

**IBH2AF3 Global Business Experience
Fall 2022 Course Outline
IBH 2AF3-C01
(4389)**

**Human Resources and Management Area
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 (UCT), South Africa. During multiple intensive collaboration meetings, students will interact with their peers. They will work with peer student teams from UCT in the execution of a real project. It is a way to make a measurable social impact through the careful leadership and management of social, environmental, and financial resources, with a particular focus on an emerging market economy. Through that role, they will develop critical reasoning skills, including the ability to analyze, construct and present logical arguments, to research and understand key aspects of what makes new ventures sustainable and to form independent and research-based opinions about contentious issues of new venture business theory and practice.

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

Section 1: Mon 2:30 – 5:20

Dr. Baniyelme Zoogah

Instructor

sakaim@mcmaster.ca

Office: DSB 426

Office Hours: before class

Tel: (905) 525-9140 x23831

Class Location: ABB 165

Student TA

Toli Jembere Amare

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Office: DSB xxx

Office Hours: Mon 1-3pm

Tel: (905) 525-9140 x27438

Course website: <https://avenue.cilmcmaster.ca/d2l/home/486862>

COURSE ELEMENTS

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

COURSE DESCRIPTION

This course is developed with participation from students at the University of Cape Town, South Africa. Students will work in teams identifying and developing projects suitable for implementation in South Africa. 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 criteria for social entrepreneurship outcomes.
- Begin to understand the ethical dimensions of entrepreneurship, social entrepreneurship, and international development activities.

COURSE MATERIALS AND READINGS

- We will use the following materials for the course:

Required:

A). Book Chapters (pdfs)

1. Gordon & D. L. Gordon (eds.) Understanding Contemporary Africa,. Boulder, CO: Lynne Rienner Publishers, Inc.
2. Basi Davidson (1991) Africa in History. Touchstone Book, 1991
3. Adu Boahen, (1987). African Perspectives on Colonialism, Adu Boahen, Johns Hopkins Press, 1987.
4. Social Entrepreneurship and Sustainability (pp. 34-42). Routledge
5. Entrepreneurship as Social Change, Edward Elgar.
6. International Handbook of research on Indigenous Entrepreneurship. Edward Elgar.

B). Journal Articles

1. 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.

2. 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.
3. 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.
4. Mazrui, A. A. (1970). *Leadership in Africa: Obote of Uganda. International journal*, 25(3), 538-564.
5. Adams, M. (2008). *Liberia's election of Ellen Johnson-Sirleaf and women's executive leadership in Africa. Politics & Gender*, 4(3), 475-484.
6. 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)*
7. Egbetokun, A., Atta-Ankomah, R., Jegede, O., & Lorenz, E. (2016). *Firm-level innovation in Africa: overcoming limits and constraints. Innovation and Development*, 6(2), 161-174.
8. Mohan, G. (2013). *Beyond the enclave: Towards a critical political economy of China and Africa. Development and Change*, 44(6), 1255-1272.
9. Page, John (2011) : *Should Africa industrialize?, WIDER Working Paper*, 10.No. 2011/47, ISBN 978-92-9230-414-0, The United Nations University World Institute for Development Economics Research (UNU-WIDER), Helsinki
11. Yoshino, Y. (2011). *Industrial clusters and micro and small enterprises in Africa: From survival to growth. World Bank.*
12. Mbaku, J. M. (2007). *Institutions and poverty alleviation in Africa. African and Asian studies*, 6(1-2), 107-134.

C). **Video:** South African History Outline – Video.

D). **Cases** (Ivy Publishing – To purchased by students: See Instructions below).

- 1). MitiMeth: A Nigerian Social Enterprise Goes Global
- 2). African Tiger (A)
- 3). Funding My Sisters' Place: Building a Sustainable Social Enterprise
- 4). African Tiger (B)

Optional:

1. Acemoglu, D., & Robinson, J. A. (2012). Why nations fail: The origins of power, prosperity, and poverty. *Currency*.
2. Zoogah, B. D. (2020). Companionate leadership: A shemswian perspective. *Africa Journal of Management*, 6(3), 214-247.
3. Sriram, V., & Mersha, T. (2010). Stimulating entrepreneurship in Africa. *World Journal of Entrepreneurship, Management and Sustainable Development*.
4. Kiggundu, M. N. (2002). Entrepreneurs and entrepreneurship in Africa: What is known and what needs to be done. *Journal of developmental entrepreneurship*, 7(3), 239.

5. Ojong, N., Simba, A., & Dana, L. P. (2021). Female entrepreneurship in Africa: A review, trends, and future research directions. *Journal of Business Research*, 132, 233-248.

