



Bellarmino University
W. Fielding Rubel School of Business
Summer 2007
Business Administration 445
IDC 301

International Experience

Course Prerequisite: None
May 9-28, 2007
Kufstein, Austria
Milan, Italy
Florence, Italy

Instructor: Pat Carver
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Office Phone: 452-8165
Office Hours: On location May 9 – 28, 2007

Required Materials:

Optional Materials:

Italian/English Dictionary

Bellarmino University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual's intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition.

Course Description:

This course is held in a foreign country and exposes students to international business issues. Topics covered include international management, international marketing, international accounting and finance, and international economics. This course consists of a combination of seminars, projects and

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The mission of the W. Fielding Rubel School of Business is to provide student centered, quality education in the Catholic liberal arts tradition at the undergraduate and master's levels. The Rubel School is enriched by the diverse intellectual perspectives inherent in the overall mission of Bellarmine University.

company visits. This course is designed to provide students with strong interdisciplinary study of cultures beyond that of the United States. Each course offering is studied through approached provided by more than one discipline of thought. For example, a course on Latin America Culture and Civilization might approach its subject through art in studying the lives of St. Francis and St. Robert Bellarmine and the Italian Culture that frames their work. This course builds on and further develops the set of skills/abilities introduced in IDC 101/200, culminating with a final project that combines research and critical analysis, emphasizing the critical analysis component of the project.

Goals for Class:

This course is a business/general education requirement. As such, it is expected to meet various learning goals identified by the university's faculty. This course most clearly relates to the following objectives: students will demonstrate critical thinking skills, facility in oral and written communication, and Historical and social consciousness.

1. Historical and social consciousness: (explore the European Experience through readings, discussions, field research, excursions and written and oral exercises)
 - a. Students will learn to appreciate cultural, racial, and ethnic diversity
 - c. Students will begin to recognize the strengths and weaknesses of major social, political and economic systems through the lenses of Italians and Austrians.
2. Thinking skills: (explore the European Experience through thoughtful discussions, excursions and written and oral exercises)
 - a. Students will learn to describe and employ higher-order cognitive skills
 - b. Students will learn to think critically and creatively
 - c. Students will learn to solve problems by applying such thinking skills to both fresh and familiar situations
3. Communication skills: (papers, presentations, speaking and listening in class, interviews, reading short articles, large and small group work, and guest speakers)
 - a. Students will learn to write clearly and thoughtfully
 - b. Students will learn to speak clearly and thoughtfully
 - c. Students will learn to read and listen with insight

You will note that I listed the activities of the course in parentheses after the objectives, as these learning and assessment activities are the means by which I will measure your accomplishments in relation to these three goals.

IDC Learning Outcomes

The Junior IDC Goals and requirements are that students will

1. Continue to develop college-level writing skills.

Instructional activities: use of the Longman text, discussion of attributes of good writing, grammar, mechanics

18 typed pages of formal writing that will include:

- a.) A research paper, 5 -7 pages in length (excluding bib.)
- b) several shorter formal pieces of writing

Note: students will demonstrate they can

- a. avoid passive voice
- b. Use 3rd person in writing
- c. Produce THESIS-driven writing and writing that develops ideas in depth.
- d. Write analytically and rationally
- e. Differentiate reason from emotional responses.

Assessment: criterion-referenced grading of writing

2. Continue to develop college-level reading skills

- a. Students will read a variety of writings
- b. Students will be expected to use dictionaries as appropriate.

Assessment Quizzes, response papers, annotating reading will assess this

3. Continue to develop **oral communication skills** by demonstrating:

- a. effective listening skills;
 - b. the ability to argue a point of view persuasively with reason;
 - c. correct grammar;
 - d. college-level vocabulary;
 - e. rhetorical sensitivity to issues of language (sexism, racism, and ethnocentrism);
 - f. the ability to respond in an accurate, informative manner when asked about assigned reading.
- Students will do this through skills through class presentations and participation in discussion

Assessment: assessment of oral performance and discussion

4. Continue to develop seminar skills

Students will participate in leading a class.

