University of Cincinnati

I. Course Information:

*Title:* Doing Business in India – Study Abroad India  
*Course #:* INTB 5001, Section 001  
*Classroom and Class time:* Lindner Hall 209; Monday 3:35pm to 4:30pm  
*Credit Hours:* 3  
*Term:* Fall 2017

II. Instructor Information:

*Name:* Asawari Deshmukh  
*Office:* Lindner Hall 202  
*Email:* Asawari.Deshmukh@uc.edu  
*Office Hours:* Monday 11am-2pm; Tues. and Thurs. 9-10:30am or by appointment  
*Communication Policy:* In addition to communicating with me in person during office hours and class time, I am most available via email and I will respond to every email within 1 business day.

III. Link to 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.

IV. Course Materials

Required Reading:

• All required reading handouts will be assigned in class.
• Additionally, you will be assigned other study material (including, but not restricted to news articles, videos, etc.)

Optional Reading:

• Reimagining India: Unlocking the Potential of Asia’s Next Superpower by McKinsey & Company Inc (edited)
• Culture Shock! India: A Survival Guide to Customs and Etiquette by Gitanjkali Koland

V. Course Description:

India is not only the largest, most populous democracy in the world, but a committed defender of free trade. Although India has a rich history of over 5000 years, it is a relatively a young independent and unified nation. Since its independence in 1947, India has embarked on several courses towards development based on different ideologies. Some of those ideas have worked and bourn effective results while other experiments have failed drastically. Through all these vibrant years, it has provided some key insights to scholars of practically every field of Economics, Business, Political science, Technology and Science.

This course is intended to introduce students to the dynamics of Doing Business in India. The class will be conducted once a week for the 15 weeks of Fall 2017 semester and will culminate in a 10-day, intense, immersion visit to India.

The group will travel to Mumbai (formerly called Bombay), Bengaluru (formerly called Bangalore) and Agra (sightseeing - Taj Mahal) in India. Through a variety of lectures, and visits to businesses, government organizations and NGOs students will enhance their understanding of the Indian business environment. They will also get opportunities to interact with peer students from a few colleges in India for a well-rounded perspective of life in a metropolitan city in India.
VI. Student Learning Outcomes:

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

- Work effectively in a multi-disciplinary group
- Appreciate the challenges and opportunities of business in India
- Appreciate the role of diversity as a strength for economic progress
- Recount the experience of having visited one of the 7 Wonders of the World – Taj Mahal
- Write coherent observations and insightful reactions to the organizations and people that you interact with on the study abroad experience.

VII. Instructional Methods (Including Description about Bb):

This course will consist of 13 in-class lectures before the intended trip to India. It will incorporate lectures, guest lectures, student presentations, as a part of the pre-departure segment of the course. The course concludes with the 10-day trip to India which will consist of company visits, lectures and field activities. The course will also utilize the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Please be sure that you are very familiar with Bb. Please visit the following website for details with the working of Bb.

http://www.uc.edu/ucit/learningtechnologies/mobilelearn.html.

Laptops: Please bring your laptops to class at UC as we will use them throughout the lecture for discussion. Please do not be a disturbance to other class members and use them for classroom purposes only. Be respectable of others around you. While in India, please do not use electronic devices during lectures and organizational visits.

VIII. Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student Email Policy for more information:

http://www.uc.edu/content/dam/uc/infosec/docs/general/Policy_StudentEmail.pdf.

IX. Course and Grading Policies:

1. **Course Structure:** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard.
2. **Academic Integrity**: As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct (see: [http://www.uc.edu/conduct/Code_of_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)).

3. **Disability**: Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. [http://www.uc.edu/aess/disability.html](http://www.uc.edu/aess/disability.html)

4. **Counseling Services, Clifton Campus**: Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

5. **Title IX**: Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website [www.uc.edu/titleix](http://www.uc.edu/titleix) or contact the office at 556-3349.
6. **Criteria for letter grades:**
Your course grades will be based on your performance on the following:

**Point Allocation:**
- Attendance and Class Participation: 20 Points
- Quizzes (based on lecture material): 20 Points
- Group Presentation: 20 Points
- Participation in Field Activities: 20 Points
- Journal entries (2) and Reflection Paper: 20 Points

**Total Points Available**: 100 Points

**Grading Scale**
- A >= 93
- A- >= 90 & < 93
- B+ >= 87 & < 90
- B >= 83 & < 87
- B- >= 80 & < 83
- C+ >= 77 & < 80
- C >= 73 & < 77
- C- >= 70 & < 73
- D+ >= 67 & < 70
- D >= 63 & < 67
- D- >= 60 & < 63
- F < 60

a. **Attendance and Class participation:**
There are 13 in-class lectures for this course through the Fall 2017 semester. The class will meet on Mondays from 3:35 – 4:30pm in Lindner Hall 209. Attending and actively participating in the weekly class is a requirement for the successful completion of the course. During class periods and guest lectures, students will be required to come prepared to discuss the assigned readings and to participate and advance the discussion.

