

Commerce **IBH 2AF3**
Global Business Experience
Course Outline

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COURSE DESCRIPTION

In this course students will gain an understanding of the context in which the current business environment and economic system have historically evolved and continue to operate in the global economy through an immersive international learning experience in an intensive set of social entrepreneurship building exercises conducted with teams from the University of Cape Town, South Africa. During two intensive collaboration meetings, students will experience the vibrant local culture, see the incredible biodiversity of the country, and meet (virtually) with local businesses, communities as well as international organizations that operate on international development projects in South Africa. Through experiential immersion, the course seeks to give students an appreciation for the interconnectedness of the developed and developing worlds as well as between poverty and other social and environmental issues such as poverty exploitation, environmental degradation, conservation, and other pressing problems. Ultimately, the course aims to foster a sense of solidarity with the people and places around the world that are impacted by Western business practices so that future business leaders and policymakers will make decisions in the service of global peace and justice. As well, students will be encouraged to develop lasting relationships with their African colleagues, develop a more informed knowledge of the South African and African contexts, and build and utilize self reflection skills regarding their collaborative proposals designed to ameliorate the consequences of global inequality and the specific problems relevant to the African continent and to South Africa in particular. The experiential elements of this course will also be actively utilized in an advanced third year course where students will begin to evaluate and design economic development projects (IBH 3BA3).

INSTRUCTOR AND CONTACT INFORMATION

Name: Benson Honig	E-Mail: bhonig@mcmaster.ca
Class Times: Tues, 2:30-5:50;	
Six-hour intensive outreach and collaboration meetings will occur on Friday Oct. 2 from 8-3 pm and on Friday Nov. 20, from 8-3 pm.	
Virtual Office Hours: TBA	
TA Javid Nafari	email: nafarij@mcmaster.ca
Virtual Office Hours TBA	

COURSE DELIVERY

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: Yes	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Lecture Core Content	synch	Live lecture	Zoom
Readings	Asynch	Tied to weekly discussion prompts	Readings linked in Avenue, from coursepack, or in assigned textbook
Tutorials	Synch	1hr. live session with TA; discuss readings and participate	Zoom or WebEx
Group Discussions	Both	Synch: Breakout rooms during lecture Asynch: Microsoft Teams private groups regarding project proposals and development	Synch: Zoom or WebEx Asynch: Microsoft Teams
“boot camp” days (2)	Synch	Intensive learning and introduction to the South African environment, teaming with South African colleagues	Synch: TBA Asynch: Microsoft Teams

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

- Begin to understand relationships in the global business environment, particularly vis-à-vis South Africa
- Begin to understand the terminology and models of social entrepreneurship theory and practice and how these models differ across international and local, non-profit and for-profit contexts.
- Begin to understand the implications of history on the contemporary business environment
- Begin to understand how to analyze a development project's internal and external environment in support of social entrepreneurship development
- Begin to understand how social organizations create value and how organizational requirements differ across non-profit and for-profit contexts
- Begin to understand how social entrepreneurship can lead to either success or failure
- Begin to identify measurement criteria for social entrepreneurship outcomes.
- Begin to understand the ethical dimensions of entrepreneurship, social entrepreneurship, and international development activities.

COURSE MATERIALS AND READINGS

- Dees, J. G. (2011). 1 The Meaning of Social Entrepreneurship. In *Case Studies in Social Entrepreneurship and Sustainability* (pp. 34-42). Routledge
- Anderson, R; Honig, B; Paredo, A. (2006). Communities in the global economy: where social and indigenous entrepreneurship meet. Pp.56-78. In Chris Steyaert and Daniel Hjorth, *Entrepreneurship as Social Change*, Edward Elgar.
- Bornstein, D. (2004)., *How to Change the World; Social entrepreneurs and the power of new ideas*. Chapter 18. Six qualities of successful social entrepreneurs. Pp 233- 241. Oxford Press.
- Yitshaki, Kropp, and Honig. (research paper under review). The role of compassion in shaping social entrepreneurs' prosocial opportunity recognition
- Chapter 4, *Tropical Achievement*, pp. 141-183. In *Africa in History*, Basi Davidson, Touchstone Book, 1991.
- Marq de Villiers and Sheila Hirtle, (1999). In Marq de Villiers and Sheila Hirtle, *Into Africa, A Journey through the Ancient Empires, Monomotapa (Part 1)*. pp19-70. Key Porter books.
- Adu Boahen, (1987). Chapter 4, *The Colonial Impact*, pp94-112. In *African Perspectives on Colonialism*, Adu Boahen, Johns Hopkins Press, 1987.
- Sowell, T. (1996). Chapter 7, *The Overseas Indians*, pp309-332. In Thomas Sowell, *Migrations and Cultures, a world View*. 1996. Basic Books.
- Naude, W and Haveng, J. (2007). An overview of African entrepreneurship and small business research, pp 28-45. In Leo Paul Dana and Robert Anderson (eds)