Assessment: assessment of student-conducted seminar

5. Continue to develop small group skills

Students also will demonstrate:

- a) the ability to form a group -organizing each member to achieve a common goal and having each group member carry a fair burden of work.
 - b) The ability to conduct effective group discussion, with everyone involved, not just one or two individuals.
 - c) The ability to produce an interesting, informative, accurate group presentation
- Students will form a group to execute a scavenger hunt on the Louisville community; this group will present its finding in a Power Point Presentation

Students will form a group to present one of the controversies over American value

Assessment individual and group assessment of scavenger hunt and seminar

6. Continue to develop their **critical thinking**

Students will demonstrate critical thinking through responses to readings, class discussions, formal presentations, research presentations, and papers.

Assessment: assessment of critical thinking evidence in written and oral work

7. Continue to develop their **technology skills**

- a. Students will demonstrate the ability to **utilize online databases for research.**
- b. Students are required to **utilize Turnitin** during the research paper process.
- c. Students will use Power Point for the excursion assignment

Assessment: Power point

8. Develop **research skills**

- a. Students will write a research paper 5 - 7 pages in length with an annotated bibliography
- b. A minimum of SIX scholarly resources for the paper will be used in addition to other sources.
- c. Use of Wikkipedia is not permitted and will be grounds for failure. It is not reliable.
- d. Use unit IV in the *Longman* text when working on this research paper
- e. Use MLA style required
- f. Review the definition of Plagiarim (Plagiarism module, Longman) and the school's Academic Honesty policy.
- g. Use Tumin as a tool prior to submitting the final draft of the paper.

Assessment: referenced evaluation of research paper

Academic Resource Center (ARC):

Students needing or wanting additional and/or specialized assistance related to study techniques, time management, tutoring, test-taking strategies, etc. should seek out the resources of the A.R.C. located on the A-level in the W.L. Lyons Brown Library. Call 502/452-8071 for more information.

Disability/Accommodation Policy:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator (Room 225 Horrigan Hall or phone 452-8150).

Academic Honesty:

Bellarmino University is an academic community. It exists for the sake of the advancement of knowledge; the pursuit of truth; the intellectual, ethical, and social development of students; and the general well being of society. All members of our community have an obligation to themselves, to their peers and to the institution to uphold the integrity of Bellarmine University. In the area of academic honesty, this means that one's work should be one's own and that the instructor's evaluation should be based on the student's own efforts and understanding. When the standards of academic honesty are breached, mutual trust is undermined, the ideals of personal responsibility and autonomy are violated, teaching and learning are severely compromised, and other goals of the academic community cannot be realized.

Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. Definitions of each of these forms of academic dishonesty are provided in the Academic Honesty section of the most recent edition of the Student Handbook. The University follows the policies outlined below for detected acts of academic dishonesty.

- 1.) Initial sanctions for instances of academic dishonesty may be imposed by the instructor of the appropriate dean. The choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself.
- 2.) Following initial sanctions, all cases of academic dishonesty will be reported by faculty to the Provost of the University, who has the authority to determine a more stringent penalty for the reported act of academic dishonesty, depending, in part, on the student's previous record of academic dishonesty. The student will be required to have a conference with the dean of his/her college, or the dean's designee.
- 3.) On the second offense during the course of a student's academic career at Bellarmine University, as a minimum additional penalty, the Provost will immediately suspend the student for the semester in which the most recent offense took place.
- 4.) On the third offense, the Provost will immediately dismiss the student from the University. (See current catalogue or student handbook for any additional details.)

Bellarmino University Non-discrimination Policy:

Bellarmino University admits qualified students of any age, sex, sexual orientation, race, color, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, sex, sexual orientation, race, disability, color, religion, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school

administered programs. Bellarmine University is an Affirmative Action-Equal Opportunity employer. (See current catalogue or student handbook for any additional details.)

Grading Scale:

A+	=	4.0	For truly exceptional work; to be awarded rarely	B-	=	2.67	
A	=	4.0	Excellent	C+	=	2.33	
A-	=	3.67		C	=	2.0	Average
B+	=	3.33		D	=	1.0	Passing
B	=	3.0	Good	F	=	0.0	Failing

Business Core Course Assessment Table:AACSB Standards Met by Course:*Ethical**Global**Political, legal, technical social**Diversity**Behavioral Science**Economics**Mathematics & Statistics**Written/Oral Communication*Supplemental Rubel School Objective:*Technology*University Goals Also Met by Course*(from pages 48-50 of University catalogue):**Commitment to the Pursuit of Virtue**Scientific Knowledge**Communications Skills**Quantitative Literacy**Thinking Skills*

