



**Module Handbook  
Study Program  
Bachelor of Arts in International Relations and Diplomacy**

# **Bachelor Arts International Relations and Diplomacy**

## **Module Handbook**

**at**

**The Schiller International University  
Heidelberg Campus  
Academic Year: 2020-2021**

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## **1. Qualifications Profile**

Political and economic problems often transcend national boundaries and encompass scientific, technological, cultural and humanitarian concerns. The Schiller program in International Relations and Diplomacy prepares student to pursue careers in government, international organizations, law, business, journalism, or for graduate study in political science and related areas.

### **Program Learning Outcomes**

Graduates of the Bachelor of Arts degree in International Relations and Diplomacy will be able to:

- Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.
- Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.
- Evaluate theories and concepts of International Relations and their applicability to current and historical events.
- Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.
- Demonstrate a solid understanding of current and historical events that have shaped International Relations.
- Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.
- Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study. 8) Foster scholarship and research in advancing international relations and diplomacy.

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**2. Overview: Modules and Courses**

Module/Course Number and Title (All modules/courses offered once within a 12-month period)		Assessments	Contact hours per week/workload		
			Contact Hours	Self-Study	Credits: 3 US / 6 ECTS
<b>Required Core Modules/Courses</b>		<b>Credit Totals: 96 US or 192 ECTS</b> (Students must complete all 32 courses/modules outlined below)			
AR 222	<b>History of Art: Renaissance to 19th Century</b>	Participation 15% Paper 25% Exams:30/30	45	135	3 US / 6 ECTS
BA 261**	<b>Principles of Business Law</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
BA 369	<b>Introduction to Sustainable Development</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
BA 384	<b>Behavioural Aspects</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
BA 437	<b>Multinational Enterprise</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
BA/EN 200**	<b>Cross-Cultural Communication</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
EC 452**	<b>Resources and the Environment</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
EC 454**	<b>Monetary Theory and Comparative Banking Systems</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
EC 457**	<b>Economies of Developing Countries</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
ECO 2013**	<b>Principles of Microeconomics</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
ECO 2023**	<b>Principles of Macroeconomics</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
EN 111	<b>English Composition: Expository Writing</b>	Participation 15% Paper 30% Paper 30% Paper 25%	45	135	3 US / 6 ECTS
EN 112**	<b>English Composition: Persuasive Writing</b>	Participation 15% Paper 40% Paper 45%	45	135	3 US / 6 ECTS
EN 373	<b>Public Speaking</b>	Participation 15% Paper 40% Paper 45%	45	135	3 US / 6 ECTS

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<b>Module/Course Number and Title</b> <i>(All modules/courses offered once within a 12-month period)</i>		<b>Assessments</b>	<b>Contact hours per week/workload</b>		
			<b>Contact Hours</b>	<b>Self-Study</b>	<b>Credits: 3 US / 6 ECTS</b>
FR 101. GE 101. SP 101	<b>Beginning Foreign Language 1</b>	Participation 15% Weekly Assessments 35% Exams 50%	45	135	3 US / 6 ECTS
FR 102, GE 102, SP 102	<b>Beginning Foreign Language 2</b>	Participation 15% Weekly Assessments 35% Exams 50%	45	135	3 US / 6 ECTS
GEB 1350**	<b>Introduction to International Business</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
HI 226	<b>European History: Napoleonic Period to the Present</b>	Participation 15% Paper 40% Paper 45%	45	135	3 US / 6 ECTS
IR 221**	<b>Introduction to International Relations</b>	Paper 30% Exam 35% Exam 35%	45	135	3 US / 6 ECTS
IR 331**	<b>Modern Diplomacy</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 335**	<b>American Foreign Policy</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 341**	<b>Concepts in International Relations and Diplomacy</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 353**	<b>The Political Economy of North-South Relations</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 356**	<b>International Relations of the Pacific Region</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 370	<b>Writing for Foreign Affairs</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 450**	<b>Practical Diplomacy</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 456	<b>The European Union**</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 470**	<b>International Economic Policies and Institutions</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
IR 481**	<b>Selected Topics in International Relations</b>	Participation 15% Exam 45% Paper 40%%	45	135	3 US / 6 ECTS
MGF 1107**	<b>College Math</b>	Participation 15% Midterm 40% Final 45%	45	135	3 US / 6 ECTS

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Module/Course Number and Title (All modules/courses offered once within a 12-month period)		Assessments	Contact hours per week/workload		
			Contact Hours	Self-Study	Credits: 3 US / 6 ECTS
PS 221**	Introduction to Political Science	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
PS 370***	The U.S. Political System	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
PSY 1021	General Psychology	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
SO 137	Science and Society	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
CA 497	Capstone	Participation 15% Weekly Assessments 40% Final Project 50%	45	135	3 US / 6 ECTS 6
<b>Electives Courses/Modules</b>		<b>Credit Totals: 24 US or 48 ECTS</b> (Students must select and complete 8 of the 11 courses/modules outlined below)			
ACG 2001	Accounting I	Participation 15% Midterm 40% Final Project 45%	45	135	3 US / 6 ECTS
ACG 2011	Accounting II	Participation 15% Midterm 40% Final Project 45%	45	135	3 US / 6 ECTS
BA 370	Business Communication	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
BA 401	Human Resource Management	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
BA 427	Marketing Management	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
BA 439	International Business Policy	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
BA 469	Entrepreneurship & New Ventures	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
EC 310	Intermediate Economic Theory	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
EC 352	Economic Geography	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS

\*\*Required for the dual degree seekers with the University of Roehampton.

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<b>Module/Course Number and Title</b> <i>(All modules/courses offered once within a 12-month period)</i>		<b>Assessments</b>	<b>Contact hours per week/workload</b>		
			<b>Contact Hours</b>	<b>Self-Study</b>	<b>Credits: 3 US / 6 ECTS</b>
EC 455	<b>International Trade &amp; Finance</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
EN 490	<b>Intercultural Communications</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
FR 201, GE 201, SP 201	<b>Intermediate Foreign Language 1 or any 200-400 electives</b>	Exam 30% Coursework 70%	45	135	3 US / 6 ECTS
FR 202, GE 202, SP 202	<b>Intermediate Foreign Language 2 or any 200-400 electives</b>	Exam 30% Coursework 70%	45	135	3 US / 6 ECTS
HI 225	<b>European History to 1815</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
IR 436	<b>The Middle East</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
IT 103	<b>Applications of Computers</b>	Participation 15% Project 75%	45	135	3 US / 6 ECTS
MA 172	<b>Applied Mathematics</b>	Participation 15% Midterm Exam 40% Final Exam 45%	45	135	3 US / 6 ECTS
MAR 2011	<b>Principles of Marketing</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS
PSY 376	<b>Organizational Psychology</b>	Participation 15% Exam 45% Paper 40%	45	135	3 US / 6 ECTS