International Handbook of research on Indigenous Entrepreneurship. Edward Elgar.

- Sapire, H. (1992). Politics and protest in shack settlements of the Pretoria-Witwatersrand-Vereeniging region, South Africa, 1980–1990. *Journal of Southern African Studies*, 18(3), 670-697.
- Hart, K., & Padayachee, V. (2013). A history of South African capitalism in national and global perspective. *Transformation: Critical Perspectives on Southern Africa*, 81(1), 55-85.
- Briedenhann, J., & Ramchander, P. (2006). Township tourism: Blessing or blight? The case of Soweto in South Africa. *Cultural tourism in a changing world: Politics, participation and (re) presentation*, 124-142.

Supplementary readings:

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, 4(2), 193-212.

EVALUATION

Components and Weights

ENGAGEMENT	30%	15%: ATTENDANCE & CONTRIBUTIONS ON ZOOM 15%: CONTRIBUTIONS TO WEEKLY DISCUSSIONS
Quizzes (individual)	10%	Quizzes: 5 x 2% each
Article Report (group)	10%	Each group to report and lead discussion on one article
First task: Case Reports	15%	Teams of ~7 hand in and present a written project idea proposal
Final group reports on Idea with presentation	15%	Teams of ~7 hand in and present a written high-speed project idea proposal
Reflection report: weekly essays and final reflection	20%	Individual reflection regarding learning that took place during course

Grade Conversion

At the end of the course, overall percentage grades will be converted to letter grades in accordance with the following conversion scheme.

Communication and Feedback

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #9 in the term. Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Course Deliverables

Two Project Idea Models (2 X 15%): You will be required to evaluate and present a written brief summary of an international development project, situated in the South African context, along with your South African colleagues. The project summary and goals will be explained in class. Essentially, your job will be to put together two models of a project that you believe is sustainable and worthy of resource investment that address the assigned goals – both in time and in money, and will include outcome measures.

Classroom engagement and discussion (30%): Classroom discussion represents a unique opportunity to develop and enhance your confidence and skill in articulating a personal position, reacting to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. Much of your learning will come from these classroom experiences. Classroom engagement comprises two components: classroom discussion of assigned articles and daily discussions and evaluations of experiential learning that occur from our unique South African engagements

You are expected to come to each class, having read the assigned readings and with a readiness and willingness to contribute to the class discussion. Your contribution to the learning of others, through the experience and insights you share is a key part of this learning process. Contribution will be graded based on quality, quantity and consistency. Some of the things that will determine a contribution include:

- .. Are you listening, not just for a few minutes, but the duration of the class?
- .. Are your contributions relevant to the discussion? Do your comments relate to the comments of others and to the themes that the class is exploring together? Do you build on the class discussion?
- .. Do your comments add to our understanding of the situation? Are you incisive? Do you cut to the core of the problem?
- .. Are you willing to challenge the ideas that are being expressed in the classroom?
- .. Are you willing to test new ideas or are all comments “safe”?
- .. Do you bring in your own experience, personal or professional, in order to add value to the class discussion

Note: Zoom chat scripts will be saved and analyzed for part of your discussion grade

Article Presentations, class discussions, and reports [10%]

. Each group will be responsible for leading at least one assigned article. Groups will be evaluated on their clarity, consistency, and ability to relate the material and conduct supplementary research that provides a timely and relevant update to the articles discussed. .

