of University policy to reproduce, for distribution or sale, class lectures or class notes, unless copyright has been explicitly waived by the faculty member. Therefore, you may not publicly share or upload instructor generated material for this course such as exam or quiz questions, lecture notes, homework solutions, or the course syllabus without instructor's written consent (please do not share course materials with anyone outside the course).

LATE ASSIGNMENTS

All assignments are due not later than the end of the final class session. Assignments are late if they are not submitted on the due date at the beginning of the classroom session. Late assignments will be assessed heavy penalties. This is out of respect for those students who completed their work on time. Remember, in the business world we have specific tasks and certain project obligations with timelines and major consequences when they are not met. Failure to hand in assignments, except homework, on the due date will result in a reduction of the maximum grade by one quality point (i.e. "4.0" to "3.5", etc.) or 10 percentage points for each day the assignment is late. Therefore, the maximum percentage points a late assignment can earn is 91.99 or 3.5. If the assignment is more than four days late, the grade will be zero. An assignment handed in after the class period on the due date will be considered one day late. If you cannot attend class, send the written assignment, except homework, by e-mail before class begins to avoid penalties after obtaining the instructor's approval. Quizzes, tests,

presentations, homework, and other in-class assessments are due on their given due date and no make-up time is allowed if you are absent and unable to take or submit them, unless you meet an exception elsewhere in the syllabus specifically to the assignment in question.

FEEDBACK

Feedback will be provided using the provided feedback forms (when applicable) each time following submission of written work or oral presentations. Additional feedback may be presented to the class in general and to students on an individual basis either in person, via email, or by telephone.

INCOMPLETE

Students who fail to complete all course requirements on a timely basis, due to special or unusual circumstances, may request a grade of "I" (Incomplete) grade, and the instructor may postpone assignment of the student's final grade in a course by use of an I-Incomplete. The I-Incomplete may be given only when the student (a) has completed at least 6/7 of the term of instruction, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course. If approved by the faculty and provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete and serves as a condition precedent before an incomplete status will be granted. All the required work must be completed, and a grade must be reported to the Office of the Registrar, no later than the middle of the student's next semester in attendance (summer session excluded) if that semester is within one calendar year following receipt of the I-Incomplete unless an exception applies; the deadline date being set by the faculty and mutually agreed. Failure to complete all the required work by the due date will result in a grade of I/0.0, I/NC or I/N, depending on the grading system under which the student was enrolled, or the I-Incomplete will be changed to I/U on the student's academic record and the course may be completed only by re-enrollment when special conditions apply.

SYLLABUS ACKNOWLEDGMENT FORM: ENROLLED STUDENTS IN THIS COURSE WILL BE REQUIRED TO SUBMIT AN ACKNOWLEDGMENT THAT THEY HAVE READ THE PROGRAM SYLLABUS IN ITS ENTIRETY. FAILURE TO SUBMIT THIS ACKNOWLEDGMENT FORM, AS REQUIRED, WILL RESULT IN A FAILING OF THE ENTIRE COURSE. FAILURE TO SUBMIT THIS ACKNOWLEDGMENT FORM, AS REQUIRED BY THE DUE DATE, WILL RESULT IN A LOSS OF FIVE (5) POINTS FOR EACH CLASS MEETING IT IS LATE FROM YOUR OVERALL COURSE PARTICIPATION POINTS. *Students are required to sign the acknowledgment form provided at the end of this syllabus, i.e. Appendix 2, to stay in the class, attesting they have read the syllabus, understand all its contents, will abide by the rules, and will seek clarification from the course instructor in the first three class meetings of the semester for any content they do not understand. The student's continued enrollment in this course is also an acknowledgment that s/he has read the syllabus, understands it, and agrees to comply with all the requirements.*

STATEMENT REGARDING THE ACADEMIC EXPERIENCE: One of the valuable benefits of a college education is the opportunity to interact with persons and viewpoints that are diverse to your existing experience. I will conduct this class in an atmosphere of mutual respect. In this course, it is important that all students conduct themselves in a polite and respectful manner towards one another, whether that interaction is occurring through email, in class discussions, or elsewhere. At the same time, I encourage your active participation in class discussions and each student is encouraged to express his or her viewpoint, and to share thoughts, ideas, and expressions that may be different or unique. In this class, you may be exposed to opinions, facts, data, or ideas that challenge your political, religious, or economic paradigms and may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. Not unlike Plato's allegory of the cave, you may either accept or reject, in whole or in part, anything you are exposed to. Of course, on examinations, quizzes, homework assignments, and other class assignments there are right and wrong answers. In many parts of life, there are not. Take from the course what you will. But do not take offense at the diverse viewpoints to which you will be exposed; seeing the world through new lens is a core element of the academic experience.

CONFIDENTIALITY AND ITS LIMITATION: Please be aware that class materials are generally considered confidential pursuant to the University's student record policies. However, all University employees, including instructors, cannot maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or health and safety considerations of MSU community members and others. As the instructors, the TA and I must report the following information to other University offices if you share it with us:

- **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 or not. 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 (<http://www.counseling.msu.edu/students>).

WRITTEN ASSIGNMENTS

1. The policy on Writing in the Curriculum as adopted by the MSU College of Business faculty in June of 1987 is as follows:

RESOLUTION

Effective writing skills are essential for all participants in the business world today. It is important that business professionals have the ability to articulate and communicate information and ideas in writing effectively.

Therefore, it is hereby resolved by the College of Business Faculty of Michigan State University, that, wherever feasible, writing should be included in courses intended for students in the College of Business. Further, any faculty member who chooses to consider writing form in the process of student evaluation (grading of papers or exams) is encouraged to do so and is fully supported by this Faculty. The phrase "writing form" as used here includes, but is not limited to, spelling, punctuation, grammar, organization, and clarity of expression.