## 2 A. Additional module information

Module/Course Number and Title		Prerequisite	Module also found in other programs
<b>Required Core Modules/Courses</b>			
AR 222	<b>History of Art: Renaissance to 19th Century</b>	None	BS IB <sup>1</sup> , BA IE <sup>2</sup>
BA 261**	<b>Principles of Business Law</b>	None	BS IB, BA IE, BS DG <sup>3</sup>
BA 369	<b>Introduction to Sustainable Development</b>	None	BS IB, BA IE
BA 384	<b>Behavioural Aspects</b>	PSY 1021 or GEB 1350	BS IB, BA IE
BA 437	<b>Multinational Enterprise</b>	GEB 1350	BS IB, BA IE
BA/EN 200**	<b>Cross-Cultural Communication</b>	EN 111 or EN 112	BS IB, BA IE
EC 452**	<b>Resources and the Environment</b>	ECO 2013 and ECO 2023	BS IB, BA IE
EC 454**	<b>Monetary Theory and Comparative Banking Systems</b>	ECO 2013 and ECO 2023	BS IB, BA IE
EC 457**	<b>Economies of Developing Countries</b>	ECO 2013 and ECO 2023	BS IB, BA IE
ECO 2013**	<b>Principles of Microeconomics</b>	None	BS IB, BA IE, BS DG
ECO 2023**	<b>Principles of Macroeconomics</b>	None	BS IB, BA IE, BS DG
EN 111	<b>English Composition: Expository Writing</b>	None	BS IB, BA IE
EN 112**	<b>English Composition: Persuasive Writing</b>	None	BS IB, BA IE
EN 373	<b>Public Speaking</b>	None	BS IB
FR 101. GE 101. SP 101	<b>Beginning Foreign Language 1</b>	None	BS IB, BA IE, BS DG
FR 102, GE 102, SP 102	<b>Beginning Foreign Language 2</b>	FR 101. GE 101. SP 101	BS IB, BA IE, BS DG
GEB 1350**	<b>Introduction to International Business</b>	None	BS IB, BA IE
HI 226	<b>European History: Napoleonic Period to the Present</b>	None	BS IB, BA IE
IR 221**	<b>Introduction to International Relations</b>	None	BS IB, BA IE
IR 331**	<b>Modern Diplomacy</b>	IR 221 or PS 221	BS IB, BA IE
IR 335**	<b>American Foreign Policy</b>	IR 221 or PS IR 221	BA IE
IR 341**	<b>Concepts in International Relations and Diplomacy</b>	IR 221	BA IE

<sup>1</sup> BS IB - Bachelor of Science in International Business

<sup>2</sup> BA IE - Bachelor of Arts in International Economics

<sup>3</sup> BS DG – Bachelor of Science Digital Business

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Module/Course Number and Title		Prerequisite	Module also found in other programs
IR 353**	<b>The Political Economy of North-South Relations</b>	IR 221	BA IE
IR 356**	<b>International Relations of the Pacific Region</b>	IR 221	
IR 370	<b>Writing for Foreign Affairs</b>	EN 111 or EN 112	
IR 450**	<b>Practical Diplomacy</b>	IR 221	
IR 456	<b>The European Union**</b>	IR 221, ECO 2013 & ECO 2023	BS IB, BA IE
IR 470**	<b>International Economic Policies and Institutions</b>	IR 221, ECO 2013 & ECO 2023	BA IE
IR 481**	<b>Selected Topics in International Relations</b>	IR 221 or PS 221, ECO 2013 & ECO 2023	BS IB, BA IE
MGF 1107**	<b>College Math</b>	None	BS IB, BA IE
PS 221**	<b>Introduction to Political Science</b>	None	BS IB, BA IE
PS 370****	<b>The U.S. Political System</b>	None	
PSY 1021	<b>General Psychology</b>	None	BS IB, BA IE, BS DG
SO 137	<b>Science and Society</b>	None	BS IB, BA IE
CA 497	<b>Capstone</b>	3 <sup>rd</sup> year standing	BS IB, BA IE
<b>Electives Courses/Modules</b>			
ACG 2001	<b>Accounting I</b>	MGF 1107	BS IB, BA IE, BS DG
ACG 2011	<b>Accounting II</b>	ACG 2001	BS IB, BA IE
BA 370	<b>Business Communication</b>	EN 111 or EN 112	BS IB, BA IE
BA 401	<b>Human Resource Management</b>	GEB 1350	BS IB, BA IE
BA 427	<b>Marketing Management</b>	MAR 2011	BS IB, BA IE
BA 439	<b>International Business Policy</b>	GEB 1350, ECO 2013 or ECO 2023 & 4 <sup>th</sup> year standing	BS IB
BA 469	<b>Entrepreneurship &amp; New Ventures</b>	GEB 1350, ACG 2001 or ACG 2011	BS IB
EC 310	<b>Intermediate Economic Theory</b>	ECO 2013 & ECO 2023	BS IB, BA IE, BS DG
EC 352	<b>Economic Geography</b>	ECO 2013 & ECO 2023	BS IB, BA IE
EC 455	<b>International Trade &amp; Finance</b>	ECO 2013 & ECO 2023	BS IB, BA IE
EN 490	<b>Intercultural Communications</b>	None	BS IB, BA IE
FR 201, GE 201, SP 201	<b>Intermediate Foreign Language 1 or any 200-400 electives</b>	FR 102, GE 102, SP 102	BS IB, BA IE
FR 202, GE 202, SP 202	<b>Intermediate Foreign Language 2 or any 200-400 electives</b>	FR 201, GE 201, SP 201	BS IB, BA IE
HI 225	<b>European History to 1815</b>	None	BS IB, BA IE

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Module/Course Number and Title		Prerequisite	Module also found in other programs
IR 436	<b>The Middle East</b>	IR 221 or PS 221 & IR 341	BA IE
IT 103	<b>Applications of Computers</b>	None	BS IB, BA IE
MA 172	<b>Applied Mathematics</b>	MGF 1107	BS IB, BA IE, BS DG
MAR 2011	<b>Principles of Marketing</b>	None	BS IB, BA IE, BS DG
PSY 376	<b>Organizational Psychology</b>	None	BS IB



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### **3. Modules and Courses: Important information and detailed syllabi**

#### **Important Information regarding module assessments**

**Examinations:** All examinations -midterm and final - are two hours long.

Each module syllabus contains information regarding the lengths of the paper, due date etc. additionally, instructors will inform students about relevant specifics and all course specific materials will be uploaded to the student online learning portal.

