



BUAD 2930: Applied Global Business Learning

Faculty Director: Heather Kohls
Program Director, India: Steve Crane
Program Specialist, India: David Clark
Program Director, Guatemala: Heather Kohls
Program Specialist, Guatemala: Sr. Jan Gregorcich

Meeting times are determined by the group based on country.

Readings taken from:

Baer, Werner (2008). The Brazilian Economy – Growth and Development. Lynbe Rienner Publishers.

Fields, Gary S.(2001) Distribution and Development: a new look at the developing world. Russel Sage Foundation. New York. The MIT Press

Meier, G. M. E and Stiglitz, J. E. (2001). Frontiers of Development Economics – The Futures in Perspective. Oxford University Press. “The Old Generation of Development Economist and the New”

Ray, D. Development Economics. Princeton, NJ: Princeton University Press, 1998.

Sen, Amartya. (1999). Development as Freedom. Oxford University Press.

UI Haq (1999). Reflections on Human Development. Oxford. CUP.

United Nations Development Program (UNDP) Human Development Report, published annually between 1990 and 2004. Human Development Report Office UNDP, New York.

World Bank, World Development Report, published annually.

COURSE DESCRIPTION:

MU Applied Global Business Learning is a newly developed academic program at Marquette University. Its purpose is to connect students, faculty and business leaders with motivated entrepreneurs in the developing world. It intends to foster sustainable business solutions while preserving cultural ideals with the ultimate goal of improving the lives of those involved in the small business or micro-enterprises. AGBL is also the MU chapter for Global Business Brigades which spawned off from Global Medical Brigades, an organization started here at Marquette 8 years ago bringing medical doctors and a mobile clinic to rural Honduras.

Applied Global Business Learning is a chance for students of all majors to get hands-on experience with developing country businesses and engage in a unique cultural exchange. Each service learning trip focuses on a new business endeavor, finding answers, surveying local customers, and seeking out local expertise.

AGBL students spend months preparing for a one week trip in January or March. Our first brigade to Honduras was January, 2009, working with a group producing baked goods. In May, 2009 we had two trips, one to Honduras and one to Guatemala. January, 2010 was our first trip to India to work with a student run company at St. Xavier's University.

This school year AGBL will host three service learning trips. Planned adventures will take our students back to India and Guatemala.

COURSE OBJECTIVES: Introduce students to the diversity of international business and the complexities of international development. Real life exposure is the only true way to appreciate how different business is in other parts of the world; this program is designed to give students that opportunity. Students will participate in a one or two week international trip working with a local entrepreneur or non-profit. The students solve business problems or conduct business research for the organization and present an analysis of their findings to the individuals in charge.

PREREQUISITIVES: Upperclassmen standing is required.

Course Requirements:

On Line Quizzes: To make sure students are adequately understanding the readings, quizzes will be available in D2L consisting of 5-6 questions per reading. Students will be given 2 chances to complete the assignments correctly since the purpose of these is to ensure reading comprehension. There will be a minimum of five quizzes.

Paper: For 2 credit hours: a group paper is the requirement. At the completion of each trip, a discussion of the content of the paper and assignments will be made. The paper is due within 60 days of the completion of the trip. This paper is often our final deliverable to the organization or entrepreneur we are working with; it is expected to be near-publishable quality and will be posted on the AGBL website for future trip goers and donors.

For 3 credit hours: in addition to working on the group paper, students seeking an additional credit hour will need to complete their own individual paper. Topics for this paper will be determined between the student and program director for the trip and should be specifically related to the subject matter of the requested credits and project. Paper is due within 45 days of the completion of the trip.

Participation in the pre-trip meetings:

Pre-trip planning is essential to the experience. Students have email exchanges with the organization, establish relationships, and formulate answers or potential means for getting answers while on the ground. There are at least 6 formal meetings and additional time spent putting together solutions to the problems assigned to each student. Furthermore, one night is to be a cultural awareness night. When possible individuals who have lived in country will be invited, local food is served, and a video documentary may also be included.