Course	<i>Ethical Commitment to the Pursuit of Virtue</i>	<i>Global</i>	<i>Political, legal, technical & social</i>	<i>Diversity</i>	<i>Accounting</i>	<i>Behavioral Science</i>	<i>Economics Thinking Skills</i>	<i>Mathematics & Statistics Quantitative Literacy</i>	<i>Written or Oral Communication Communications Skills</i>	<i>Technology Scientific Knowledge</i>
Acct 101	▲	▲	▲	▲	X					
Acct 102					X					
BA 103									X	X
BA 203	X		X							
BA301				X		X				
BA 305	X					X				
BA 315								X	X	
BA 345										X
BA 346 (Econ 410)								X		
Econ 410 (BA 346)								X		
Econ 111							X			
Econ 112			X				X			
Econ 314		X					X			

Instructor Guidelines

Expectations for the Class:

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

- To understand the value of cultural comparison.
- To examine similarities and dissimilarities between and within cultures.
- To identify forces that contribute to the development and changes of cultures, including social, economic, political, geographic, environmental, agricultural, and religious factors.
- To understand business issues and topics (management, marketing, accounting, finance, economics) within an international context.
- To recognize globalization trends and interactions between cultures.

Students are expected to represent Bellarmine University in an ethical manner at all times on the trip. Refer to the guidelines for conduct in your Summer 2007 Program booklet and the general Bellarmine Code of Conduct. We want to have fun, but safety and a respect for diversity are non-negotiable.

Tentative Schedule of Assignments, Activities, Quizzes, and Tests:

Excursion Assignment (due April 16)	15%
Daily Journal	25%
Individual Reports	15%
Participation	20%
Reflective Essay (due June 12)	25%

Excursion Assignment (due April 16, 2006)

Research three venues for us to have as excursions while in Florence. One should be a business, one a historical sight such as a museum, the other a contemporary activity such as a sporting event, play, opera, etc. You should prepare information on location, any cost involved, hours of operation, contacts for the business and any other vital information needed for the excursion.

This assignment has to be completed by the end of March and ready for presenting to the group, in order for us (all of us) to decide which excursions to include in our trip and make any needed preparations. You will do this assignment in groups of three and may pick you team members. However, if you are unfamiliar with each other, I will make team assignments. Please let me know.

Daily Journal

Each student is expected to keep a daily journal during the trip. The journal should be reflective in nature; topics for the journal entries include answers to questions like:

- What are you learning?
- How is Italy different from or like the U.S.A.?
- What have you observed?
- How have you come out of your comfort zone?
- What has surprised you?
- Descriptions of people you have met/observed.
- How do you feel about knowing/not knowing Italian?
- How will you be different because of this experience?

You can use your journal as a place to track your trip in terms of chronology, geography, etc. Use it to keep track of your cultural experiences and use it as an outlet to describe new experiences and your thoughts with regard to them. You may also want to use it as a sort of scrapbook to keep such things as museums, castles, tram, etc. tickets and possibly other souvenirs. In addition, you should

incorporate notes from various lectures and business visits. The purpose of the journal is to record not only what you do and see, but also what you feel and think about it. When complete, the journal will provide your instructor with an excellent overview of the experiences and thoughts you had during your visit. The journal must be turned in on the last class meeting, but will be returned after grading has been completed. It is expected that students will begin to keep the journal after each class experience beginning with the first class. The daily journals will be evaluated twice during our stay in Europe (see class schedule).

Individual Reports

To reflect on four (you select) site visits to local businesses, excursions, on your experiences during our excursions as well as on different cultural experience exercises, you will prepare short write-ups. Specific questions for these short (one page) reports may be provided on the day of the excursion/company-university visit/experiential exercise or you may be required to develop your own intellectual thesis. These reports will usually be due the day after the excursion/visit/exercise takes place. These reports will be graded for content, grammar and style.

Participation

Active participation in all class sessions and other group activities is expected. Punctuality, respectfulness (of everyone, but especially of the native population and customs) is expected. Students are expected to be inquisitive, attentive, and participatory during all business visits. Failure to behave in the prescribed manner will result in a failing grade in the course. Further, the class will develop its own ground rules for non-performance of class norms. Merely attending the events will result in below average participation grades.