**Paper/Written Assignment:** where otherwise not indicated, papers/written assignments must consist of 1500 words, plus or minus 10%

#### **VERY IMPORTANT MESSAGE!**

PLEASE NOTE THAT FOR ALL PAPERS COMPLETED AS PART OF THE FOLLOWING MODULES SIU EXPECTS YOU TO APPLY THE PRINCIPLES OF GOOD ACADEMIC CONDUCT, SPECIFICALLY THE USE PLAGIARISM SOFTWARE (e.g., SAFE ASSIGN AS FOUND ON BLACKBOARD); STYLE AND REFERENCING/BIBLIOGRAPHY AS SPECIFIED IN THE SYLLABI (APA FORMAT). FAILURE TO APPLY THESE GUIDELINES WILL BE REFLECTED IN THE GRADE AWARDED.



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### **3.1 AR 122 History of Art: Renaissance to the 19<sup>th</sup> Century**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

AR 222 – History Art: Renaissance to 19<sup>th</sup> Century is a survey of European painting, sculpture and architecture of the Renaissance, Baroque, Rococo, and of the Romantic Realist and Impressionist periods. The course reviews distinct chronological and cultural periods. Students come to appreciate that art is not necessarily about the artist's technical finesse, but it is about communicating an idea using visual language.

#### **Required Resources**

Davies, P., et al. (2019). *Janson's History of Art: The Western Tradition* (8<sup>th</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

Mukherji, P.D. (2014). Whither art history in a globalizing world. *Art Bulletin*. Vol. 96(2), pp. 151-155.

Prager, P. (2013). Play and the avant-garde: Aren't we all a little dada? *American Journal of Play*. Vol. 5(2), pp. 239-256.

Calvert, A. (2013). A rationale and model for a cultural contextual art history curriculum. *Canadian Review of Art Education: Research & Issues*. Vol. 40(1), pp. 38-46.

Gelfert, A. (2012). Art history: The problem of style, and Arnold Hauser's contribution to the history and sociology of knowledge. *Studies in East European Thought*. Vol. 64(1/2), pp. 121-142.

Rubin, P. (2013). Art history from the bottom up. *Art History*. Vol. 36(2), pp. 280-309.

Kelin, C. (2013). Regarding art and art history. *Art Bulletin*. Vol. 95(2), pp. 187-190.

Perry, L. (2014). The music of painting. *American Scholar*. Vol. 83(3), pp. 85-93.

#### **Course Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Explain the major movements in art, architecture and fashions from the 15<sup>th</sup> to the mid-19<sup>th</sup> century Western culture.
2. Identify the mainstream movements and relevant historical and philosophical parallels.
3. Examine critically the ideological and sociological factors that have contributed to the seminal changes in European culture between the revival of Classical learning and the revolutionary changes of the 18<sup>th</sup> and early-19<sup>th</sup> centuries.
4. Appraise the connections between the various elements that make up contemporary culture and express their own analysis with regard to the importance of these contributing factors.



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**Alignment to Program General Learning Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.				
2) Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices				
3) Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world				
4) Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X	X
5) Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.				
6) Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change				

**The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include an exam that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>The ancient world:</b> review prehistoric art including Paleolithic art and Neolithic art, ancient near Eastern art including Sumerian art, art of Akkad, Babylonian art, Assyrian art, Iranian art, Egyptian art including pre-dynasty and early dynastic art, the old kingdom, the middle kingdom, the new kingdom, Akhenaten and Amarna style, papyrus scrolls, Aegean art, Greek art, Etruscan art, and Roman art.	1,2,3,4	Discussion Weekly Assessment
2	<b>The middle ages:</b> review early Jewish, Christian and Byzantine art, Islamic art, early medieval art, Romanesque art, and gothic art.	1,2,3,4	Discussion Weekly Assessments Midterm exam
3	<b>The Renaissance through Rococo:</b> review art in the 13 <sup>th</sup> and 14 <sup>th</sup> century Italy, artist innovations in the 15 <sup>th</sup> century Northern Europe, early renaissance in 15 <sup>th</sup> century Italy, the high Renaissance in Italy, 1495-1520, the late Renaissance and mannerism in the 16 <sup>th</sup> century Italy, renaissance and reformation in 16 <sup>th</sup> century northern Europe, the baroque in Italy and Spain, the Baroque in the Netherlands, and Baroque in France and England, and the Rococo.	1,2,3,4	Discussion  Weekly Assessment
4	<b>The modern world:</b> review art in the age of enlightenment, 1750-1789, art in the age of Romanticism, 1789-1848, the age of positivism, realism, impressionism and pre-Raphaelites, 1848-1885, progress and its discontents, post-impressionism, symbolism and art nouveau, 1880-1905, toward abstraction, the modernist revolution, 1904 – 1915, art between the wars, postwar to postmodern, 1945-1980, and postmodern art since 1980.	1,2,3,4	Discussion Weekly Assessments Final Exam

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exams (25%)

Learning Outcomes: 1, 2, 3, 4



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Students will appraise the connections between the various elements that make up the body of knowledge of art history and express their own analysis related to the importance of recognized works as related to past and contemporary world events.

**3. Midterm Examination (30%)**

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

**4. Final Comprehensive Exam (30%)**

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Project	25%
Midterm Examination	30%
Final Comprehensive Exam	30%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.2 BA 261 Principles of Business Law**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

BA 261 – Principles of Business Law – The law consists of rules that regulate the conduct of individual, businesses and other organizations in society. This course is designed to give general coverage of the fundamental principles of business law. The course is designed to acquaint the student with areas of law in business such as personal business ventures. This course also addresses business ethics, e-commerce, regulatory and international issues.

