INTB3098 Understanding European Business Syllabus
Spring Semester 2018: Jan 8 – Apr 26
M 3:35 – 4:30p, Lindner 223

Professor
Anne Cappel
Office Hours: Monday 2:30 – 3:30 SAP Lab # 10 M

Coordinators:
Lee Armstrong, Assoc. Director International Programs (armstrla@ucmail.uc.edu)
Molly Zweig,

Travel
Mar 9 – Mar 17
#Students 24

Flights
3/9 DL 228 Cincinnati – Paris 6:09pm – 8:26am
3/17 DL 229 Paris – Cincinnati 1:00pm – 5:20pm

Accommodations Generator Paris https://generatorhostels.com/destinations/paris

Objectives
This course seeks to develop “savvy” cultural insights and skills with which to do business in the European Union. Students will be exposed to, and gain an appreciation for, the impact culture has on business and interpersonal relations through interactive, immersive, experiential, and reflective learning opportunity greater confidence for conducting business in cross-cultural environments, greater awareness of themselves and their own cultural make-up.

1. Expose students to marketing globalization concepts: understanding different cultural mindsets and behaviors
   a. culture (personal and business etiquette and customs)
   b. luxury or craft (trends, brand, experience)
   c. marketing (media ecology, communication, consumer behavior)
   d. travel (hotels, transportation, money, daily life, key phrases, sightseeing)
2. Expose students to INSEEC Paris based program concepts before departure.

Coursework Focus
1. Pre-travel: exploratory and preparatory
2. Post-travel: synthesis and application of knowledge

INSEEC Courses
1. Luxury Brand Management
2. French Culture
3. International Business Case

Site Visits (Potential)
- Louis Vuitton
- Hermes

Additional site visits pending; published before travel

Travel Schedule Overview (Subject to change; Full schedule to be provided prior to travel)
Sat, Mar 10
8:30a Arrive Paris Airport
10a – 12p City Tour by Bus
12p – 2p Arrive Hostel: Drop off Luggage
2p – 5p Lunch (on your own)
5p Check in / free time
6p Daily Briefing

Dinner (on your own)
Sun Mar 11  
10a – 12p  Marche de la Bastille (shopping)  
12p – 5p   Versailles Day Trip (subway)  
5p        Daily Briefing  
6p        Dinner (on your own)  

Mon, Mar 12  INSECC Program  
5p: INSECC Happy Hour  

Tues, Mar 13 
INSECC Program  
5p        Daily Briefing  
Free Evening  

Wed, Mar 14  INSECC Program  
5p        Daily Briefing  
River Cruise@Night (TBD)  

Thurs, Mar 15 
INSECC Program  
5p        Daily Briefing  
Free Evening  

Fri, Mar 16  INSECC Program  
Final Supper: Brasserie Julien  
16, rue du Faubourg, Saint-Denis 75010 Paris
### Semester Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 8</th>
<th>Course Overview: Introductions, Syllabus + Schedule, Itinerary</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>Jan 22</td>
<td>Lecture: What is Globalization? Lecture: What is Cultural Competence? Cultural Competence (The fundamentals: business etiquette and customs, lifestyles + entertainment; The important stuff: identifying diversity, your own biases, and meeting people where they are)</td>
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<tr>
<td>Week 4</td>
<td>Jan 29</td>
<td>Lecture + Research Project: Exploration of International Luxury Companies and Digital Marketing Strategies</td>
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<td>Week 5</td>
<td>Feb 5</td>
<td>Lecture/Guest Speaker: TBC Representatives for Brands on Site Visit List</td>
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<tr>
<td>Week 6</td>
<td>Feb 12</td>
<td>Lecture/Guest Speaker: Luxury Experiences: TBC International Trends + Experience in Fashion, Hotel, Airlines</td>
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<td>Week 7</td>
<td>Feb 19</td>
<td>Research Project Presentations Papers due on Blackboard</td>
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<tr>
<td>Week 8</td>
<td>Feb 26</td>
<td>Preparing to Travel: Molly Zweig Navigating hotels and flights, transportation, money, daily life, key phrases, sightseeing</td>
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<tr>
<td>Week 9</td>
<td>Mar 5</td>
<td>Presenting Your Study Abroad Experience to Employers: Molly Zweig/Keith Sun Tips on including your Study Abroad experience in your resume; and, how to discuss the experience in interviews -</td>
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<td>Week 10</td>
<td>Mar 9 - 17</td>
<td>TRAVEL</td>
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<td>Week 11</td>
<td>Mar 19</td>
<td>Debrief + Exercise to revisit travel reflections Travel Journals due on Blackboard by Mar 26</td>
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<td>Week 12</td>
<td>Mar 26</td>
<td>TBD</td>
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<td>Week 13</td>
<td>Apr 2</td>
<td>TBD</td>
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<td>Week 14</td>
<td>Apr 9</td>
<td>TBD</td>
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<td>Week 15</td>
<td>Apr 16</td>
<td>TBD</td>
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<tr>
<td>Week 16</td>
<td>Apr 23</td>
<td>Final Exam Week - No Final Exam</td>
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Grading + Evaluation Criteria
The following evaluative standards will be applied:

