University of Cincinnati

I. Course Information:

   **Title:** Study Abroad Costa Rica  
   **Course #:** INTB5021  
   **Credit Hours:** 3  
   **Term:** Spring 2017

II. Instructor Information:

   **Name:** Dr. Michael Jones  
   **Office:** 324 Linder Hall  
   **Email:** m.jones@uc.edu  
   **Office Hours:** calendly.com/jones or by appointment  
   **Phone:** 513-556-2491

   **Communication Policy:** I realize that many of you work, have other obligations, participate in school activities, etc. I am willing to meet at a time that works for your schedule. I am most available via email and I will respond to every email within 1 business day.

   **Classroom Times:**

   All classes will run from 4:40 – 5:35 in Lindner 223.

   1/9
   1/23
   2/6
   2/20
   3/6
   4/17
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**

1. Case 9-703-422 (Harvard Business School Coursepack)  
   Building a Cluster: Electronics and Information Technology in Costa Rica  
2. Case NA0313 (Harvard Business School Coursepack)  
   The Road to Tortuguero  
3. Additional slides, material, and announcements will be done through Blackboard.

   The coursepack link is available here – [http://cb.hbsp.harvard.edu/cbmp/access/57496273](http://cb.hbsp.harvard.edu/cbmp/access/57496273)

**Optional**


V. Course Description:

This course provides a comprehensive understanding of the economy and social environment in Costa Rica. There will be a specific focus on understanding trade and sustainable economic development by policy organizations, government, and individuals. For example, economic objectives address the distribution and use of limited resources, environmental objectives consider preservation of natural resources, and social objectives are concerned with improving standards of living.

As an interdisciplinary concept, students will build tools, terminology, and problem-solving skills needed to assess economic development in Costa Rica. During the pre-departure classroom times, we will discuss

- The culture and history of Costa Rica
- The economic climate of Costa Rica
- The international trade environment (including currency, central bank, trading partners, membership organizations, etc.)
- Economy theory of trade and sustainable development

During some of the pre-departure class periods, we will discuss these issues through the use of businesses cases. Students will be expected to read and come prepared to discuss the cases prior to class.

During the travel experience, students will attend lectures, tour multinational and local companies, and visit ecotourism sites. All field activities provide opportunities for students to apply in-class concepts to real-world, practical examples.

**Travel Dates:** 4/29 – 5/07

**Housing:** Modest hotels and cabins.
VI. Student Learning Outcomes:

Upon successful completion of this course, students:

- Work effectively in a multi-disciplinary group
- Apply and demonstrate economic tools to measure progress toward sustainable development in an emerging market
- Compare and contrast the purpose, role, and effectiveness of macroeconomic policies in emerging markets and the global economy
- Organize an oral presentation about an aspect of an emerging market economy, which considers the economic, environmental, and social impact on the economy
- Write coherent observations and insightful reactions of cultural differences and commonalities and interactions with local businesses and people

VII. Instructional Methods:

The course will incorporate lectures, case studies, student presentations, and field activities and experiences in Costa Rica. 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. If you are not familiar with these tools, please visit 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 respectful of others around you. In Costa Rica, please do not use electronic devices during lectures and company tours.

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

2. **Academic Integrity:** As with all Lindner College of Business efforts, this course will uphold the highest ethical standards, critical to building character. Ensuring your integrity is vital and your responsibility. LCB instructors are required to report ANY incident of academic misconduct (e.g., cheating, plagiarism) to the college review process, which
could result in severe consequences, including potential dismissal from the college. For further information on Academic Misconduct or related university policies and procedures, please see the UC Code of Conduct (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/sas/disability

4. **Grades:**

   a. **Case Discussion (20 points)**

   During three class periods of the course, students will be asked to read and come prepared to discuss business cases regarding issues of international development, trade, and environmental economics. Students will be expected to participate and advance the discussion around these issues.

   Case Discussion Evaluation:
   - **Exceptional (19 - 20 points)**
     The student participated in the discussion, advanced the conversation, and made a meaningful contribution to the topic.
   - **Good (17 - 18 points)**
     The student participated in the discussion, but did not advance the conversation and/or just affirmed or restated previous points made.
   - **Insufficient (0 - 16 points)**
     The student either did not participate or impeded the discussion and made comments that distracted from the conversation.

   b. **Student Papers (20 points)**

   Student papers are short summaries of areas of the Costa Rican economy (between 4 and 5 pages). These summaries will provide the class with useful information prior to the trip. Each student should select one of the topics below (a student could also chose to do a company profile of one of the companies that we will be visiting). The paper should include your initial thoughts on the topic in Costa Rica, and a discussion of how you think the area might help (economic, social, and sustainable) development in Costa Rica, and what you want to find out about the area while in Costa Rica.