#### **Required Resources**

Cheeseman, Henry (2015). *The Legal Environment of Business and Online Commerce* (8<sup>th</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

Bayern, S. (2015). *Offer and acceptance in modern contract law: A needles concept*. Calif. L. Rev., 103, 67. Google Scholar/Open Access/ Kopernio

Gabriel, H. (2018). *Uniform commercial code article two revisions: The view of the trenches*. Barry Law Review, 23(2), 4. Google Scholar/Open Access/ Kopernio

Gill, C., Creutzfeldt, N., Williams, J., & O'Neill, S. (2017). Confusion, gaps, and overlaps: A consumer perspective on alternative dispute resolution between consumers and businesses. University of Westminster. Google Scholar/Open Access/ Kopernio

Gubler, Z. J. (2016). *A unified theory of insider trading law*. Geo. LJ, 105, 1225. Google Scholar/Open Access/ Kopernio

Hillman, R. A. (2014). *The future of fault in contract law*. Duq. L. Rev., 52, 275. Google Scholar/Open Access/ Kopernio

Kolvart, M., Poola, M., & Rull, A. (2016). Smart contracts. In *The future of law and etechnologies* (pp. 133-147). Springer, Cham. Google Scholar/Open Access/ Kopernio

Sabillon, R., Cano, J., Cavaller Reyes, V., & Serra Ruiz, J. (2016). Cybercrime and cybercriminals: A comprehensive study. International Journal of Computer Networks and Communications Security, 2016, 4 (6). Google Scholar/Open Access/ Kopernio

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Understand the philosophy and purposes of law.
2. Describe the historical and constitutional foundations of law.
3. Analyze the relationships and difference between contracts, commercial law and e-commerce.
4. Examine the elements of torts, contracts, third party rights, sales and leases.
5. Explore ethics in business law.



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### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.	X	X			
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.					
3) Investigate emerging issues facing countries or businesses operating in an international setting.					
4) Evaluate International Business problems using established techniques of analysis.					
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.			X	X	
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.					X
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international business.					

### The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an



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undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

**Course Topics**

<b>Week</b>	<b>Topic</b>	<b>Learning Outcomes Addressed</b>	<b>Activities</b>
1	The legal and ethical environment: introduction to legal heritage and the digital age, ethics and social responsibility of business, courts, jurisdiction and administrative agencies, judicial, alternative and e-dispute resolution.	1, 2, 5	Discussion
2	Constitution and public policy: review constitutional law for business and e-commerce, torts and strict liability, criminal law, cyber-crimes, and intellectual property and cyber piracy. Contracts, commercial law and e-commerce: review formation of traditional and e-contracts, e-commerce and digital law, UCC sales and lease contracts and warranties, credit, secured transactions, and bankruptcy.	1, 2, 3, 4, 5	Discussion
3	Business organization and investor protection: review small business and general and limited partnerships, limited liability corporations, Sarbanes Oxley Act, investor protection e-securities, and Wall Street reform. Agency, employment, and labor law: review agency law, equal opportunity in employment, employment law and worker protection, labor law and immigration law.	1, 2, 3, 4, 5	Discussion Exercise Written Project
4	Government regulation: review Anti-trust law and unfair trade practices, consumer protection, environmental protect, land use regulation and real property. Global environment: overview of international and Word Trade law.	1, 2, 3, 4, 5	Discussion Final Exam

**Course Requirements**

5. Weekly Course Based Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

6. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

7. Individual Written Assignment (40%)

Learning Outcomes: 1, 2, 3, 4, 5



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Students will select an important or interesting historical or constitutional issue related to business law today to analyze and evaluate. The issue must be approved by the course instructor.

**Project Development Outlines**

- A developmental outline will be assigned by the course instructor (date and time) to pace student work that must be emailed to the instructor.
- Outlines must be at least 300 words and include all major sections of the final paper. They should include enough wording to demonstrate you have an overall strategic direction (*5 points will be subtracted from the paper score if the outline is incomplete or late*)
- Outlines will also be posted to Week Two Discussion Board so all students can review other team's submissions. Students will read and post comments on at least 3 outlines that are not their own.

**Final Written Report**

- The submitted analysis should be 1500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations). The word count should not include the title page, an abstract, reference pages, appendices, etc.
- Your project must be APA formatted.
- The paper will be due (date and time) via Blackboard. Papers will be posted to the Week Four Discussion Board. Each student will read and comment on at least 3 papers that are not their own.
- Any paper submitted late will be an automatic 10% off.
- Any paper submitted 24-48 hours late will be an automatic 20% off.
- Any paper submitted more than 48 hours late will be awarded 0 points.
- The submission should be reviewed through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
  - 1) Understand the philosophy and purposes of law.
  - 2) Describe the historical and constitutional foundations of law.
  - 3) Analyze the relationships and difference between contracts, commercial law and e-commerce.
  - 4) Examine the elements of torts, contracts, third party rights, sales and leases.
  - 5) Explore ethics in business law.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**Academic Honesty Policy**

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- Facilitation: Knowingly helping another to commit an act of academic dishonesty.



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### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Individual Written Assignment	40%	100%
Final Comprehensive Exam	45%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.3 BA 369 Introduction to Sustainable Development**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

BA 369 – Introduction to Sustainable Development introduces the main concepts, ideas and theories related to the term sustainable development. Students will gain insights into (the limits to) humanity's immense impact on the earth's systems and the underlying drivers of these unsustainable trends. Furthermore, sustainable development requires an understanding that inaction has consequences. Students will learn about some of the contemporary ideas about how to achieve a more sustainable society.

#### **Required Resources**

Blewitt, John (2018). *Understanding Sustainable Development* (3<sup>rd</sup> ed.). Routledge.

*Additional Reading and Supplemental Texts:*

Benn, S., Edwards, M., & Williams, T. (2018). *Organizational change for corporate sustainability*, fourth edition. Taylor and Francis. Retrieved from Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9781138665903

Falkner, R., & Buzan, B. (2019). The emergence of environmental stewardship as a primary institution of global international society. *European Journal of International Relations*, 25(1), 131-155. Open Access/Google Scholar/Kopernio

Harrison, J., Barbu, M., Campling, L., Richardson, B., & Smith, A. (2019). Governing labour standards through free trade agreements: limits of the European Union's trade and sustainable development chapters. *JCMS: Journal of Common Market Studies*, 57(2), 260-277. Open Access/Google Scholar/Kopernio

Leal-Millan, A., Peris-Ortiz, M., & (eds), A. L. L. (2018). *Sustainability in innovation and entrepreneurship: Policies and practices for a world with finite resources*. Springer. Retrieved from Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9783319573175

Lu, H., Schmidpeter, R., Capaldi, N., & (Eds), L. Z. (2018). *Building new bridges between business and society: Recent research and new cases in CSR, sustainability, ethics and governance*. Springer. Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN:9783319635606

Millar, N., McLaughlin, E., & Börger, T. (2019). The circular economy: swings and roundabouts?. *Ecological Economics*, 158, 11-19. Open Access/Google Scholar/Kopernio

Saberi, S., Kouhizadeh, M., Sarkis, J., & Shen, L. (2019). Blockchain technology and its relationships to sustainable supply chain management. *International Journal of Production Research*, 57(7), 2117-2135. Open Access/Google Scholar/Kopernio

Ylönen, M., & Teivainen, T. (2018). Politics of intra-firm trade: Corporate price planning and the double role of the arm's length principle. *New Political Economy*, 23(4), 441-457. Open Access/Google Scholar/Kopernio

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:



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1. To create insight and gain an understanding of the concept of sustainable development and some of the main related contemporary ideas, concepts and theories.
2. Assess and evaluate sustainable development plans of developed & developing countries.
3. Evaluate the social, economic, and environmental dimensions of sustainability.
4. Apply sustainability indicators in analysis and assessment of case studies.
5. Explore the ethical issues and social responsibilities potentially underlying sustainable development projects.