Grading Scale:

94 <	A	≤ 100%
88 <	AB	≤ 94
82 <	B	≤ 88
76 <	BC	≤ 82
70 <	C	≤ 76
64 <	CD	≤ 70
58 <	D	≤ 64
	F	≤ 58

College of Business Administration Assessment Statement

The fundamental mission of the College of Business Administration is to provide a quality education grounded in Catholic, Jesuit intellectual values. Students are expected to learn how to function effectively in a diverse and global economy and develop into responsible members of the business community. As one of many methods of assuring that the goals of our educational mission are successfully met, the college regularly and systematically engages in the assessment of these competencies

Students in the Bachelor of Science in Business Administration program are assessed on their ability to reason ethically, communicate effectively, analyze critically, and understand local, national and global business and cultural issues. Students in our MBA programs are also assessed on their competency to communicate effectively, reason ethically and apply critical thinking, as well as their capacity to comprehend the global strategic issues of firms and perform fundamental activities of business managers. Students in our other graduate programs are assessed on specific competencies related to their disciplines.

Assessment takes place each semester in all programs and settings using quantifiable measures to gather and analyze information to help continuously improve the educational process. The College of Business Administration is dedicated to successfully providing a quality education for all students. Assessment is the continuous improvement process of evaluating our success. More information on assessment can be found at

(<http://www.marquette.edu/assessment/>) or

(<http://www.busadm.mu.edu/undergraduate/LearningObjectives.shtml>)

- a. The college's UNDERGRADUATE assessment goals are:
 - i. Apply effective written and oral communication skills to business situations
 - ii. Analyze the global business environment
 - iii. Analyze the local business environment
 - iv. Use critical thinking skills in business situations
 - v. Apply an ethical understanding and perspective to business situations

This course satisfies both section ii. and iv.

Special Needs

Please inform me during the first week of class if you have any conditions that may limit or affect your ability to participate in this course so that we can make necessary arrangements. You may also contact the Office of Student Educational Services (OSSES), in AMU 317 (8-3270) for more information (see also: <http://www.marquette.edu/oses/>).

Emergency Plan

Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.

ATTENDANCE: Attendance will be taken in this class if necessary.

The attendance policy of the College of Business Administration, as found in the Marquette University Undergraduate Bulletin, is as follows:

A student is expected to attend every exercise of the courses in which he or she is registered. Any absence, regardless of the reason, will prevent the student from getting the full benefit of the course and renders a student liable to university censure. Since it is assumed that no college student will be absent from class without reason, this college will not differentiate officially between excused and unexcused absences.

When a student has absences in hours equal to two weeks of class periods, he or she may be dropped without warning, earning a grade of WA, at the request of the instructor or the dean of the college. After the WA grade has been issued, the student may not apply for a grade of W. All students enrolled in courses taught by the College of Business Administration must conform to the attendance policy in effect in the College of Business Administration even though they are registered through another college or division of the university.

EXTRA CREDIT: No extra credit will be offered or accepted. Extra effort on the part of the student should be directed to exam preparation.

ACADEMIC HONESTY: If any student is caught cheating or violating the common rules of academic honesty, I will use every resource available to see that the disciplinary measures provided by the University are applied to the fullest extent.

INTENDED TOPICS FOR READINGS SCHEDULE

(Students are to complete readings and quizzes in order (ideally) on a self study pace.)

Section 1.

Economic Development Overview

Associated Readings: Ray, Debraj. (1998) Development Economics. Princeton University Press. Cap. 2 Economic Development: Overview.

Section 2.

The Evolution of thinking in Economic Development and the Goals that were pursued
Old Generation of Development Economists and the New
Fallacies in Development theory and their implications for Policy

Associated Readings: Meier, Joseph E and Gerald M. Stiglitz, (2002). Frontiers of Development Economics. The Future in Perspective. Oxford University Press.

Section 3:

Income and Growth Inequality
Poverty approaches and measurements
Pro-poor growth policies

Associated Readings: Fields, Gary S. (2001) Distribution and Development: a new look at the developing world. The MIT Press. Cap. 2 to 9

Section 4:

CA Approach as an alternative to promote Development

Associated Readings: SEN, Amartya. (1999). Development as Freedom. Oxford University Press.

Section 5:

Human Development Approach – an overview

Associated Readings: Ul Haq (1999). Reflections on Human Development. Oxford. CUP.