IBH2AF3 Global Business Experience
Fall 2021 Course Outline

DeGroote School of Business
McMaster University

COURSE OBJECTIVE

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 multiple 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 (e.g. the United Nations University Institute for Water, Environment and Health (UNU-INWEH) and McMaster University's Water Without Borders program) 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 global 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, possibly building on contrasts with Canada and utilizing 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 in real time (IBH 3BA3).

INSTRUCTOR AND CONTACT INFORMATION

Name: Benson Honig	E-Mail:bhonig@mcmaster.ca
Class Times: Tues. 8:30-11:20 EST DSB AB103 <u>South African Students: over Zoom: 2:30 pm – 5:20 pm Tues</u>	
Virtual Office Hours: TBA	
TA Femi Aiyegbusi email: femi_aiyegbusi@yahoo.com	
Virtual Office Hours TBA	

COURSE ELEMENTS

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

COURSE DESCRIPTION

This course is developed with participation from students at the University of Cape Town, South Africa, and the UNU-INWEH and McMaster University's Water Without Borders graduate diploma program. Students will work in teams identifying and developing water related projects suitable for implementation in South African townships. Students will learn to collaborate internationally, and develop an understanding of the environmental, social, governance and economic challenges in emerging economies.

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.
- Learn to work in a cross-national team, bridging international cultural boundaries
- 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 criterial 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). [note – this is in two different files] 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.
- Adu Boahen, (1987). Chapter 4, The Colonial Impact, pp94-112. In African Perspectives on Colonialism, Adu Boahen, Johns Hopkins Press, 1987.
- South African History Outline
- 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.
- Taing, L., Chang, C. C., Pan, S., & Armitage, N. P. (2019). Towards a water secure future: reflections on Cape Town's Day Zero crisis. *Urban Water Journal*, *16*(7), 530-536.
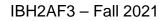
CASES (proprietary, free, on ATL)

- Case 1: Fountain Rivers Earth Sanctuary Hennop
- Case 2: Aquatrap
- Case 3: TBA

Supplementary Readings

Chapter 4, Tropical Achievement, pp. 141-183. In Africa in History, Basi Davidson, Touchstone Book, 1991

- 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.
- Thompson, L., & Tapela, B. (2019). Land Tenure, Tenancy and Water Services Delivery in S Africa. *WRC Report*, (2358/1/18).

- Kelly, E., Shields, K. F., Cronk, R., Lee, K., Behnke, N., Klug, T., & Bartram, J. (2018). Seasonality, water use and community management of water systems in rural settings: Qualitative evidence from Ghana, Kenya, and Zambia. *Science of the Total Environment*, *628*, 715-721.

Chicago

COURSE OVERVIEW AND ASSESSMENT

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 or one case
First task: Case Reports	**15%**	Teams of ~7 hand in and present a written project idea draft
Final group reports on Idea with presentation	**15%**	Teams of ~7 hand in and present a written project idea proposal with integrated collaboration
Reflection report: weekly essays and final reflection	**20%**	Individual reflection regarding learning that took place during course

Missed tests/exams will receive a grade of zero unless the student has submitted and been approved for a Notification of Absence or MSAF. Late assignments will be penalized 20% for each day they are late. Your final grade will be calculated as follows:
Pass: 60 percent or higher   Fail: under 60 percent

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Lecture Core Content	Asynch	Recorded lecture vids (~10min. each)	Voiceover PPT in Echo360
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	Synch: Zoom or WebEx Asynch: Microsoft Teams
Live Lectures	Synch	1hr. live session; opportunity to elaborate on content, present challenges, engage discussion	Zoom or WebEx

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 three seminars will focus on African history, the colonial experience, and economic situation and how social entrepreneurship can impact this ecosystem.

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.

Course Deliverables

Two phase evaluation of your 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 having to do with water related issues, to a panel that includes South African and water management experts. Following this, you will work alongside your South African colleagues in developing a more robust and complete project proposal. The project tasks and goals will be explained in class. Essentially, your job will be to put together two iterations of a project model related to water 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, interact with students from abroad and experts from Canada and internationally, 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

Participation will be graded using a peer grading system that each student will participate in at most once throughout the course.

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.

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. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

☐ *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
☐ *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work" and the link below;

http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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.

For information on the various types of academic dishonesty please refer to the [*Academic Integrity Policy,*](#) located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity.](http://www.mcmaster.ca/academicintegrity)

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.
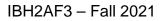
CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

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 should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a

need for accommodation <u>or</u> 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.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

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/

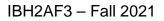---

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 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

IBH2AF3
Fall 2021 Course Schedule

WEEK	DATE	ASSIGNMENT
1	Tue. Sept. 14	Discuss: Class Outline, Schedule, Participation, Courseware Discuss: Selecting team members Lecture: Introduction to the South African Context
2	Tues. Sept. 21	● Read: 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). [note – this is in two different files] 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. Quiz on readings Case 1: Fountain Rivers Earth Sanctuary Hennop

3	Tues. Sept. 28	● Read: Adu Boahen, (1987). Chapter 4, The Colonial Impact, pp94-112. In African Perspectives on Colonialism, Adu Boahen, Johns Hopkins Press, 1987. ● Read: South African History Outline (abbreviated) ● Quiz on readings Case 2: Mark Algra and recycled tires
4	Oct. 5	● Read 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. ● Read 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. ● Quiz on readings ● Case 3: TBA
	Oct. 12	No class Recess
5	Oct. 19	● Read: 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. ● Read: Taing, L., Chang, C. C., Pan, S., & Armitage, N. P. (2019). Towards a water secure future: reflections on Cape Town's Day Zero crisis. *Urban Water Journal*, *16*(7), 530-536. ● Quiz on readings Meet and greet with South African Students: International Teams are formed Guest Lecture #1 TBA (local community representative)
6	Oct. 26	Ideation, planning and development of initial water project idea Guest Lecture #2 TBA (water servicing problems at a global level)
7	Nov. 2	Development of initial project presentation before panel of experts (occurs following week)
8	Nov. 9	Presentation of your idea to a panel of experts, consisting of both local representatives in South Africa and water experts
9	Nov 16	Class discussion of integrating critique and adapting plan based on new inputs
10	Nov. 23	Groups meet and enhance project
11	Nov. 30	Groups meet and enhance project

12	Dec. 7	Final presentation of project idea before panel

**Please note, the first week of classes will be conducted virtually for all Fall term classes regardless of the intended delivery format for the term