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.	x				
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.		x			
3) Investigate emerging issues facing countries or businesses operating in an international setting.					
4) Evaluate International Business problems using established techniques of analysis.				x	
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.			x		
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.					x
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international business.					

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a comprehensive exam and project that require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.



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This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Globalization:</b> define sustainable development, review world views and ethical values toward an ecological paradigm.	1, 2	Discussion Course activities
2	<b>Culture:</b> review the cultural and contested understanding of science and sustainability, connecting the social with the environment in terms of social capital and environmental justice.	1, 2, 3	Discussion Course activities
3	<b>Politics:</b> reviewing sustainable development with politics and governance, looking beyond the imperatives of economic growth and business as usual.	1, 2, 3, 4, 5	Discussion Course Activities Case Studies
4	<b>Envisioning a sustainable society:</b> review tools and systems for sustainability, and finally leading the sustainability process. Ethics and socially responsibility are addressed.	1, 2, 3, 4, 5	Discussion Final Exam Final Project

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

3. Individual Written Assignment (40%)

Learning Outcomes: 1, 2, 3, 4, 5



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Students must predict and critically analyze a particular aspect of sustainable development theory and relate it to a case study, such as ecological problem, environmental agreement or social movement.

**Requirements**

- Select a particular chapter topic of the course textbook as a starting point for your research. You can choose ONE chapter from the following:
  - Chapter 2: World views and ethical values: towards an ecological paradigm
  - Chapter 3: Cultural and contested understandings of science and sustainability
  - Chapter 4: Connecting social with environmental justice
  - Chapter 5: Sustainable development, politics and governance
  - Chapter 6: Conservation and sustainable development
  - Chapter 7: Beyond the imperatives of economic growth and 'business as usual'
  - Chapter 8: Envisioning sustainable societies and urban areas
  - Chapter 9: Tools, systems and innovation for sustainability
  - Chapter 10: Communication and learning for sustainability
  - Chapter 11: Leading the sustainability process
- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 2000 words (+/- 10%) integrating a minimum of 4 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.
- Any paper submitted late will be an automatic 10% off.
- Any paper submitted 24-48 hours late will be an automatic 20% off.
- Any paper submitted more than 48 hours late will be awarded 0 points.

Your course instructor will assign the due date.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential. **Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**Academic Honesty Policy**

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties:



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*First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Final Comprehensive Exam	45%	
Individual Written Assignment	40%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.4 BA 384 Behavioural Aspects**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

BA 384 – Behavioral Aspects embraces organizational behavior. Organizational behavior is the multidisciplinary field that seeks knowledge of behavior in organizational settings by systematically studying individual, group and organizational processes. This course focuses on group behavior and the leadership that is necessary to transform human resources into effective organizational entities. It is a subset of overall business administration and management, which emphasizes the theory and practice that relate to individuals interacting in the work environment. Case studies, films and guest speakers may be included.

#### **Required Resources**

Greenberg, J. (2011). *Behavior in Organizations* (10<sup>th</sup> ed.). Pearson.  
*Additional Reading and Supplemental Texts:*

Ahmady, G. A., Mehrpour, M., & Nikooravesh, A. (2016). Organizational structure. *Procedia-Social and Behavioral Sciences*, 230, 455-462. Open Access/Google Scholar/Kopernio.

Arvinen-Muondo, R., & Perkins, S. (2017). Organizational behaviour: People, process, work and human resource management: A summary. Kogan Page Limited. Retrieved from LIRN/Skillsoft [Books24x7 version & audiobook]

Atsan, N. (2016). Decision-making under stress and its implications for managerial decision-making: a review of literature. *International Journal of Business and Social Research*, 6(3), 38-47. Open Access/Google Scholar/Kopernio.

Chan, S. H. J., & Lai, H. Y. I. (2017). Understanding the link between communication satisfaction, perceived justice and organizational citizenship behavior. *Journal of business research*, 70, 214-223. Open Access/Google Scholar/Kopernio.

Cohen, A. (2018). Counterproductive work behaviors: Understanding the dark side of personalities in organizational life. Taylor and Francis. Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN:9781138210653

de Serpa, S. N. F. (2020). Organizational culture trending and resolution. *Journal of Organizational Culture, Communications and Conflict*, 24(1), NA. Retrieved from <https://link.gale.com/apps/doc/A626293558/AONE?u=lim78088&sid=AONE&xid=f1710cb2>

Ganino, M. (2018). *Company culture for dummies* John Wiley & Sons (US). Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9781119457848

Haider, S., Heredero, C. D. P., & Ahmed, M. (2020). A three-wave time-lagged study of mediation between positive feedback and organizational citizenship behavior: the role of organization-based self-esteem. *Psychology Research and Behavior Management*, 241c+. Retrieved from <https://link.gale.com/apps/doc/A622150942/AONE?u=lim78088&sid=AONE&xid=09df39c3>

Lee, S. H. (2020). Achieving corporate sustainability performance: The influence of corporate ethical value, and leader-member exchange on employee behaviors and organizational performance. *Fashion and Textiles*, 7(1), NA. Retrieved from <https://link.gale.com/apps/doc/A625896197/AONE?u=lim78088&sid=AONE&xid=c7c77115>

Newman, A., Schwarz, G., Cooper, B., & Sendjaya, S. (2017). How servant leadership influences organizational citizenship behavior: The roles of LMX, empowerment, and proactive personality. *Journal of Business Ethics*, 145(1), 49-62. Open Access/Google Scholar/Kopernio.