2. Each written assignment submitted for grading must be professionally drafted, typed, focused, well written, and all pages stapled together in the upper left hand corner including the appropriate signed assignment end page form and written assignment feedback form when applicable (provided with assignment) and required by the assignment. A hard copy of every paper or written assignment is required at the class in which it is due. Emailed written assignments will NOT be accepted unless prior arrangements are made with the instructor.
3. If a written assignment does not specifically require or provide the submission of the appropriate signed assignment end page form and written assignment feedback form, then the student at the end of each written assignment submitted for credit must include the following language, i.e. attestation statement or clause, in quotation followed by the student's signature and date:

"On my honor, as a Spartan, I have neither given nor received unauthorized aid on this academic work, nor have I knowingly tolerated any violation of the Honor Code or All-University Policies stated in the syllabus."

[Signature of the Student] and [Date]

Failure to include the above statement and signature will result in no credit for the assignment in question. **This is a firm policy and I will not make any exceptions for students forgetting to include and sign the aforesaid statement.**

Group Work Policy

Where group work is developed effectively, students value the opportunities it provides for developing team working, communication, presentation, and discipline specific skills, the building of strong friendships, and the opportunity to work collectively. Students' engagement in group work can make them more employable, since it provides opportunities for developing the broad range of attributes employers are looking for, particularly where group work focuses on real world projects linked to the disciplines and professions.

All enrolled students in the program will be randomly assigned to learning teams (groups). For all group work associated with a course, it is expected that students work together on certain aspects of the assignment. Division of labor should be equal among the team (group) members.

I expect you to engage in "kind confrontation" with any member that the team perceives as not fulfilling commitments, missing team meetings, leaving early/arriving late, and not coming prepared. What is kind confrontation? It is the ability to deal with each other directly, assertively, tactfully and effectively to insure that everyone does her/his share of the work and fulfills commitments to the team. If it is determined by members of the team that another member is not fulfilling her/his commitments, then I expect you to kindly confront that member, either one-on-one or as a team, to discuss this, prior to bringing the issue to my attention. If this kind confrontation is not effective and the member's overall behavior severely undermines the integrity of the assignment and the overall team's performance, then I expect you to let me know immediately if someone is not responding constructively to your group's efforts to integrate, motivate and support her/him. Please be advised that once the issue is brought to my attention, then I will kindly confront that team member. I reserve the right to privately counsel and, if necessary, remove and discipline (with a failing grade for this assignment or allow the member to complete the assignment individually with a grading penalty) any member who is unwilling or unable to meet her/his obligations to the group. If you choose not to engage in kind confrontation and choose to carry that member along, you have nobody to blame but yourself.

I require peer review evaluations for all learning team (group) assignments. Therefore, you will anonymously review and rate yourself and the other members of your team based on their performance using the Peer Evaluation Form and your working knowledge of their contributions over the semester on the assigned team assignment. As a result, all members of a team may not receive the same individual grade for their work and the team assignment. Individual grades will be calculated based on the peer evaluation criteria and the formula provided in the Peer Evaluation Form.

All team members must adhere to the honor code when completing the assignment and sign the requisite authentication form provided.

EMERGENCY ACTION PLANS

Every building/unit on the MSU Campus has a written Emergency Action Plan. These plans identify the actions that Students, Staff and Visitors are to take in the event of an emergency or disaster. Short versions of these are posted at key locations in the buildings.

Emergency Actions are guided by members of the Emergency Action Team in each building. Team members are trained to guide evacuations and sheltering. They are identified by the yellow hard hats that they wear.

The plans identify evacuation routes and accountability locations, weather shelter locations, hazardous atmosphere shelter locations and procedures, and suspicious package guidelines.

If you do not know who in your building is team member, visit the MSU Police website in the following link, select "Emergency Action Plans" under the Homeland Security and then select your building from the list provided and click the "who is it" button. If your building is not listed, a team member may not have been identified yet for the building. If you would like to volunteer and become an Emergency Action Team Member or for further information regarding the Emergency Action Plans, please contact the MSU Police Department. The MSU Police Department's contact information is as follows:

Michigan State University Police • 517-355-2221 • 87 Red Cedar Road • East Lansing • MI • 48824-1219

<http://www.dpps.msu.edu/>

Each student is required and responsible to become familiar with the building's Emergency Action Plans that his or her classroom is located and follow all the instructions provided in case of an emergency. Receipt of this syllabus constitutes notice regarding Emergency Action Plans and understanding of the emergency evacuation procedures required in case of an emergency during class to satisfy the university's policy regarding this subject and applicable law.

GENERAL NOTE: THE BUFFALO CREEK DISASTER provides a basis for discussion of many of the topics listed on the course outline. Therefore, it provides an opportunity for us to integrate and reflect upon various topics studied this semester. There will be a test based on the readings of the book. THE BUFFALO CREEK DISASTER book readings will be part of the Test Four of the course.

WORK PRODUCT: Always (1) keep copies (or an electronic back-up) of the work you turn in, including extra-credit papers, and (2) retain the graded papers you receive back. I will keep all your tests. This will help answer any question that might arise over a recorded grade.

LEGAL DISCLAIMER: Any materials in or related to the courses are provided for educational purposes only and not for the purpose of providing any legal, accounting, tax or other professional advice or services. The information provided in these courses is of a general nature, and it cannot substitute for the advice of a licensed professional in any respect. The application and effect of laws may vary widely depending on the specific facts and jurisdiction, and no representation or warranty is made with respect to the accuracy of any materials in or related to the courses. Accordingly, the information provided is solely for general educational purposes. In addition, any and all legal opinions or statements as to legal matters made by the Professor are for class discussion purposes only, and are never to be taken as dispensing legal advice and it is not intended to nor establishes an attorney-client relationship. This includes conversations with students, whether during or outside class time.