- **Mandatory UC International Pre-Departure Orientation**  
  100 Points

- **Pre-travel Research Project and In Country Journal Entries**  
  100 Points Each
  - Pre-travel research to be done in teams.
  - Learning journals to be done in country.
  - Grades will be based on the quality of the entry
  - Based on Kolb Learning Criteria: experience, reflection, experimentation, implications:
    - 5 Excellent
      (Exceptionally insightful research and observations and rich reflection; excellent illustrations and examples)
    - 4 Acceptable
      (Nice research and observations and thoughtful reflection; good illustrations and examples)
    - 3 Emerging
      (General research, observations and reflection; includes illustrations and examples; more depth and insight needed)
    - 2 Lacking
      (Need added depth/clarity; missing elements)
    - 1 Unacceptable

- **Travel Participation and Contributions**  
  500 Points
  While abroad, you will be representing yourself, your college, and your country. This is no small responsibility and should be taken very seriously. Your individual ambassadorship is vital to all traveler's success. Your contribution to the group’s learning, positive dynamics and image will be critical and it will be based on leader’s observation and relevant reviews.

Non-original work will be disqualified. Late assignments will be deducted 5% for each day late. Incompletes (“I” grades): This type of grade is granted only by the instructor’s discretion, with a signed Request for Incomplete Grade form (available in the LCOB College office). It will only be granted due to extreme or unforeseen circumstances (medical emergency, judicial obligation, etc.). Extra credit or make-up projects will not be made available.
ASSIGNMENTS:

1 Mandatory UC International Pre-Departure Orientation
Every student who travels abroad with the University of Cincinnati is required to attend a mandatory UC International pre-departure session. You only need to select one pre-departure orientation from the many dates offered by UC International. You can find the complete list of dates and times at http://www.uc.edu/international/study-abroad/preparing-to-go-abroad/required-pre-departure-orientation.html

Note: Failure to attend a mandatory UC International pre-departure session will result in the loss of any UC study abroad scholarship.

2 Pre-Travel Research Project
Preparation is essential for developing an understanding of how to conduct business abroad and to getting the most out of your study abroad program. Working in teams on presentations about the people, places, and companies we will visit will help you to get to know the culture, and it will enable you to get to know each other. Presentations will be on the following:

1. European Culture Presentation (10 minutes max)
   What makes cultures different? What distinguishes doing business in the United States versus in the European Union? What cultural differences should businesses keep in mind when marketing to consumers across different cultural contexts? How might marketers modify their marketing efforts to effectively account for these differences?

2. Cultural Immersion Presentation (10 minutes max)
   How do you understand your consumers’ cultural context? Planning and researching your destinations will help you understand the local values and economy. Teams will identify particular ‘specialties’ and challenges – what products, food, sites/features, experiences are an integral part to Paris and why? What issues might be especially challenging for you and for businesses in this region?

3. Industry/Firm Presentation (10 minutes max)
   How do you prepare for a business visit? Preparing for those visits by researching those industries and firms will help make the most of your experience. Through team presentations, we will build knowledge of the industries/firms we will visit. This Team will provide an insightful overview of the key strategy or strategies, competitive advantage(s), challenges and opportunities faced, enabling richer insights from our specific visits. What key facts and trends distinguish this industry? What meaningful questions and insights could be answered via access to these firms?