Although I understand that there may be genuine reason for missing a class or two, attendance and participation is mandatory. Points will be deducted based on the following scale for missing classes:
- Missing 1 class (with prior notice to the instructor) – No points deducted
- Missing 2 classes (with or without notice) - 5 points deducted
- Missing 3-4 classes (with or without notice) – 10 points deducted
- Missing 5 or more classes – 20 points deducted

b. **Quizzes:**
Throughout the semester there will be 3-4 quizzes (for a total of 20 points) administered online through Blackboard. The quizzes will be based off of the information in the assigned reading, class discussions and guest lectures. You will have 2 attempts for each quiz.
c. Group Presentation:
The class will divide itself into 6 groups (minimum of 2 members in a group and maximum of 4). Each group will make a 20-minute presentation which will be evaluated by the instructor and the peers in the class. Peer students will submit anonymous review of the presentation to the instructor and the final point allocation will be decided by the instructor.
The topics of presentation are closely related to the places we will visit on our trip to India. Groups can choose a topic from the following list of topics:
1. City of Mumbai
2. City of Bangalore
3. City of Agra
4. Indian Film Industry (particularly the one in Mumbai, popularly known as Bollywood)
5. Diversity in India: Language, Religion, Food, clothing, etc.
6. Education System in India: Primary, Secondary, Post-Secondary, Professional, etc.

Each Group presentation will be evaluated based on the following criterion:

- Exceptional (19-20 points)
  Addresses all aspects required with strong details, insightful commentary, and solid conclusions. Clear communication during presentation.

- Good (17-18 points)
  Mostly addresses all aspects required but needs added depth/clarity in some areas

- Marginal (0-16 points)
  Minimally addresses all aspects required such that lacks substance and details

d. Participation in Field Activities:
Your preparation for and active contribution in all class and on-site discussions is critical to your study abroad experience. Importantly, while in India, you will be representing yourself, the Lindner College of Business, and the University of Cincinnati. This is no small responsibility when traveling abroad, and being a true ambassador is vital. Keep the following items in mind in order to get the most out of your study abroad experience:

- Be respectful and culturally sensitive
- Be considerate, patient, polite, and open-minded
- Display leadership and give a quality effort to come fully prepared
- Be on time and willing to learn
- Be an engaged participant
- Be conscious of your image/reputation and show a positive attitude
- Be appropriately dressed
- Be a good communicator/listener

Participation in Field Activities will be evaluated based on the following criterion:

- Exceptional participants (19-20 points)
  Exceptionally prepared and involved in discussions, heavily engaged in visits and asking questions, and continuously focused on making the most of the learning experience.
• Valued participants (17-18 points)
Well prepared and engaged in discussions, often engaged in visits, and a positive/professional contributor to the group.

• Passive participants (15-16 points)
Somewhat prepared and sometimes engaged in discussions, often passive and quiet but attentive, appreciated the group and the experience.

• Marginal participants (0-15 points)
Not prepared or involved in discussions, inattentive during visits, and behavior detracts from the group experience.

e. Journal Entries and Reflection paper:

i. Each student will write two journal entries while in India. The journals help you purposefully learn from your experience and give you the opportunity to react on concepts discussed in the pre-departure classes. Your journals should also capture your interactions and observations during the company and cultural visits. Each journal entry (hand written is perfectly acceptable) should be no more than 2 pages typed, single-spaced, 12-font.

The Journal entry has to be in the following format (Kolb’s journal format):

- Experience
- Reflection
- Theory
- Summary/Implications

Below I have given an example of an observation from the Guatemala Study Abroad experience.

Format for learning journals
Experience: What cultural clues did you experience? Describe what happened; what you observed. This component of your journal requires cultural sensitivity. Thoughtfully observe and describe the related cultural clue(s) – e.g., stories, language, symbols, rites/rituals, norms, attitudes, etc. experienced during construction work, casual conversations, sightseeing, shopping trips, etc.

An example in Guatemala, hypothetically, would be that you see young children without parental supervision playing around the construction site. This would be the observation of a particular behavioral norm.

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.

What does this observation about Guatemalan children suggest about cultural differences between Guatemala and the US? Norms about child care? Values about the
responsibilities of children? Individualism? Importance of rules to ensure safety? Try to put yourself in the position of a Guatemalan with respect to these behaviors.