Zhang, X., & Yao, Z. (2019). Impact of relational leadership on employees' unethical pro-organizational behavior: A survey based on tourism companies in four countries. *PLoS ONE*, 14(12), e0225706. Retrieved from <https://link.gale.com/apps/doc/A607994368/AONE?u=lim78088&sid=AONE&xid=2f057d92>

### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Formulate and apply the principles of associative and operant learning theories.
2. Explore personality response and conditioned response, include learning theory.
3. Examine ethical issues affecting organizational behavior
4. Justify behavior, motivation perception and meaning using drive and incentive theories.
5. Formulate group dynamics and the work environment.

### Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.	X				
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.		X			
3) Investigate emerging issues facing countries or businesses operating in an international setting.					X
4) Evaluate International Business problems using established techniques of analysis.				X	
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.					
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.			X		
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international business.					

### The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate



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degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessment will include one written project and a comprehensive final exam that require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### **Course Topics**

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Organizational behavior:</b> introduction to organizational behavior, the field of OB, organizational justice, ethics and corporate social responsibility.	1, 2, 4	Discussion Application
2	<b>Basic human processes:</b> review perception and learning, understanding and adapting to the work environment, individual differences, personality, skills and abilities, coping with organizational life, emotions and stress.	1, 2, 3, 4	Discussion Assessment



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3	<b>The individual in the organization:</b> work related attitudes, prejudice, job satisfaction and organizational commitment, and motivation in organizations.	1, 2, 3, 5	Discussion Application
4	<b>Group dynamics:</b> review group dynamics and work teams, communication in organizations, decision making in organizations, interpersonal behavior at work including conflict, cooperation, trust and deviance.	1, 2, 3, 4, 5	Discussion Individual paper Final Exam

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include short answer questions, long answer essays and possible case studies.

3. Individual Written Assignment (40%)

Learning Outcomes: 1, 2, 3, 4, 5

This project requires writing a paper about one of the following topics:

- Is it better to work individually or in a team?
- Volkswagen emissions scandal and Corporate Social Responsibility
- How learning affects behavior
- Advantages and disadvantages of autonomous work teams
- Globalization and organizational culture
- Critically analyze a successful leader.

#### Requirements

- An acceptable analysis should be 1500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified in the course syllabus.
- Your project must be APA formatted.
- Any paper submitted late will be an automatic 10% off.
- Any paper submitted 24-48 hours late will be an automatic 20% off.
- Any paper submitted more than 48 hours late will be awarded 0 points.

Your course instructor will assign the due date.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**



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### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Individual Written Project	40%	100%
Final Comprehensive Exam	45%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.5 BA 437 Multinational Enterprise**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

BA 437 – Multinational Enterprise is designed to keep students knowledgeable about cultural, legal, political, and social differences among countries so they can be informed employees in the global workplace. The course uses case studies to explore how firms address cultural, legal and technological differences among countries. International trade and investment conflicts, natural and man-made disasters, as well international trade statistics, exchange rates, expatriate costs of living and political unrest is also explored.

#### **Required Resources**

Griffin, R and Pustay, M. (2017). *International Business: A Managerial Perspective* (8<sup>th</sup> ed.). Pearson.  
*Additional Reading and Supplemental Texts:*

Abramson, N. R., & Moran, R. T. (2018). *Managing cultural differences: Global leadership for the 21st century*, tenth edition. Routledge/Taylor and Francis Group. Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9781315403984

Aerni, P. (2018). *Global Business in Local Culture: The Impact of Embedded Multinational Enterprises*. 1st Edition. Springer.

Ajami, R.A. & Goddard, G.J. (2018). *Global business: competitiveness and sustainability*. Routledge/Taylor and Francis Group. Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9781315147734

Robins, N. (2012). *The Corporation That Changed the World: How the East India Company Shaped the Modern Multinational*. 2nd Edition. Pluto Press.

Muchlinski, P. T. (2000). *Multinational Enterprise and the Law*. 4th Edition. Wiley-Blackwell.

Szymanski, M., Fitzsimmons, S., & Danis, W. (2019). Multicultural managers and competitive advantage: Evidence from elite football teams. *International Business Review*, 28, 305-315. Retrieved from Google Scholar/researchgate.net/Open Access.  
<https://www.researchgate.net/publication/328275942>

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Advise how foreign direct investment fits MNE activities.
2. Evaluate the generic strategic business unit strategies that assist in making the MNE successful.
3. Discuss the implications of balance-of-payments problems from the perspective of MNE management.
4. Recommend how different cultural and environmental variables affect management decision making with an emphasis on social and ethical issues
5. Discuss how the different areas of an organization are applied to a MNE context.



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### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.		x			
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.					
3) Investigate emerging issues facing countries or businesses operating in an international setting.			x		
4) Evaluate International Business problems using established techniques of analysis.					x
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.	x			x	
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.		x			
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international business.					

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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

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undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>The world's marketplace:</b> an overview of international business, global marketplaces and business centers, legal, technological, accounting and political environments, the role of culture, ethics and social responsibility in international business.	1,2,3,4,5	Discussion Weekly Assessments
2	<b>The International environmental environment:</b> review international trade and investment, the international monetary system and the balance of payments, foreign exchange and international financial markets, formulation of national trade policies, and international cooperation among nations.	1,2,3,4,5	Discussion Weekly Assessments Midterm Assessment
3	<b>Managing international business: review</b> international strategic management, strategies for analyzing and entering foreign markets, international strategic alliances, international organization design and control, leadership and employee behavior in international business, managing international business operations,	1,2,3,4,5	Discussion Weekly Assessments
	<b>Managing International Business Operations (continued):</b> international marketing, international operations management, international financial management, international human resource management and labor relations	1,2,3,4,5	Discussion Weekly Assessments Written Project Final Exam

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 2 (Friday for online courses), students will complete a midterm assessment on course material that has been presented during the first two weeks of the course. If the assessment takes the form of an exam, it will include short answer questions, long answer essays and possible case studies of the instructor's choice.

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.



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**3. Individual Written Project (45%)**

Learning Outcomes: 1, 2, 3, 4, 5

**Written Project**

Discuss the following topics in your paper:

Give an introduction to your company, your product line, and the countries you choose to investigate/analyze from a trade perspective and why you chose those countries. Provide detail on the trade issues in each of your chosen countries. Justify which country you have chosen to focus your business expansion on and why.

What are the mission and vision of the company? Explain to which overall global strategy they apply and describe briefly using the strategies discussed in this course. What is the current organizational structure of your company? Analyze the type of OS. Provide a simple SWOT analysis ONLY of the decision to move your product line into the selected country.