COURSE OVERVIEW AND ASSESSMENT

You are expected to:

Work with your teammates from South Africa via weekly meetings with the groups, facilitator, and TA of McMaster (if you have concerns)

Submit assignments via Avenue to Learn (course website)

Components and Weights

Grade Component	Weight	Description
Engagement (Participation)	10%	6%: Contributions to Weekly Discussions/Interactions with UCT Team Members (Weeks 1 – 5,7) 4% Contributions to team discussions (Weeks 8 – 11)
Quizzes (individual)	10%	Quizzes: 2 x 5% each
First task: Writing Plan (Group)	10%	Teams of 4-5 hand in and present a written report with UCT Teams
Final Group report	20%	Teams of 4-5 hand in and present a written project
Case analysis report	15%	Group analysis report on 1 case (15% points).
Reflection on collaborative Project with UCT	10%	Individual reflection regarding learning with UCT students
Exam	25%	3 essay questions on environment and entrepreneurship in Africa (15% each) 10 multiple choice questions on readings (10%)

Missed quizzes/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)
Readings	Synch	Tied to weekly discussion prompts	Readings linked in Avenue, Cases from Ivey coursepack for purchase
Tutorials	Synch	Session with TA; discuss readings if needed.	Zoom or Microsoft Teams or office.
Group Discussions	Both	Meet with Facilitator from University of Cape Town, South Africa on assigned dates	Zoom or Microsoft Teams
Live Lectures	Synch	1hr. live session; opportunity to elaborate on content, present challenges, engage discussion	Face to face
Interaction with UCT team members	Synch	Meeting 1x a week with (a) UCT team members to work on project (Weeks 1 – 6) outside of class; (b) to Case analysis (Weeks 7-12).	Zoom or Teams

COURSE STRUCTURE

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 subsequent sessions.

The second and third sessions will focus on the Environment (History and Economic) as the context to understanding entrepreneurship in Africa in the fourth session.

After the Mid-term recess (session 5), we will continue with Entrepreneurship by looking at the creative genius of Africans in the past (session 6), leadership (session 7), innovation (session 8), industrial activity (session 9).

We conclude by looking at constraints (spheres of influence in Africa – Session 10) and a critical view (session 11) before a reflection on the course (session 12) and final exams (session 13).

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

Quizzes (Individual) (2x50pts=100pts - 10%)

There will be two (2) quizzes on two of the readings between October 17 and December 6. The purpose is to test your retention of the material. Each quiz will have 10 multiple choice questions.

Engagement and discussions (Individual) (10x10pt = 100pts - 10%)

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.

First task: Writing Plan (Group) (1x100 = 100pts - 10%)

You will work with your colleagues from UCT to design, develop and submit your Report Writing Plan. Your plan should contain a clear Project Charter, Project Scope Statement, Stakeholder Management Strategy and a research and report writing Milestone Delivery List.

Final group report (Group) (1x200 = 200pts - 20%)

You will work with your colleagues from UCT to design, develop and submit your Research Report. Your plan should contain a clear Project Charter, Project Scope Statement, Stakeholder Management Strategy and a research and report writing Milestone Delivery List.

Cases analysis Report (Individual) (1x150pts = 150 - 15%)

You will be assigned 1 case to analyze and present a report based on your analysis. You will be given some questions to answer as part of the analysis. The case is from Ivey Publishing. So, purchase the case assigned to you. It costs \$4.50 per case (**see Instructions on last page**). A rubric for each case is viewable in Avenue to Learn

Reflection on collaborative Project with UCT (Group) (1x100pts = 100pts - 10%)

This group 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. 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 and uploaded in Avenue by 1 group member. 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.

Exam (Individual) (1x250 = 250pts - 25%)

This multiple choice (15) and 3 essay questions will cover readings that were not included in the quizzes. The exam will be taken during the university-scheduled period.

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. There will be 3 feedbacks (Beginning, middle, and end) from students about the course. While the first feedback is to gauge expectations of students for the course, the middle feedback is to reflect on the progress of the course up until that point. The last feedback is a reflection of the overall course.

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.degroot.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](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), 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.
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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.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, 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 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.

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 **IBH 2AF3: Global Business Experience** 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 Global Business Experience
Fall 2022 Course Outline
IBH 2AF3-C01**

WEEK	DATE	ASSIGNMENT
1	Mon. Sept. 12 Introduction	<p>Introduction - Class, instructor, course, context - Africa</p> <p>1). South African History Outline – Video. After watching, please write a brief summary (3 points) of what you learned.</p> <p>2). Africa: A Geographic Preface by Jeffrey W. Neff. In A. A. Gordon & D. L. Gordon (eds.) Understanding Contemporary Africa (p. 7-22). Boulder, CO: Lynne Rienner Publishers, Inc.</p>
2	Mon. Sept. 19 Environment	<p>Environment (Economic and Historical)</p> <p>3). Tropical Achievement. In Basi Davidson (1991) Africa in History (Chapter 4, pp. 141-183). Touchstone Book, 1991</p> <p>4). Adu Boahen, (1987). Chapter 4, The Colonial Impact, pp94-112. In African Perspectives on Colonialism, Adu Boahen, Johns Hopkins Press, 1987.</p> <p>5). The Economies of Africa by Virginia Delancey. In A. A. Gordon & D. L. Gordon (eds.) Understanding Contemporary Africa (p. 109-154). Boulder, CO: Lynne Rienner Publishers, Inc.</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Research and Report Writing Plan with UCT team members - Group
3	Mon. Sept. 26 Case Analysis	<p>Case Analysis: Use the class time to analyze the Case assigned to you. That means your GROUP meets in class ABB 165.</p> <p><i>Ensure that you use the Case Analysis Guide – <u>HOW TO ANALYZE A CASE</u>. Review this before and use it as a guide in class.</i></p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Case analysis report
4	Mon. Oct 03 Entrepreneurship	<p>Entrepreneurship (Social)</p> <p>7). Dees, J. G. (2011). 1 The Meaning of Social Entrepreneurship. In Case Studies in Social Entrepreneurship and Sustainability (pp. 34-42). Routledge</p>