Theory: A theory is a proposition (or set of propositions) that attempt to explain something. Based on your experience and reflection, what do you think you “know” now; what can you explain about Guatemalan culture? Develop your own or borrow (e.g., from studies, classes, etc.) a theory that explains the cultural difference, and explain your theory. For example: Americans are motivated first and foremost by money. Explain…

Following through with the child example, you could attempt to develop a theory about what fundamental cultural factors (differences) explain Guatemalan parents’ behaviors (or the differences between their behavior and that of Americans). For example, the indigenous Guatemalan mother may expect the community to watch out for her children. You could bring theory about culture (e.g., Hofstede) into this discussion and discuss a collectivist society.

Summary/Implications: How might understanding this difference affect your social interactions with people from this culture? How would you use this learning to manage cultural differences more effectively?

Here again there are lots of possibilities. You may not hesitate to tell children to be careful. You may introduce yourself to the parents. You may expect children to take on more responsibility at their age than is typical in the US. If you are an education major, you may realize that children don’t have much parental supervision with regards to homework.

The two journal entries are due before you leave India.

ii. Each student will submit a Reflection Paper about their experience on the India trip. This paper should be typed and should be at least 2, but no more than 3 pages typed, single-spaced, 12-font. This paper should essentially cover a reflection on what most fascinated you during this trip. You will also include in this paper your thoughts on how closely you experienced what you had expected from the pre departure class sessions. Creativity is highly encouraged. Use photos or other resources to illustrate your observations and insights.

Journal entry (Each Journal entry out of 5 points) and Reflection paper (out of 10 points) will be evaluated using the following criterion:
• Exceptional (4-5/ 8-10 points)
  Exceptionally thoughtful, including insightful observations and rich personal reaction. Creative use of resources for the paper.
• Good (2-3/ 4-7 points)
  Solid and thoughtful, adequate observations and personal thoughts. Used some pictures/visual depiction for the paper
• Marginal (0-1/ 0-3 points)
  General observations and reaction, and lacks depth of thoughtfulness and insight.
X. Organization Visits and Cultural Activities:

During your travels in India, we will visit several corporations and government agencies and experience many cultural activities. It is important for students to understand that all these activities are important to get a well-rounded experience on this trip. Therefore, students should prepare for all visits and events in order to achieve the learning objectives. Although most people in India speak and understand English, given some language barrier and other cultural sensitivities, there is not too much time scheduled as free time for students to explore the places “on their own”. Please be sensitive to this arrangement. You will have some free time to relax and reflect. You may use part of this time to plan and organize your thoughts for your journal entries and reflection paper.

Rules and Expectations:

1. You are expected to come to class and participate. This includes lectures, presentations, and site visits while in India.

2. All assignments are due by the designated day and time given in the course website. Late assignments will not be accepted and will receive a grade of zero unless you have an unavoidable and verifiable medical or family emergency.

3. Student groups are encouraged to work together, but each student must complete journal entries and a report individually.

4. You are expected to know and adhere to the Student Code of Conduct for the University of Cincinnati (http://www.uc.edu/conduct/Code of Conduct.html). You assumed this responsibility by registering as a student in this class. Disciplinary action will be taken should any violation of the Code occur.

XI. Proposed Class Schedule:

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<tr>
<th>Class Date</th>
<th>Topic</th>
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<td>August 21</td>
<td>Course Overview&lt;br&gt;Overview of Study Aboard India program by the International Programs’ Office</td>
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<tr>
<td>August 28</td>
<td>Overview of Growth and Development in India – A Socio-Political perspective by Prof. Debashis Pal</td>
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<tr>
<td>September 11</td>
<td>Lecture – Importance of Mumbai, Bangalore and Agra</td>
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<tr>
<td>September 18</td>
<td>Lecture – Overview of the financial sector in India</td>
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<tr>
<td>September 25</td>
<td>Lecture - Role of the businesses to be visited while in India, in the economic growth and prosperity of India</td>
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<tr>
<td>October 2</td>
<td>Lecture – Contrasting the role of Public policy in India v/s US</td>
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<td>Date</td>
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<tr>
<td>October 16</td>
<td>Guest Lecture by Rahul Deshmukh on Comparing Business styles in India v/s the US</td>
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<tr>
<td>October 23</td>
<td>Proposed Guest Lecture</td>
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<tr>
<td>October 30</td>
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<td>November 6</td>
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<td>November 13</td>
<td>Group Presentations</td>
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<tr>
<td>November 20</td>
<td>Wrap up of pre-departure classes</td>
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<tr>
<td>November 27</td>
<td>Final briefing by the Office of International Programs for the international trip</td>
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