What mode of entry have you selected as best for your activity in the selected country? Discuss how the risk appetite of your company has affected your choice of mode of entry. Recall the 3 issues of Dunning's Eclectic Theory that need to be balanced out, i.e., location advantages, ownership advantages, and internalization advantages.

Other issues. Discuss, if applicable, any particular issues anticipated in the functional areas, e.g., human resources (management issues, labor, culture, ethical, personal physical risk, etc.), finance, operations, marketing (any of the 4P's), legal, political, force majeure events (meaning big unpredictable events, like natural disasters, political upheavals), etc.

**Requirements:**

- An acceptable analysis should be 2500 words (+/- 10%) integrating a minimum of 5 academic sources (evidenced by citations). The word count should not include the title page, an abstract, reference pages, appendices, etc.
- The paper will be due (date and time) via Blackboard.
- Any paper submitted late will be an automatic 10% off.
- Any paper submitted 24-48 hours late will be an automatic 20% off.
- Any paper submitted more than 48 hours late will be awarded 0 points.
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential. For assignment details, please refer to the *BA 437 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Academic Honesty Policy**

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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the



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material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Project	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.6 BA/EN 200 Cross-Cultural Communications**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

EN 200 – Cross-Cultural Communications illustrates the different cultural norms at play when people interact. It will provide application of the various factors which affect communication, particularly in an international context. The course will explore the relationship between the discipline of cultural anthropology, its central concept of culture and the conduct of global business. The course will present a number of different models for understanding cultural differences, including contrasting values and metaphors to help students appreciate how people from different cultures view the world from the perspective of their own cultural assumptions and how culture affects thinking and behavior. Emphasis is placed on building and maintains relationships through verbal and nonverbal communication. The course will also examine three functional processes critical to success in conducting global business: negotiating, partnering and managing. Prerequisite: EN 111 or EN 112

#### **Required Resources**

Ferraro, G. and Briody, E. (2013). *The Cultural Dimension of Global Business*, 7<sup>th</sup> ed. Pearson.

#### *Additional Reading and Supplemental Texts:*

Leavy, P. (2019). Spark: Why I Wrote a Novel Designed to Teach the Research Process. The Abramson, N. R., & Moran, R. T. (2018). *Managing cultural differences: Global leadership for the 21st century*, tenth edition Taylor and Francis. Retrieved from Retrieved from LIRN/Skillsoft [Books24x7 version].

Acheson, K. and Bean, S. S. (2019). Representing the intercultural development continuum as a pendulum: Addressing the lived experiences of intercultural competence development and maintenance. *European Journal of Cross-Cultural Competence and Management*, 5(1), 42. Retrieved from Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Caligiuri, P., Mencia, A., Jayne, B. & Traylor, A. (2019). Developing cross-cultural competencies through international corporate volunteerism. *Journal of World Business*, 54(1), 14-23. . Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Solomon, C. and Schell, M. (2009). *Managing across cultures: The seven keys to doing business with a global mindset*. Boston, MA: McGraw Hill.

Kohls, L. and Knight, J. (1994). *Developing intercultural awareness: A cross-cultural training handbook*, (2<sup>nd</sup> ed.). London: Nicholas Brealey.

International Etiquette for conducting business: [www.cyborlink.com](http://www.cyborlink.com)

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Highlight culture and different cultural “norms” at play in a communicative situation.
2. Examine the significance of non-verbal communication.
3. Illustrate effective communication strategies for culturally diverse people.
4. Interpret factors that block effective intercultural communication and the role of perception in cross-cultural understanding.
5. Construct strategies for negotiations with members of the other nations.



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**Alignment to Program General Learning Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X	X	X	X	X
2) Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices				X	X
3) Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world					
4) Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X	X	X
5) Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			X	X	X
6) Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change					

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a written project that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

**Attendance and Participation Policy**

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

**Course Topics**

Week	Topic	Learning Outcomes Addressed	Activities
1	Cultural anthropology and global business. Anthropologists develop theories about culture that apply to all humans. Challenges and opportunities with cultural differences in business are explored.	1,2,3,4	Discussion Simulation Exercises
2	Lenses for understanding culture and cultural differences. Contrasting values discussions. Context, metaphors, and change are reviewed.	1,2,3,4	Discussion Research Role Playing Midterm Writing Assignment
3	The non-verbal dimension of cross-cultural communication. The language dimension of cross-cultural communication. Negotiating across cultures.	1,2,3,4,5	Discussion Case Study Writing Activities
4	Partnering across cultures. Developing global leaders. The nature of culture shock and minimizing culture shock.	1,2,3,4,5	Discussion Case Study Final Writing Project

**Course Requirements**

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Midterm Writing Assessments (40%)

Learning Outcomes: 1, 2, 3, 4, 5

Research and select an example of an organizational misunderstanding related to culture that led to economic, business, and/or political challenges or failure. Present an analysis of the occurrence and conclude with solutions from content presented in the course that could have prevented and corrected the situation. Make sure to explain why your proposed strategies would have made a difference.

Requirements



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- All topics must be approved by the course instructor.
- An acceptable analysis should be 1000 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations).
- Before submitting your paper, you should make sure your response reflects course learning outcomes as identified in the course syllabus.
- Your project must be APA formatted.
- The assignment must be submitted in Blackboard.
- The due date will be assigned by the course instructor.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**3. Final Writing Project (60%)**

Learning Outcomes: 1, 2, 3, 4, 5

Select one of the article topics below to analyze, examine strategies for effective intercultural communication, and identify barriers that block it citing concrete examples of where real companies have faced and dealt with these challenges to support your analysis. Other topics can be proposed but **MUST** be approved by the course instructor.

Paper Topics

- A business magazine asks you to write an article about the importance of multicultural competency when doing business in today's world. Write the article, addressing two specific insights requested; Why multicultural competency is a key skill for business in the 21st century. Illustrate your case with cross cultural issues encountered by companies when expanding into foreign markets.
- A Spanish hotel chain is planning to open a luxurious hotel in Madrid to attract tourists from China, India or the Arab countries. Select a market and give your insights and recommendations to ensure a successful launch, highlighting why multicultural competency is so relevant when doing business in a global world. Why multicultural competency is so important today in order to succeed as a truly global business; illustrate it with an example of your choice.