		<p>8). 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. (see pdf)</p> <p>Due: ➤ Feedback 1</p>
5	Mon. Oct 10 Mid-term recess	No Classes Mid-term recess
6	<p>Mon. Oct 17 Entrepreneurship</p>	<p>Entrepreneurship (Creativity)</p> <p>9). 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.</p> <p>10). 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.</p> <p>11). 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.</p>
7	<p>Mon. Oct 24 Leadership in Africa</p>	<p>Leadership in Africa</p> <p>12). Mazrui, A. A. (1970). Leadership in Africa: Obote of Uganda. International journal, 25(3), 538-564.</p> <p>13). Adams, M. (2008). Liberia's election of Ellen Johnson-Sirleaf and women's executive leadership in Africa. Politics & Gender, 4(3), 475-484.</p> <p>Due: ➤ Final Report with UCT Team</p>
8	<p>Mon. Oct 31 Entrepreneurship</p>	<p>Innovation in Africa</p> <p>14). Naude, W and Haveng, J. (2005). 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.</p> <p>15). Egbetokun, A., Atta-Ankomah, R., Jegede, O., & Lorenz, E. (2016). Firm-level innovation in Africa: overcoming limits and constraints. Innovation and Development, 6(2), 161-174.</p> <p>Due: ➤ Feedback 2 ➤ Quiz 1 on readings of the week</p>
9	<p>Mon. Nov 7 Entrepreneurship</p>	<p>Industrial Activity in Africa</p> <p>16). Page, John (2011) : Should Africa industrialize?, WIDER Working Paper, No. 2011/47, ISBN 978-92-9230-414-0, The United Nations</p>

		University World Institute for Development Economics Research (UNU-WIDER), Helsinki 17). Yoshino, Y. (2011). Industrial clusters and micro and small enterprises in Africa: From survival to growth. World Bank. (Chapter 3 only)
10	Mon. Nov.14 Institutions	Modern Spheres of Influence 18). Schraeder, P. J. The Role of Foreign Powers in African International Relations. In A. A. Gordon & D. L. Gordon (eds.) Understanding Contemporary Africa (p. 173-182). Boulder, CO: Lynne Rienner Publishers, Inc. 19). Mohan, G. (2013). Beyond the enclave: Towards a critical political economy of China and Africa. Development and Change, 44(6), 1255-1272. Due: ➤ Quiz 2 on readings of the week
11	Mon. Nov 21 Critique	Critical View – Deprivation 20). Mbaku, J. M. (2007). Institutions and poverty alleviation in Africa. African and Asian studies, 6(1-2), 107-134.
12	Nov 28. Reflection report	Reflection Report Submit Reflection report on (a) collaboration with teams in UCT, (b) collaboration with your team members, (c) course in general Due: ➤ Reflection on collaborative project with UCT students. ➤ Feedback 3 (You may use reflection info for this feedback. See the instructions on what is required and prepare accordingly)
13	Mon. Dec 05 Exam	Due: ➤ Exam

**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

Summary of Assignments:

Engagement (10 = 6 + 4)	10%	100
Feedback (3)	0%	0
Writing Plan (1) G	10%	100
Project report (1) G	20%	200
Quizzes (2)	10%	100
Case (1) G	15%	150
Reflection (1) G	10%	100
Exam (1)	25%	250
TOTAL	100%	

INSTRUCTIONS FOR CASE PURCHASE (IVEY PUBLISHING)

Please see the step by step instructions below to purchase the materials required for your course.

Course: IBH 2AF3 - Global Business Experience

Professor(s): Baniyelme Zoogah

Starting: September 1, 2022

Ending: December 31, 2022

1. Go to the Ivey Publishing website at www.iveypublishing.ca
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000F3KcJEAV>
4. Click "Add to Cart".
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
7. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
8. Once you have completed your order, click on your username on the top right --> Orders --> Downloads

HIDDEN FILES: Any hidden course materials will be released on the specified date provided by your Professor after purchasing your coursepack. An automated email will be sent to your email on the release date to download.

IMPORTANT: Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.

NEED HELP ? Contact your professor directly or email Ivey Publishing's Customer Support Team at cases@ivey.ca.

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