4. What is Cultural Competence? (10 minutes max)
   How do you successfully conduct business across cultures? What do you think might be the philosophical underpinnings to such differences? How do you measure it in others? In yourself? What behaviors should you observe during your company visits? How do such business behaviors help you conduct more effective negotiations in that culture? How do you think cross-cultural negotiations might be successful? What do you think the impact of social culture on business culture might be?
3 Journal Reflections
Journals help you purposefully learn from your experience. You will write 4 entries (as described below) while you are overseas, and upon return use Kolb's Learning Cycle as an iterative evaluation guide prior to submitting your final journal. Creativity is highly encouraged. Use photos or other items to illustrate your observations/insights.

Kolb’s Learning Cycle
- **Experience:** What cultural clues did you experience? Describe what happened. This component of your journal requires cultural sensitivity. Thoughtfully observe and describe related cultural clue(s).
- **Reflection:** What cultural difference do these clues suggest? Why do you think this difference exists (e.g., what value does it have for the individual/group)? Look at the experience from the “local” perspective. Remember, cultures develop and persist because they serve a purpose.
- **Experimentation:** Based on your experience and reflection, what do you think you “know” now? Explain the cultural differences, which you identified. How could you account for the differences?
- **Implications:** How might understanding these differences affect your social or professional interactions with people from this culture? How would you use this insight to manage cultural differences?

Journal Entry Topics
1. **Services/Products** How do services and products differ in the EU? Think about a particular service or product experience you had while abroad. How was it different than what you might experience in the US? Why? How might you test this theory? How should marketers adapt their products/services for a European market? (1 page max)
2. **Advertisements** How do marketers promote their offerings in different cultural contexts? Think about an ad you encountered. What was distinctive about it? How might it have reflected the local culture? Is this a cultural difference or something specific to the product or brand? What does the ad reveal about its audience? (1 page max)
3. **Values** What did you learn about cultural values? Think about a value that seems to be prioritized differently in the EU versus at home. How could you ascertain whether this a meaningful cultural difference or a stereotype? How might marketers use this insight to better position marketing efforts to different audiences? (1 page max)
4. **You** What did you learn about yourself and your own culture? Focus on yourself and the overall experience: how did this experience affect your understanding of yourself, your worldview, your perspective on business and on culture? (1 page max, upon returning)
Required Texts and Readings
All required texts and readings will be identified in Blackboard and links to the sources will be provided, as appropriate. References to texts will include UC library resources or purchase resources. You are expected to read the references and include them in your assignment work, as appropriate.

Meetings with Professor
If you have questions concerning assignments, or any other course related issues related which cannot be answered during class sessions, please schedule an appointment.

Anne Cappel
cappelal@ucmail.uc.edu
513.310-9500 c
Office Hours: Mondays 2:30 – 3:30 pm SAP Lab # 10 M
Other times by appointment

If you know you will be missing a scheduled appointment, please alert me ahead of time by text at 513-310-9500(cell) or email at cappelal@ucmail.uc.edu . Please try to give me 24 hours advance notice of cancellation. Any email or voice mail inquiries you send will be responded to within 24-48 hours of receipt, Monday – Friday during normal business hours, at the student’s official “mail.uc.edu” email address.

Attendance Policy
Attendance is mandatory. At the discretion of the professor, attendance may be taken at the beginning of each class session. Students not present for attendance will be counted as absent. Students counted absent for 2 classes will have their course grade lowered by one full letter grade. The student is responsible for missed work. No makeup will be available. Students absent for more than 2 class sessions may be asked to withdraw from the course. Students carrying 3 absences who elect not to withdraw, after instructor’s request, may receive an “F” for the semester. For absences that continue to accrue past the University’s withdraw deadline, the course grade may be lowered further (a full letter grade per additional absences). Please notify your professor of any expected absences due to official UC athletics commitments, family emergencies, judicial obligations or extended illness or medical emergencies at least one day prior, where possible. An extended illness is one with a doctor's verification. These are the only four types of “excused” absences, all of which require documentation. No excused absences for critique days, with the exception of pre-defined athletics commitments and judicial obligations.
Note: Work commitments and job interviews are not excused absences, unless discussed in advance.