Despite the need for all these rules and instructions, some of which have evolved over time as a result of less than exemplary behavior by some students, it is my sincere hope and goal to make the material, and the class/program, as painless and as enjoyable as possible. I look forward to getting to know all of you and to a very rewarding study abroad experience.

Course Schedule



Itinerary, Academics and Contact Time

PRE-DEPARTURE							
MSU CAMPUS AND ONLINE							
PERIOD	CLASS	DATE	PLACE	TIME	CLASS TOPICS	ASSIGNMENTS DUE	HRS
WK 01	1	Mar 11	F2F EP115	9:00 am to 12 noon	<p>Course GBL385/385H/323</p> <ul style="list-style-type: none"> ❖ Lecture: Course Overview ❖ Introduction to the American Legal System ❖ Critical Thinking and Legal Reasoning <p>Course GBL460</p> <ul style="list-style-type: none"> ❖ Lecture: Course Overview ❖ Introduction to International Business ❖ International Law and the World's Legal Systems ❖ Resolving International Commercial Disputes <p>Course GBL467</p> <p>Course Overview</p>	<p>Course GBL385/385H/323</p> <p>Please print your syllabus before class and read it</p> <p>Introduction and Lecture only today</p> <p>Course GBL460</p> <p>Please print your syllabus before class and read it</p> <p>Read Chapter 1</p> <p>Course GBL467</p> <p>Please print your syllabus before class and read it</p>	3.0
	2	Mar 12 to Mar 17	OL		<p>Course GBL385/385H/323</p> <ul style="list-style-type: none"> ❖ Introduction to Law & the Legal Environment of Business ❖ The American Legal System <p>Course GBL460</p> <ul style="list-style-type: none"> ❖ International Law and the World's Legal Systems (cont) ❖ Resolving International Commercial Disputes (cont) <p>Course MKT392</p> <ul style="list-style-type: none"> ❖ Globalization <p>Course GBL467</p> <ul style="list-style-type: none"> ❖ Taking the Plunge (briefly) ❖ Leaving Your Employer 	<p>Course GBL385/385H/323</p> <p>Read Chapters 1 and 2</p> <p>Course GBL460</p> <p>Read Chapters 2 and 3</p> <p>Course MKTL393</p> <p>Read Chapter 1</p> <p>Course GBL467</p> <p>Read Chapters 1 and 2</p>	2.0
WK 02	3	Mar 18	F2F EP115	9:00 am to 12 noon	<p>Course GBL385/385H/323</p> <ul style="list-style-type: none"> ❖ Lecture: The American Legal System (cont) ❖ Alternative Tools of Dispute Resolution ❖ Constitutional Principles 	<p>Course GBL385/385H/323</p> <p>Read Chapters 3 and 4</p> <p>Complete the Homework 1 assignment provided on e-Book as Homework 1 DUE at start of class</p>	3.0

					<p>Course GBL460 ❖ Lecture: Sales Contracts and Excuses for Nonperformance</p> <p>Course GBL467 ❖ Selecting & Working with an Attorney</p>	<p>Course GBL460 Read Chapter 4</p> <p>Course GBL467 Read Chapter 3</p>	
	4	Mar 19 to Mar 24	OL		<p>Course GBL385/385H/323 ❖ Constitutional Principles (cont) ❖ Test One Review</p> <p>Course GBL460 ❖ Sales Contracts and Excuses for Nonperformance (cont)</p> <p>Course MKT393 ❖ National Differences in Political, Economic, and Legal Systems</p> <p>Course GBL467 ❖ Deciding Whether to Incorporate</p>	<p>Course GBL385/385H/323 Read Chapter 5 <i>Complete the Homework 2 assignment provided on e-Book as Homework 2 DUE by 11:59 pm EST.</i> Ethics/Plagiarism Tutorial, Quiz & Certificate is DUE by 11:59 pm EST.</p> <p>Course GBL460 <i>Complete the Homework 1 assignment provided on D2L as Homework 1 DUE by 11:59 pm EST.</i></p> <p>Course MKTL393 Read Chapter 2.</p> <p>Course GBL467 Read Chapter 4</p>	2.0
WK 03	5	Mar 25	F2F EP115	9:00 am to 12 noon	<p>Course GBL385/385H/323 ❖ TEST ONE: Chapters 1-5 ❖ Lecture: The Law of Torts</p> <p>Course GBL460 ❖ Lecture: The Documentary Sale and terms of Trade ❖ Carriage of Goods and Liability of Air and Sea Carriers</p> <p>Course GBL467 ❖ Structuring the Ownership</p>	<p>Course GBL385/385H/323 Prepare to take Test One Read Chapter 6 <i>Complete the Homework 3 assignment provided on e-Book as Homework 3 DUE at start of class.</i></p> <p>Course GBL460 Read Chapters 5 and 6 <i>Complete the Homework 2 assignment provided on D2L as Homework 2 DUE at start of class</i></p> <p>Course GBL467 Read Chapter 5 <i>Complete the Homework 1 assignment provided on D2L as Homework 1 DUE by 11:59 pm EST.</i></p>	3.0
	6	Mar 26 to Mar 31	OL		<p>Course GBL385/385H/323 ❖ Lecture: The Law of Torts (cont) ❖ Product and Service Liability Law</p> <p>Course GBL460 ❖ Lecture: Carriage of Goods and Liability of Air and Sea Carriers (cont) ❖ Bank Collections, Trade Finance, and Letters of Credit</p> <p>Course MKT393 ❖ National Differences in Economic Development</p> <p>Course GBL467 ❖ Forming and Working with the Board of Directors</p>	<p>Course GBL385/385H/323 Read Chapter 5 and 6 <i>Complete the Homework 4 assignment provided on e-Book as Homework 4 DUE by 11:59 pm EST.</i></p> <p>Course GBL460 Read Chapter 7</p> <p>Course MKTL393 Read Chapter 3</p> <p>Course GBL467 Read Chapter 6</p>	2.0
WK 04	7	Apr 01	F2F EP115	9:00 am to 12 noon	<p>Course GBL385/385H/323 ❖ Lecture: Product and Service Liability Law (cont) ❖ The Buffalo Creek Disaster ❖ Ethics, Social Responsibility and the Business Manager ❖ Law of Property: Real, Personal, and Intellectual</p> <p>Course GBL460 ❖ Lecture: Bank Collections, Trade Finance, and Letters of Credit (cont) ❖ GATT Law and the World Trade Organization: Basic Principles</p>	<p>Course GBL385/385H/323 Read Chapter 8 and 9 <i>Complete the Homework 5 assignment provided on e-Book as Homework 5 DUE at start of class.</i></p> <p>Course GBL460 CASE 1 is DUE – Case Presentations Read Chapter 9</p> <p>Course GBL467 Read Chapters 7 and 13</p>	3.0