Reflections [20%]

A key aim of this course is to provide the opportunity for students to think critically about issues presented and their experiences, particularly during the two boot-camps. Each student will be responsible for diarizing their daily activities, providing a thorough, critical, and thoughtful summation of their experiences of their collaboration and business model development. Students are encouraged to actively reflect on what they have learned during the pre-trip seminars, as well as regarding the cases. At the conclusion of the course, students will submit structured reflections.

This reflection assignment is based in experiential learning (as theorized by Kolb and Kolb). Engaging in such a structured reflection helps draw meaning from experiences so that they can shape future learning.

Submissions will only be accepted through Avenue. Reflections must be **no more than 6 pages, 12-point Times New Roman font, 1.5 line spacing, and 1-inch margins. Reflections should be submitted in Word (or equivalent) format.** Late submissions will be penalized at 10% a day. A rubric is viewable in Avenue.

Please acknowledge intellectual debts and facts and figures in your reflection using a superscript number and endnotes to reports. Draw on the library citation guide (<https://library.mcmaster.ca/sites/default/files/businesscitation.pdf>) paying particular attention to page 6 and page 15 for endnote and citation support.

COURSE STRUCTURE

Pre-course seminars: The first class session will be devoted to preparing the students to maximize your experiential learning. All mandatory readings will be summarized and discussed in the following three seminars.

The first seminar will focus on social entrepreneurship

The second seminar will focus on Africa history, the colonial experience, and economic situation.

The third seminar will focus on social and international development issues related specifically to South Africa, so that you can be familiarized with various approaches before going on your virtual experiential trip.

Upon completion of your proposed models, there will be a 3-hour seminar to reflexively evaluate your experiences.

Please acknowledge intellectual debts and facts and figures in your project using a superscript number and endnotes to reports. Draw on the library citation guide

(<https://library.mcmaster.ca/sites/default/files/businesscitation.pdf>) paying particular attention to page 6 and page 15 for endnote and citation support.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to;

www.mcmaster.ca/academicintegrity.

ONLINE COURSE COMPONENTS

In this course we will be using AT and email.

Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course components. Please refer to the policy and procedure on the DeGroote website at the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/misled-course-work-policy/>

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Faculty Office normally within 10 days of the beginning of term or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

<https://multifaith.mcmaster.ca/riso>

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 2AF3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

**Commerce 2AF3 Global Business Experience
Fall 2019 Course Schedule**

Week	Overview and Learning Goals	Readings and Cases
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1. Sept. 10	Introduction to this course	<ul style="list-style-type: none"> • Expectations and reading requirements explained • How experiential learning works (Kolb and Kolb) • Group formation • Discussion of entrepreneurship and social entrepreneurship: What it means to us and if and why it might be important
1b.Sept. 10	Introduction to Social Entrepreneurship <ul style="list-style-type: none"> • What is entrepreneurship? • What is social entrepreneurship? • How is social entrepreneurship defined? <p>How can social entrepreneurship be measured?</p>	<ul style="list-style-type: none"> • Dees, J. G. (2011). 1 The Meaning of Social Entrepreneurship. In <i>Case Studies in Social Entrepreneurship and Sustainability</i> (pp. 34-42). Routledge • Bornstein, D. (2004)., How to Change the World; Social entrepreneurs and the power of new ideas. Chapter 18. Six qualities of successful social entrepreneurs. Pp 233-241. Oxford Press. (not acceptable for group presentation, but required reading) • Yitshaki, Kropp, and Honig. (research paper under review). The role of compassion in shaping social entrepreneurs' prosocial opportunity recognition
3 Sept. 17	Introduction to Africa, its history and economic development	<ul style="list-style-type: none"> • Chapter 4, Tropical Achievement, pp. 141-183. In <u>Africa in History</u>, Basi Davidson, Touchstone Book, 1991. • Anderson, R;Honig, B;Paredo, A. (2006). Communities in the global economy:where social and indigenous entrepreneurship meet. Pp.56-78. In Chris Steyaert and Daniel Hjorth, Entrepreneurship as Social Change, Edward Elgar. • Marq de Villiers and Sheila Hirtle, (1999). In Marq de Villiers and Sheila Hirtle, Into Africa, A Journey through the Ancient Empires, Monomotapa (Part 1). pp19-70. Key Porter books. • Adu Boahen, (1987). Chapter 4, The Colonial Impact, pp94-112. In African Perspectives on Colonialism, Adu Boahen, Johns Hopkins Press, 1987. • Sowell, T. (1996). Chapter 7, The Overseas Indians, pp309-332. In Thomas Sowell,