   - Industry Organization
   - Labor Markets / Migration
   - Urban and Rural Economies
   - Health Care / Education
Papers Evaluation:

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

c. Participation in Field Activities (20 points)

Your preparation for and active contribution in all class and on-site discussions is critical to your study abroad experience. Importantly, while in Costa Rica, 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 Evaluation:

- 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.

d. Journals (20 points)

Each student will write four journal entries while in Costa Rica. 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. Journal entries should be no more than 1 typed, single-spaced, 12 font pages. Creativity is highly encouraged. Use photos or other items to illustrate your observations and insights.

The four journal entries should be structured around the Professionalism, Academics, Character, and Engagement or PACE Initiative. Since each scheduled activity in Costa Rica may cover multiple facets of PACE, students should keep a daily journal and group their ideas accordingly. The PACE Initiative adapted for the trip is below along with some suggested questions to help you with the concept.

- **Professionalism**
  Throughout your company visits, discuss how the companies/industries help with sustainable development in Costa Rica. Discuss whether government policies impact how labor is used at the companies? Do you think that international organizations help or hurt development in Costa Rica?

- **Academics**
  From your lectures in Costa Rica, review and react to important economic and political events in Costa Rica. How is Costa Rica's experience with development different from other countries? Are there different measures of development in which Costa Rica exceeds other countries? What are some of the major events in Costa Rica's history that have significantly impacted economic development?

- **Character**
  React upon cultural differences from your own and discuss any commonalities. What value do particular cultural traits have in Costa Rica? How might any cultural traits that you notice be affected by the presence of international corporations?

- **Engagement**
  Create discussions with students and other business owners that you meet during your trip.

Journal Evaluation (per entry):

- **Exceptional (9-10 points)**
  Exceptionally thoughtful, including insightful observations and rich personal reaction.

- **Good (7-8 points)**
  Solid and thoughtful, adequate observations and personal thoughts.

- **Marginal (0-6 points)**
  General observations and reaction, and lacks depth of thoughtfulness and insight.
e. In country Project (20 points)

Details will be discussed during class.

5. Company Visits and Cultural Activities:

During your travels in Costa Rica, students will visit several companies and experience many cultural activities. It is important for students to understand that both types of activities are important. Therefore, students should prepare for all visits and events in order to achieve the learning objectives. Although an adequate amount of free time has been built into the schedule, you should use part of this time to plan, coordinate, and organize your group project as well as organize your thoughts for your journal entries. Any remaining free time can be used to explore further Costa Rica's cultural and historical offerings.

Rules and Expectations
1. You are expected to come to class and participate. This includes lectures, presentations, and site visits while in Costa Rica.

2. All assignments (group presentations, group projects, and individual journals) are due at 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 on presentations and projects, but each student must complete journal entries individually. Submitted assignments must be uploaded to Blackboard.

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 violations of the Code occur.
6. Criteria for letter grades:

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

X. Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Introduction to Costa Rica</td>
</tr>
<tr>
<td></td>
<td>Video: Cracking the Golden Egg</td>
</tr>
<tr>
<td>1/23</td>
<td>Material: Comparative Advantage and Trade, Foreign Direct Investment</td>
</tr>
<tr>
<td></td>
<td>Article: Foreign Investment and Economic Development in CR – The Unrealized Potential</td>
</tr>
<tr>
<td>2/6</td>
<td>Case: Building a Cluster - Electronics and Information Technology in CR</td>
</tr>
<tr>
<td>2/20</td>
<td>Material: Externalities and Ecotourism</td>
</tr>
<tr>
<td></td>
<td>Article: Learning from 20 years of Payments for Ecosystem Services in Costa Rica</td>
</tr>
<tr>
<td>3/6</td>
<td>Case: The Road to Tortuguero</td>
</tr>
<tr>
<td>4/17</td>
<td>Answer Final Questions</td>
</tr>
<tr>
<td>4/29 – 5/07</td>
<td>Costa Rica Trip</td>
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</tbody>
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