					<p>Course GBL467 ❖ Raising Money and Securities Regulation ❖ Venture Capital</p>		
	8	Apr 02 to Apr 07	OL		<p>Course GBL385/385H/323 ❖ Law of Property: Real, Personal, and Intellectual (cont) ❖ Test Two Review</p> <p>Course GBL460 ❖ GATT Law and the World Trade Organization: Basic Principles (cont) ❖ Test One Review</p> <p>Course MKT393 ❖ Differences in Culture</p> <p>Course GBL467 ❖ Contracts and Leases ❖ E-Commerce and Sales of Goods and Services</p>	<p>Course GBL385/385H/323 Read Chapter 9 <i>Review Materials for Test One</i></p> <p>Course GBL460 Read Chapter 9</p> <p>Course MKTL393 Read Chapter 4</p> <p>Course GBL467 Read Chapters 9 and 10</p>	2.0
WK 05	9	Apr 08	F2F EP115	9:00 am to 12 noon	<p>Course GBL385/385H/323 ❖ <i>TEST TWO: Chapters 6-9</i> ❖ Lecture: Lecture: The Law of Contracts & Sales</p>	<p>Course GBL385/385H/323 Prepare to take Test Two Read Chapter 10 – Part I</p>	3.0
		Apr 10	F2F EP115	4:00 pm to 5:30 pm	<p>Course GBL460 ❖ <i>TEST ONE: Chapters 1-7 and 9</i></p>	<p>Course GBL460 Prepare to take Test One</p>	1.5
	10	Apr 10 to Apr 14	OL		<p>Course GBL385/385H/323 ❖ The Law of Contracts & Sales (cont)</p> <p>Course MKT393 ❖ Ethics, Corporate Social Responsibility, and Sustainability</p> <p>Course GBL467 ❖ Marshaling Human Resources</p>	<p>Course GBL385/385H/323 Read Chapter 10 – Part II <i>Complete the Homework 6 assignment provided on e-Book as Homework 6 DUE by 11:59 pm EST.</i></p> <p>Course MKTL393 Read Chapter 5</p> <p>Course GBL467 Read Chapter 8</p>	2.0
WK 06	11	Apr 15	F2F EP115	9:00 am to 12 noon	<p>Course GBL385/385H/323 ❖ Lecture: The Law of Contracts & Sales (cont) ❖ Agency Law</p> <p>Course GBL460 ❖ Lecture: Laws Governing Access to Foreign Markets</p> <p>Course GBL467 ❖ Human Resources (cont)</p>	<p>Course GBL385/385H/323 Read Chapter 11 <i>Complete the Homework 7 assignment provided on e-Book as Homework 7 DUE at start of class.</i></p> <p>Course GBL460 Read Chapter 10 <i>Complete the Homework 3 assignment provided on D2L as Homework 3 DUE at start of class</i></p> <p>Course GBL467 Read the Cases/Materials on D2L <i>Complete the Homework 2 assignment provided on D2L as Homework 1 DUE by 11:59 pm EST.</i></p>	3.0
	12	Apr 16 to Apr 21	OL		<p>Course GBL385/385H/323 ❖ Lecture: Agency Law (cont) ❖ Test Three Review</p> <p>Course MKT393 ❖ International Trade Theory</p>	<p>Course GBL385/385H/323 Continue Reading the Buffalo Creek Disaster</p> <p>Course MKTL393 Read Chapter 6</p>	2.0
WK 07	13	Apr 22	F2F EP115	9:10 am to 12 noon	<p>Course GBL385/385H/323 ❖ Lecture: Law and Business Associations</p> <p>Course GBL460 ❖ Lecture: Regulating Import Competition and Unfair Trade</p>	<p>Course GBL385/385H/323 Read Chapter 12 <i>Complete the Homework 8 assignment provided on e-Book as Homework 8 DUE at start of class.</i></p> <p>Course GBL460</p>	3.0