Weather Related Policy
There may be instances where the University closes for inclement weather. This closure will not preclude the submission of any work that is assigned or due that day. All work is to be submitted via Blackboard, so unless there is an official documented system-wide Blackboard outage that lasts the entirety of the day, all work must be submitted as indicated the Blackboard assignment. Further, any work that is scheduled for assignment that day is considered assigned, as it will be provided and explained in Blackboard. In lieu of classroom lectures on days that the University closes for inclement weather, I reserve the right to record and publish that day’s classroom discussion, as well as require the submission of an assignment associated with that recording which may be due on the day of the University closure. In the event that the University does not issue a formal closure but travel is treacherous, I reserve the right to elect not to hold onsite classes but to record and publish that day’s classroom discussion, as well as require the submission of an assignment associated with that recording which may be due on the day of the University closure.

Laptop Technology Classroom Use Policy
Although having a laptop in class opens up new learning possibilities for students and instructors alike, sometimes their usage can also become inappropriate, irresponsible, distracting, and simply disrespectful. During the scheduled class period, your computer and other technical devices, whether the school’s or personally owned, are to be used for that course’s assignments and activities inside the classroom ONLY, during specified studio time. Please turn your cell phone to silent and put it away to avoid the temptation of distraction; and, refrain from using your computer during
lectures or guest speakers. Simply put, it is rude. Accessing ANY social media platform for anything other than the class activities will result in an absence recorded for that class session. Reference “Attendance Policy” section to understand the full impact that this violation will have on your final grade. Acceptable Usage: includes taking notes, working on assigned in-class exercises / projects, and discussions that do require laptop use. Inappropriate Usage: includes Facebook, Instagram or any other social channel, instant messaging, e-mailing, surfing the internet, playing games, chatting, writing papers, doing homework (for this or other courses), etc. during class time. Also, do not display any material on computer screens that may distract or offend classmates and/or instructor. When classroom activities require sound, please use headphones and do so at an appropriate volume level. For the first inappropriate usage, instructor will politely request observance of the technology policy. For subsequent inappropriate usage(s), the use of ANY digital technology or channel, including but not limited to social media platforms, for anything other than the class activities will result in an absence recorded for that class session. Reference “Attendance Policy” section to understand the full impact that this violation will have on your final grade. So, during our scheduled class session remember…please turn off cell/smart phones, pagers, social media and instant messaging or anything else that could be deemed disrespectful. Please use your laptop appropriately and responsibly.

**Code of Conduct**
The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced (http://www.uc.edu/conduct/Academic_Integrity.html). Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. It is assumed that students legitimately own all software used to complete projects, and that projects consist solely of work created by the student, unless otherwise noted in writing.

**Special Needs Policy**
If you have any special needs related to your participation in this course, including visual impairment, hearing impairment, physical impairment, communication disorder. And / or kind of learning disability that may influence your performance in this course, it is important to meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of instructor some accommodations may require prior approval by Disability Services: (http://www.uc.edu/aess/disability.html)

**Plagiarism**
The UC Student Code of Conduct defines plagiarism as:
- Submitting another's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author with footnotes, citations or bibliographic reference.
- Submitting as one's own, original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
- Submitting as one's own, original work, material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.

What are the penalties for plagiarism?
- Formal report of academic misconduct. (UC student disciplinary records are maintained for 6 years with access limited to those with an educational need to know and those who receive permission from the student – law school admissions, government employers, etc.)
- Reduced or failing grade on the exercise.
- Reduced or failing grade for the course.
- Recommendation to the College Hearing Panel / Dean / Provost for probation, suspension, or dismissal.

**PACE**
This course aligns with PACE, the Lindner College of Business platform for developing the total business professional.
P – Professionalism
  - Enhance oral & written communication, express ideas clearly, logically and persuasively.
  - Develop and practice teamwork skills through group projects and exercises.
  - Practice professional habits of punctuality, preparation, respect and participation.
A – Academics
  - Develop foundational knowledge of core business functions and their interactions within firms.
  - Begin applying functional and cross-functional knowledge to critically analyze business problems; for example applying techniques for business plan development.
C – Character
  - Learn and apply leadership techniques for project management (plan, brief, execute, debrief).
  - Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
  - Understand importance of ethics and social responsibility in business and personal settings.
E – Engagement
  - Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
  - Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.