Reflective Essay (due by Monday, June 12, 2006 via email to pcarver@bellarmine.edu)

This final essay (5 – 7) double spaced pages time roman 12 font) should summarize your experience in the European program. In addition to reflecting on your personal experience, you are also expected to address international business issues as determined based on our excursions, site visits and other interactions. Each student must identify a unique topic that was most interesting to him/her on the trip. This should be a cultural issue, the operation of a specific firm or part thereof, etc. I must approve each topic. Once a student has chosen a topic, no other student may examine the same topic. It is suggested that students work on drafting this paper throughout the trip as part of the journaling and individual reporting process. The essay has to be emailed to Pat Carver by June 12, 2006.

Attendance Policy: Class attendance is mandatory. Students are required to attend each excursion or other class events. Your grade will be dropped by one letter grade for each activity missed without an excused absence as determined by the instructor.

Late Work Policy: Assignments must be completed on time. No late work will be accepted.

Public Folder Information: Not applicable

Changes in syllabus: The professor reserves the right to change the syllabus, as deemed necessary. Please try to maintain an air of flexibility. It is probable that when we arrive in Europe that there will be some adjustments to the proposed schedule. I will make announcements concerning these changes as we proceed through the course. It is solely your responsibility to ensure that you are aware of changes and adjustments to the schedule once announced in class.

**Bellarmino University Business Program Abroad
May 2007**

Date	Day	Activity
5/9	Wednesday	AM Leave U.S.(Louisville) 12:38 pm for Munich (be at Airport 2 hours before departure)
5/10	Thursday	AM Arrive in Munich 7:50 a.m. and take the train to Kufstein PM Arrive in Kufstein between 13 h -15 h Free time from 15 h -17 h (shopping for students, faculty meet with Michael) Welcome reception hosted by the university at 17 h
5/11	Friday	Program in Tirol (Please dress appropriately- sturdy shoes) AM 2 hour instruction session at the university Visit to Leidl Glass, lunch on bus PM Visit to Swarovski Crystal Company Visit to the farm (small fee) return at 19 h
5/12	Saturday	AM Breakfast at 8; Cultural activities in Kufstein 9 h – 12 h (Chair lift to mountain or Kufstein Castle visit) PM Lunch on campus at 12:30 leave for the train station at 13: 45 , depart via train for Milan at 14:35 arrive in Milan at 20:45 (journals due)
5/13	Sunday	AM (Optional) Mass in Milan at one of the historical churches PM Lunch together with the group; visit to see DaVinci's Last Supper (tentative) afternoon free
5/14	Monday	Program in Milan AM Instruction session with lectures at the Università Cattolica PM Site visits to local companies
5/15	Tuesday	AM Breakfast at the hotel, prepare bags site visit at Intesa Sanpaolo Bank Lunch on own in Florence PM Departure for Florence 13 h (tentative) Orientation and walking tour 16 h Dinner with group 20 h
5/16	Wednesday	Program in Florence – Central Market – San Lorenzo Market
5/17	Thursday	Program in Florence – Uffizzi Museum
5/18	Friday	Excursion Day Lucca – Pisa
5/19	Saturday	FREE DAY (suggested independent weekend trip to Rome or Venice)
5/20	Sunday	FREE DAY
5/21	Monday	Program in Florence - (journals due)
5/22	Tuesday	Excursion Day - Siena/Winery
5/23	Wednesday	Program in Florence -
5/24	Thursday	Excursion Day– Montepulciano
5/25	Friday	Program in Florence
5/26	Saturday	Program in Florence, Farewell Dinner in Florence
5/27	Sunday	FREE DAY in Florence – final preparations for return trip – packing, etc.
5/28	Monday	AM Leave Florence EARLY for U.S.- bus pick up at 5 h, flight departs at 7 h arrives in Louisville 5:29 (journals due)

June 12

Reflective Essay due (via email to pcarver@bellarmine.edu)

Tentative Florence Programing

1. Boboli Garden - Pitti Palace - Ponte Vecchio
2. Piazza Del Duomo , Baptistry ,and museum
3. Musea La Specola (Wax Museum)
4. Salvatore Farragamo Museum

5. Walking Tours (4 total - all required)