					Course GBL467 ❖ <i>TEST THREE: Chapters 2, 4-10</i>	Read Chapter 11 Course GBL467 Prepare to take Test One	
	14	Apr 23 to Apr 28	OL		Course GBL385/385H/323 ❖ Lecture: Law and Business Associations (cont) ❖ Test Three Review Course MKT393 ❖ Government Policy and International Trade	Course GBL385/385H/323 Continue Reading the Buffalo Creek Disaster <i>Complete the Homework 9 assignment provided on e-Book as Homework 9 DUE by 11:59 pm EST.</i> Course MKTL393 Read Chapter 7	2.0
WK 08	15	Apr 29	F2F EP115	9:00 am to 10:30 am	Course GBL385/385H/323 ❖ <i>TEST THREE: Chapters 10-12</i>	Course GBL385/385H/323 Prepare to take Test Three	1.5
	16	Apr 30	F2F EP115	6:00 pm to 8:00 pm	Course GBL460 ❖ <i>CASE II is DUE – Case Presentation</i> Course MKT393 ❖ Foreign Direct Investment ❖ Regional Economic Integration Course GBL467 ❖ Operational Liabilities and Insurance ❖ Creditors Rights and Bankruptcy	Course GBL460 CASE II is DUE – Case Presentations Course GBL491 Identity Reflection and Learning Goals Course MKT393 Read Chapters 8 and 9 Country Review Essay is DUE Course GBL467 Read Chapters 11 and 12 <i>Complete the Homework 1 assignment provided on D2L as Homework 3 DUE by 11:59 pm EST.</i>	2.0
	17 18 19	TBD TBD TBD	TBD TBD TBD	TBD TBD TBD	Pre- departure orientations. Topics to include history, culture, Greek legal system and program logistic.	<i>Orientations will be in April as (2) 2-hour content sessions and (1) 2-hour logistics, safety, packing and pre- departure dinner</i>	5.0

TOTAL CONTACT HOURS BEFORE TRIP = 45

STUDY ABROAD

F2F | ATHENS and NAFPLION - GREECE

PERIOD	CLASS	DATE	PLACE	TIME	CLASS TOPICS EXCURSIONS	ASSIGNMENTS DUE	HRS
WK 09	1	SUN Jul 07	ATH	6:30 pm to 9:30 pm	❖ <i>Welcome Dinner Review</i> ❖ <i>Itinerary Discussion & Program Outline</i>	<i>No Assignments Due Today!</i>	2.0
	2	MON Jul 08	ATH	8:30 am to 12:00 pm	❖ Orientation – The Athens Centre ❖ Lecture: “Greek Politics and Culture Today” Professor Michael Bokalos, Hellenic American University†	Course GBL491 Country Map and History Quiz: 1:30 pm to 2:00 pm	3.5
				12:00 pm to 1:00 pm	❖ LUNCH BREAK		0.5
				2:30 pm to 5:00 pm	❖ Panathenaikon Stadium and Varnava Village		1.5
	3	TUE Jul 09	ATH	9:00 am to 12:00 pm 3:00 pm to 10:00 pm	❖ Lecture: “Greek Culture: What it Means of Being Greek” Professor Haris Vlavianos, U of Athens† ❖ Mt Lycabettus ❖ Greek music in Psiri / Greek Festival	Course MKT393 Read Chapter 13 Globalization Questionnaire DUE at start of class	3.0 3.5
4	WED Jul 10	ATH	9:30 am to 12:00 pm	Course GBL460 ❖ Lecture: Imports, Customs, and Tariff Law	Course GBL460 Read Chapter 12	2.5	

			2:00 pm to 5:00 pm	❖ Tour and trial observation at Greek Supreme Courts	Course GBL467 Read Chapter 14 <i>Complete the Homework 4 assignment provided on D2L as Homework 1 DUE by 11:59 pm EST.</i>	1.5	
5	THU Jul 11	ATH	9:00 am to 12:00 pm 2:00 pm to 5:00 pm	❖ Lecture: “The Greek Economic Crisis” and “Greek Economics and Politics” Professor Dimitris Apostolides, Hellenic American University† ❖ Tour Greek Parliament – Sintagma Square	Course MKT393 Read Chapters 10 and 11	3.0 1.5	
6	FRI Jul 12	ATH	9:00 am to 11:00 am 1:00 pm to 5:00 am	Course GBL460 ❖ Lecture: The Regulation of Exports ❖ USA Embassy – Tour and Presentation the National Archeological Museum	Course GBL460 Read Chapter 13 <i>Complete the Homework 4 assignment provided on D2L as Homework 4 DUE at start of class</i>	2.0 2.0	
7-8	SAT-SUN Jul 13-14	ATH		❖ FREE TIME			
WK 10	9	MON Jul 15	9:00 am to 12:00 pm 1:00 pm to 5:00 pm	❖ Lecture: “The Greek Media” Professor Nickos Myrtou, University of Athens† ❖ Tour of Parthenon, Acropolis Archaeological Museum; and the Agora and the Kerameikos	Course GBL491 Reflection #1 DUE at start of class	3.0 2.0	
	10	TUE Jul 16	9:00 am to 12:00 pm 2:00 pm to 4:00 pm	❖ Lecture: “A Traveler Not a Tourist: Greece and Its Everyday Culture” Professor Konstantina (Nadia) Pavlikaki, Hellenic American University† ❖ Tour and Presentation at Athens Stock Exchange	Course MKT393 Read Chapters 12 and 13 Course GBL467 Read Chapter 15	3.0 1.0	
	11	WED Jul 17	9:30 am to 11:30 pm 7:30 pm to 11:00 pm	Course GBL460 ❖ Lecture: North America Free Trade Law ❖ Greek Festival – Dinner and Herodus Atticus Theatre	Course GBL385/385H/323 Current Events and Ethics Reflection Paper DUE at start of class Course GBL460 Read Chapter 14	2.0 1.5	
	12	THU Jul 18	ATH NAF NAF	9:30 am to 11:00 am 12:00 pm to 2:00 pm 4:00 pm to 5:00 pm	Course GBL385/385H/323 ❖ Lecture: Employment Relationship ❖ DEPARTURE FROM ATHENS AND TRAVEL TO NAFPLION ❖ Orientation ❖ Tour of Hellenic Cultural Center (Greece) Harvard University	Course GBL385/385H/323 Read Chapter 13 <i>Complete the Homework 10 assignment provided on e-Book as Homework 10 DUE at start of class.</i> Course GBL491 Intercultural Scavenger Hunt DUE	1.5 1.0
	13	FRI Jul 19	NAF	9:00 am to 11:00 am 12:00 pm to 2:00 pm 2:30 pm to 5:30 pm	Course GBL460 ❖ Lecture: The European Union and Other Regional Trade Areas ❖ LUNCH BREAK ❖ Lecture: Greek Public Educational System GUEST SPEAKER† ❖ Tour of Palamidi Fortress & St. Andrews Church	Course GBL460 Read Chapter 15 <i>Complete the Homework 5 assignment provided on D2L as Homework 5 DUE at start of class</i> Course GBL491 In-country observational learning exercise DUE at start of class	2.0 2.0 1.5
	14-15	SAT-SUN Jul 20-21	NAF		❖ FREE TIME		