		<p>Migrations and Cultures, a world View. 1996. Basic Books.</p> <ul style="list-style-type: none"> •
4. Sept. 24	<p>Introduction to South Africa, and its economic and political development</p> <ul style="list-style-type: none"> • What are the historical factors to consider regarding social entrepreneurship? • Who are the actors we have to consider when examining the South African situation? <p>2.How can you complement an intuitive response to social needs with a methodical approach to social entrepreneurship?</p>	<p>Sapire, H. (1992). Politics and protest in shack settlements of the Pretoria-Witwatersrand-Vereeniging region, South Africa, 1980–1990. <i>Journal of Southern African Studies</i>, 18(3), 670-697.</p> <p>Naude, W and Haveng, j. (2007). An overview of African entrepreneurship and small business research, pp 28-45. In Leo-Paul Dana and Robert Anderson, (eds). <i>International Handbook of Research on Indigenous Entrepreneurship</i>. Edward Elgar.</p> <p>Hart, K., & Padayachee, V. (2013). A history of South African capitalism in national and global perspective. <i>Transformation: Critical Perspectives on Southern Africa</i>, 81(1), 55-85.</p> <p>Briedenhann, J., & Ramchander, P. (2006). Township tourism: Blessing or blight? The case of Soweto in South Africa. <i>Cultural tourism in a changing world: Politics, participation and (re) presentation</i>, 124-142.</p> <ul style="list-style-type: none"> •
5. Thursday, Oct. 1 8 am – 3 pm	BootCamp #1; Team Building: the COVID-19 Crisis: Local Solutions	<ul style="list-style-type: none"> • Teams will experience their first township project assignment, teams will be formed with South African colleagues.
Reading week	No Class	<ul style="list-style-type: none"> •
6. Oct 15	No class: Teams work on project solutions	<ul style="list-style-type: none"> •

7.Oct. 22	No class: Teams work on project solutions	•
8. Oct. 29.	Teams <u>present</u> Project Solutions	•
9. Nov.5	Analysis, reflection, and evaluation of External Environment <ul style="list-style-type: none"> • How did the social entrepreneurship we observed compare across different communities? • What are the path dependent aspects you observed regarding social entrepreneurship? • What are the political dimensions of social entrepreneurship that you might have observed? • How can we analyze our virtual visit to Phillipi and bring our learning to Canada and elsewhere? 	•
10. Nov. 12	<u>BootCamp #2; High Speed Team Building: The Health Crisis: Local Solutions</u>	• Teams will experience their second township project assignment, this will be a high speed project design with South African colleagues.
11. Friday, Nov. 19	Presentation of Project Ideas #2	• Now that the teams have experienced systematic project idea development, in this week, you will work at a high speed to develop a dynamic solution to the assigned problem.
12. Nov.26	Analysis, reflection, and evaluation of External Environment	•

13. Dec. 3

**Turn in Self Reflection
Manuscripts**

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GRADE COMPONENT	WEIGHT	DESCRIPTION
Engagement	30%	15%: Attendance & Contributions on Zoom 15%: Contributions to weekly discussions
Quizzes	10%	Quizzes: 10 x 2% each
Article Report (group)	10%	Each group to report on one article
Group Case Reports	15%	Teams of ~7 hand in a written case analysis report for mini-case 4 x 5% each
Final group reports on Idea with presentation	15%	Teams of ~7 hand in a written project proposal regarding problem challenge, and present proposal
Reflection report: weekly essays and final reflection	20%	Individual reflection regarding learning that took place during course

LIVE LECTURES	SYNCH	1HR. LIVE SESSION; OPPORTUNITY TO ELABORATE ON CONTENT, PRESENT CHALLENGES, ENGAGE DISCUSSION	ZOOM OR WEBEX
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