WK 11	16	MON Jul 22	NAF	9:30 am to 11:30 am 1:00 pm to 2:00 pm 3:00 pm to 6:00 pm	<p>Course GBL385/385H/323 ❖ Lecture: Employment Discrimination</p> <p>❖ LUNCH BREAK</p> <p>❖ Lecture: Women in Greece GUEST SPEAKER+</p> <p>❖ Mycenae: The Lion Gate; a United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Site</p>	<p>Course GBL385/385H/323 Read Chapter 14 <i>Complete the Homework 11 assignment provided on e-Book as Homework 11 DUE at start of class.</i></p>	2.0 1.0 1.5
	17	TUE Jul 23	NAF	9:00 am to 10:30 am 11:00 am to 1:30 pm 2:00 am to 5:00 pm	<p>Course GBL385/385H/323 ❖ Lecture: Environmental Law</p> <p>❖ Travel to Kandia ❖ Lunch in Kandia</p> <p>❖ Kandia: Company visit & presentation DIONYSIOS BARBARIS S.A. (a marble factory & exporting marble business)</p>	<p>Course GBL385/385H/323 Read Chapter 15</p> <p>Course GBL491 Reflection #2 DUE at start of class</p>	1.5 0.5 1.5
	18	WED Jul 24	NAF	9:30 am to 11:30 am 1:00 pm to 5:00 pm	<p>Course GBL460 ❖ Lecture: International Marketing Law: Sales Representatives, Advertising, and Ethical Issues</p> <p>❖ Epidaurus: The Ancient Theater of Epidaurus situated within the archaeological site of the Sanctuary of Asclepius (Asklepios); a United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Site</p>	<p>Course GBL460 Read Chapter 16</p> <p>Course MKT393 Read Chapters 14 and 15</p> <p>Course GBL467 Read Chapter 16 <i>Complete the Homework 5 assignment provided on D2L as Homework 1 DUE by 11:59 pm EST.</i></p>	2.0 2.0
	19	THU Jul 25	NAF	9:00 am to 12:00 pm 2:00 pm to 5:00 pm	<p>Course GBL385/385H/323 ❖ Lecture: Law of Debtor-Creditor Relations and Consumer Protection</p> <p>❖ LUNCH BREAK</p> <p>❖ Experiential Service</p>	<p>Course GBL385/385H/323 Read Chapter 16 <i>Complete the Homework 12 assignment provided on e-Book as Homework 12 DUE at start of class.</i></p>	3.0 1.5
	20	FRI Jul 26	NAF	9:00 am to 11:00 am	<p>Course GBL460 ❖ Lecture: Licensing Agreements and the Protection of Intellectual Property Rights</p> <p>❖ FREE TIME</p>	<p>Course GBL460 Read Chapter 17</p> <p>Course GBL385/385H/323 Corporate Social Responsibility Paper DUE at start of class</p>	2.0
	21-22	SAT-SUN Jul 27-28	NAF		❖ FREE TIME		
	WK 12	23	MON Jul 29	NAF	10:00 am to 12:00 pm 1:00 pm to 3:00 pm 3:30 am to 6:30 pm	<p>Course GBL385/385H/323 ❖ TEST FOUR: Chapters 13-16; Buffalo Creek Disaster Book</p> <p>❖ LUNCH BREAK</p> <p>Course GBL460 ❖ Lecture: Taking and National Controls on Foreign Direct Investment</p> <p>❖ Court of Appeals visit and case observation; Tour of Old City; Museums; historical churches</p>	<p>Course GBL385/385H/323 Prepare to take Test Four</p> <p>Course GBL460 Read Chapter 18</p> <p>Course GBL491 In-country experiential learning exercise DUE at start of class</p>
24		TUE Jul 30	NAF	9:00 am to 5:00 pm	<p>❖ Sparti: ancient Sparta</p> <p>❖ Mystras (the 'Wonder of the Morea'): The Byzantine Castle of Mystras; fortress, palace, churches, and monasteries, (UNESCO) World Heritage Site</p>	<p>Course GBL460/MKT393 Learning Team Project is DUE at start of class (OPTION I)</p> <p>OR Course MKT393 Learning Team Projects are DUE at start of class (OPTION II)</p>	4.0
25		WED Jul 31	NAF	9:30 am to	❖ Argo Saronic Gulf Islands Cruise – Hydra (Idra) and Spetses	<p>Course MKT393 Read Chapters 16 and 17</p>	5.0

				8:00 pm	❖ Hydra: The Monastery of the Panagia; the Historical Archives and Museum; the Lazaros Koundouriotis Historic Residence and Art Gallery	Course GBL467 Read Chapter 17	
26	THU Aug 01	NAF		8:30 am 9:30 am to 1:30 pm	❖ DEPARTURE FROM NAFPLION AND TRAVEL TO ATHENS ❖ Ancient Corinth; Corinth Cannel ❖ Lunch	Course GBL491 Reflection #3 DUE at start of class Course MKT393 Cultural Heritage Tourism Essay DUE at start of class	2.0 1.5
		ATH		2:00 pm to 5:00 pm	❖ Company Visit in Aspropyrgos: Aspropyrgos Refinery - Hellenic Petroleum S.A.		
27	FRI Aug 02	ATH		9:00 am to 11:00 am	Course GBL460/MKT393 Project Presentations	Course GBL460/MKT393 Project Presentations (OPTION I)	1.5
				11:00 am to 12:00 pm	Course MKT393 ❖ FINAL EXAM: Chapters 1-17	Course MKT393 Prepare to take Final Exam	2.0
				1:00 pm to 5:00 pm	❖ Experiential Service		
28	SAT Aug 03	ATH		10:00 am to 12:00 pm	Course GBL460 ❖ TEST TWO: Chapters 10-18	Course GBL460 Prepare to take Test Two	2.0
				12:00 pm to 2:00 pm	❖ Program Overview ❖ Farewell Lunch ❖ FREE TIME	Course GBL491 Reflection #4 DUE at start of class	2.0
29	SUN Aug 04	ATH			❖ DEPARTURE FROM ATHENS – RETURN TO USA	HAVE A SAFE TRIP!	

TOTAL CONTACT HOURS DURING STUDY ABROAD = 91.0

POST STUDY ABROAD

PERIOD	CLASS	DATE			CLASS TOPICS	ASSIGNMENTS DUE	HRS
WK 13	25	Aug 09	OL		Final Project	Course GBL385/385H/323 Travel Journal DUE by 11:59 pm EST	2.0
	26	Aug 11	OL		SURVEY/ASSESSMENT QUIZ	Course GBL491 Team photo-journal DUE by 11:59 pm EST	1.0

TOTAL CONTACT HOURS POST STUDY ABROAD = 3.0

TOTAL CONTACT HOURS OF STUDY ABROAD PROGRAM = 139.0

GBL491 | WEEKLY THEMES

STUDY ABROAD

F2F | ATHENS and NAFPLION - GREECE

Start reading right away.

There is a significant reading load, and you will need to have read the material on the beginning of the week it is listed.

Week #	Readings	Topics
1	<ul style="list-style-type: none"> ✚ Clogg: Chapters 1-3 The Byzantine and Ottoman Legacy ✚ Brown, Lester. 2009. <i>Plan B 4.0: Mobilizing to Save Civilization</i>. ✚ William Frey, "Business Ethics," Connexions, http://cnx.org/content/col10491/latest/ ✚ Lester Brown, 2009. <i>Plan B 4.0: Mobilizing to Save Civilization</i> <ul style="list-style-type: none"> • Preface and Chapters 1, 2, & 3 	<ul style="list-style-type: none"> ✚ The Legacy of Byzantium & Greek Orthodox Church 333 AD to 1453 ✚ The Ottoman influence during "Tourkokratia" 1453 to 1821 ✚ Village and folk traditions of Greece
2	<ul style="list-style-type: none"> ✚ Clogg: Chapters 4-5 The Greek Revolution, the Modern Greek State & National Identity ✚ Verizonbusiness (2010, December 17) Perspectives from the C-Suite: Leadership and Sustainability [Video file]. Retrieved from http://www.youtube.com/watch?v=ljNZGs5e_FE ✚ Lester Brown, 2009. <i>Plan B 4.0: Mobilizing to Save Civilization</i> <ul style="list-style-type: none"> • Preface and Chapters 4 & 5 	<ul style="list-style-type: none"> ✚ The Greek Revolution & "Megali Idea" 1831-1923 ✚ A Modern Greek National Identity ✚ The role of language, history & music traditions. ✚ World War II & the Communist Civil War 1924-1949
3	<ul style="list-style-type: none"> ✚ Clogg: Chapters 5-6 The Truman Doctrine and Post War Greece ✚ Lester Brown, 2009. <i>Plan B 4.0: Mobilizing to Save Civilization</i> <ul style="list-style-type: none"> • Preface and Chapters 6 & 9 	<ul style="list-style-type: none"> ✚ The Truman Doctrine, the UN and the Civil War 1949-1955 ✚ NATO, the Military Junta: Division & hardships 1955-1974 ✚ The Restoration of Democracy: unity & direction 1974-1980

NOTABLE QUOTES

Sustainability is not something to be defined but something to be declared. It is an ethical guiding principle.
 Bert De Vries

Great cities are biological parasites in their use of the vital resources, air, water and food, in urban metabolism. The bigger the cities, the more these systems demand from the surrounding countryside and the greater danger of damaging the natural environment "host".

Ian Douglas, *The Urban Environment*

A technological society has two choices. First, it can wait until catastrophic failures expose system deficiencies, distortions, and self-deceptions ... Second, a culture can provide social checks and balances to correct for system distortions prior to catastrophic failures.

Mahatma Gandhi

We fear things in proportion to our ignorance of them.

Livy, Roman Historian

When we try to pick out anything by itself, we find it hitched to everything else in the universe
 John Muir

The care of the Earth is our most ancient and most worthy, and, after all, our most pleasing responsibility. To cherish what remains of it, and to foster its renewal, is our only legitimate hope.

Wendell Berry, *The Unsettling of America*

We cannot solve the problems we have created with the same thinking that created them.
 Albert Einstein

We need to come together and choose a new direction. We need to transform our society into one in which people live in true harmony--harmony among nations, harmony among the races of humankind, and harmony with nature . . . We will either reduce, reuse, recycle, and restore--or we will perish.

Rev. Jesse Jackson

When you've been climbing a mountain for a long time and the summit seems to be as far away as ever, it can give you new heart for the ascent to look back and see how far you've come.

Harold Gilliam, Earth Day, 1990

Appendix 1

All students of the Michigan State University are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct will not be tolerated and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the course instructor involved and non-academic sanctions (including, but not limited to, take the MSU Academic Integrity course, university probation, suspension, or expulsion).

The motto in this course on scholastic dishonesty is "A Spartan does not lie, cheat, steal, or tolerate those who do it."

Therefore, it is expected that each student will conduct himself or herself within the guidelines of the University's rules on academic dishonesty.

What is Academic Dishonesty? Please refer to the course syllabus and University publications for further explanation of academic dishonesty and Honor Code policies. The American Heritage Dictionary defines integrity as the "steadfast adherence to a strict moral or ethical code." PLEASE NOTE: Academically dishonest behaviors include, but are not limited to, the brief examples described below.

Plagiarism: Portrayal of another's work or ideas as one's own. There may be an *Intentional Plagiarism* or *Inadvertent Plagiarism*. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Plagiarism may occur with respect to unpublished as well as published material. In some cases, plagiarism may also involve violations of copyright law.

- Buying a paper off the Internet or a term paper source and turning it in as if it were your own work
- Improperly citing references on a works cited page or within the text of an assignment
- Failing to cite sources used to complete an assignment
- Using an article or quoted material from a periodical or the Internet and presenting it as your own
- Attempting to make the thoughts of another student appear to be your own by altering the word arrangement, or by paraphrasing or omitting works and not citing the source
- Retyping or re-titling another student's paper and handing it in as your own
- Borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source
- Partial or incomplete attribution of words, ideas, or data from an original source

Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise, i.e. using unauthorized notes or study aides, allowing another party to do one's work or exam as one's own, or submitting the same or similar work in more than one course without permission from the course instructors.

- Taking an exam or quiz or completing an assignment for another person
- Looking off another person's exam or quiz for answers or posting or obtaining examination/quiz questions and/or answers on or from the Internet or another electronic resource
- Bringing and using unauthorized notes during an exam or quiz
- Using or attempting to use unauthorized devices, information, or materials during an exam or quiz or in any other academic exercise, including written materials, verbal and non-verbal communication, and electronic communication
- Obtaining or viewing another student's assignment, paper, quiz or exam
- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others
- Taking a paper or substantially similar paper used for one course and handing it in to a different course instructor without disclosure and approval of all course instructors concerned

Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.

- Making up a reference for a works cited page
- Citing a source in a bibliography when the source was neither consulted nor cited in the body of the assignment.
- Making up statistics or facts for academic work
- Changing or altering the answers to a graded assignment or exam
- Falsifying academic documents (including signing someone else's name)
- Lying to your course instructor
- Having another student complete your assignments, quizzes or exams

Lying: Deliberate falsification with the intent to deceive in written or in verbal form as it applies to an academic submission.

Bribery: Providing, offering, or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.

- Paying a student to do work on your behalf
- Attempting to pay a course instructor to change a grade
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose

Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.

Aid of Academic Dishonesty - Complicity or Collusion: Intentionally or negligently facilitating plagiarism, cheating, or fabrication.

- Helping another student complete a take home exam or quiz
- Giving someone else the answer(s) to assignments, quizzes or exams
- Collaborating (working together) with others on work that is supposed to be completed independently
- Sharing with another student your completed work before or after it is graded for an assignment intended to be completed individually and without collaboration

- Telling students, in other sections of the course or those who have not yet taken a quiz or exam during the semester or those in future semesters, what information or questions were used by your course instructor
- Giving or selling your work
- Copying, emailing or faxing assignments to another student or giving your work to another student to be copied, emailed or faxed when not permitted by your course instructor to do so
- Knowingly sharing your work for someone else's benefit
- Printing out your work for the benefit of another student
- Planning or attempting with another to commit any act of academic dishonesty
- Posting or obtaining examination, quiz, or other assignment questions and/or answers on or from the Internet or another electronic resource
- Depriving another student of necessary course materials or sabotaging another student's work

Misuse of Property: Misuse of property violates the values of integrity, respect, and continuous improvement. Misuse of property may include, but is not limited to, misusing or taking University property or the property of others without permission, or misusing or misappropriating funds. Examples include misuse of copyrighted material, vandalism, or embezzlement.

Appendix 2

Please read and sign the following form and submit it online in the ebook by the posted date.

Acknowledgement of Receipt of Syllabus Form

I, the undersigned, do hereby acknowledge that I have received a copy of the program syllabus for the STUDY IN GREECE | Business Law, Ethics, and Sustainability in Emerging Global Marketplace classes and read the syllabus for this program carefully and that I understand and agree (1) to the policies, rules, class procedures, and penalties of the program stated in the syllabus and of Michigan State University; and (2) the requirements necessary to successfully complete the program and what is expected of me to earn a grade in these courses. I also understand that I am responsible (1) to read and understand the syllabus content; (2) to abide by the guidelines presented therein; and (3) for my own work and actions.

In addition, by affixing my signature bellow I agree with the following statements:

- ❖ If circumstances are such that I cannot complete the semester, I understand that it is my responsibility to withdraw officially from the program. If I do not withdraw officially, I know that I will receive a course grade for course registered and that the instructor is required by law to report when I last attended class.
- ❖ I acknowledge that my instructor reviewed the syllabus with the class during the first class meeting and allowed for a questioning/answering period and I have had the opportunity to ask and have answered any questions I may have concerning the syllabus and this program in general.
- ❖ I understand and agree to the requirements and policies stated in the syllabus and it is my responsibility in the future to contact the instructor in writing to seek clarification whenever I am not sure of what is expected of me in this program.
- ❖ I understand that all provisions in this syllabus are subject to revision by the instructor upon advance written notice to the students. I agree to be held responsible for any changes/additions/deletions to these policies which are communicated to the class.
- ❖ I have read and understand the *Academic Honesty, Student Integrity & Plagiarism* policy stated in the syllabus and I will act with integrity during all program graded assignments.
- ❖ I acknowledge and understand that my failure to abide by the policies set forth in the syllabus may have significant academic consequences for which I am solely responsible.
- ❖ My signature below does not in any manner signify the waiver of any rights granted to me by the policies, rules, and regulations of Michigan State University.

(Print) Student Name

(Print) Student ID

Student Signature

(Print) Date