**Requirements**

- Create and state your own definition/vision of effective intercultural communication.
- Provide examples of factors that block effective communication.
- Provide a brief background summary of the two companies you have chosen as your case study
- Identify and analyze the linguistic difficulties the companies faced and how the companies addressed the challenges.
- An acceptable analysis should be 1500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations).
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified in the course syllabus.
- Your project must be APA formatted.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**



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### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Midterm Writing Assignment	40%	
Final Writing Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.7 EC 452 Resources and the Environment

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

EC 452 – Resources and the Environment focuses on an in-depth examination of the distribution, allocation, and consumption of both renewable and non-renewable resources, as well as the evaluation of the potential environmental problems. The course examines potential ways of solving current environmental problems. Examples of issues that will be analysed include: the changing patterns in resource development, the issues of private producer control vs. state-owned enterprises, and the impact of future markets on resource prices and allocations. Prerequisites: ECO 2013 and ECO 2023

#### Required Resources

Cunningham, W. and Cunningham, M. (2019). *Environmental Science: A Global Concern* (13<sup>th</sup> ed.). McGraw-Hill.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Bergeron, E. (2020, Wntr). Bridging the Nature-Culture Gap: Using Cultural Resource Laws for Environmental Protection. *Natural Resources & Environment*, 34(3), 18+. Retrieved from <https://link.gale.com/apps/doc/A616315265/AONE?u=lim78088&sid=AONE&xid=6c0df11a>

Dias, A., Rodrigues, L., Craig, R., & Neves, M. E. (2019). Corporate social responsibility disclosure in small and medium-sized entities and large companies. *Social Responsibility Journal*, 15(2), 137-154. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Guertin, F., Halsey, K., Polzin, T., Rogers, M., & Witt, B. (2019). From ash pond to riverside wetlands: Making the business case for engineered natural technologies. *Science of the Total Environment*, 651, 419-426. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Mansfield, L. (2018). *Managing Upland Resources, New Approached to Rural Environments*. 2<sup>nd</sup> Edition. Whittles Publishing.

Maurer, M., & Bogner, F. X. (2020). First steps towards sustainability? University freshmen perceptions on nature versus environment. *PLoS ONE*, 15(6), e0234560. Retrieved from <https://link.gale.com/apps/doc/A626711030/AONE?u=lim78088&sid=AONE&xid=8c7a1bbc>

Nayakwadi, S., & Brookes, G. (2018). Tire solutions and green business strategies to bolster the bottom line. *Fleet Equipment*, 44(12), 44+. Retrieved from LIRN/Gale Business Collection.

Nelson, K. M., Anggraini, E., & Schlüter, A. (2020). Virtual reality as a tool for environmental conservation and fundraising. *PLoS ONE*, 15(4), e0223631. Retrieved from <https://link.gale.com/apps/doc/A619584459/AONE?u=lim78088&sid=AONE&xid=ca1e5cf2>

Stoneback, C. C., & Garman, P. C. (2020, Wntr). When Historic Resources and Hazardous Substances Collide. *Natural Resources & Environment*, 34(3), 23+. Retrieved from <https://link.gale.com/apps/doc/A616315266/AONE?u=lim78088&sid=AONE&xid=9f406dac>

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

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- 1) Identify and debate the most important environmental problems that exist today, relative to for instance, biodiversity and sustainability.
- 2) Interpret basic resource concepts and issues such as environmental pollution control (as an example of governmental control of social costs of production).
- 3) Analyze applicable environmental policy and laws.
- 4) Evaluate the changing patterns in resource development, urbanization and sustainable cities.
- 5) Debate efficiency, equity and economic development objectives.
- 6) Examine how states operate and the constraints within which they conduct business;
- 7) Analyze restoration ecology concepts using ecological economics.

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>	<b>LO 6</b>	<b>LO 7</b>
1) Critically analyze and apply a sound knowledge of the principles, theories, and models of international economics in a variety of business settings	x	x	x	x	x	x	x
2) Assess consumer, business, and policy decisions based on the theories and principles of economics.	x	x	x	x	x	x	x
3) Interpret business initiatives and international trade policies in the light of economic theory.	x	x	x	x	x	x	x
4) Formulate business proposals founded on economic theory.	x	x	x	x	x	x	x
5) Examine and propose the most effective allocation of resources to achieve economic efficiency and sustainability. Compare and apply economic tools to analyze decisions made by consumers, businesses, and policy makers.	x	x	x	x	x	x	x
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international economics.	x	x	x	x	x	x	x
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.							
8) Foster scholarship and research in advancing international economics.							

**The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.



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### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a written project that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Understanding our environment:</b> review the principles of science and systems, matter, energy and life, evolution, biological communities and species interaction, and population biology.	1,2	Discussion Course-based Assessments
2	<b>Environment:</b> review environmental health, food and hunger, farming, conventional and sustainable practices. <b>Preservation:</b> review biodiversity – preserving the species, biodiversity- preserving the landscapes, restoration ecology.	1,2,4	Discussion Course-based Assessments
3	<b>Earth resources:</b> review geology and earth resources, air, weather and climate, air pollution, water use and management, and water pollution. <b>Energy and waste:</b> conventional energy, sustainable energy, solid, toxic and hazardous waste.	1,2,4,7	Discussion Course-based Assessments
4	<b>Special topics:</b> urbanization, sustainable cities, ecological economics, environmental policy, law and planning.	1,2,3,4,5,6,7	Discussion Course-based Assessments Written Project



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## Course Requirements

### 1. Weekly Discussion-Based Activities (10%)

Learning Outcomes 1, 2, 3, 4, 5, 6, 7

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### 2. Weekly Assessments (40%)

Learning Outcomes 1, 2, 3, 4, 5, 6, 7

Each week, students will participate in assessment activities that reinforce course content. The assessments will be identified by the course instructor and could include such activities as research and analysis, tests, exams, essays, and case studies.

### 3. Final Written Project (50%)

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Select a policy or law related to the environment. After approval from your course instructor, analyze and explain the justification for the policy or law and evaluate its impact/effectiveness. Make sure to justify your evaluation by supplying information related to the course learning outcomes. Finally, propose possible future directions for the policy or law based upon current changing conditions, politics, etc. Make sure to justify your positions. What information/data supports your conclusions?

Requirements:

- An acceptable analysis should be 2000 words (+/- 10%) integrating a minimum of 4 academic sources (evidenced by citations).
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- The grade on any paper submitted late will automatically be deducted by 10%.
- Any paper submitted 24-48 hours late will be deducted by 20%.
- Any paper submitted more than 48 hours late will receive a 0.
- For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

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- Fabrication: Intentional or unintentional invention or falsification.



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- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

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### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Weekly Discussion-Based Activities	10%	
Weekly Assessments	40%	
Individual Written Project	50%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.8 EC 454 Monetary Theory and Comparative Banking systems**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

EC 454 – Monetary Theory and Comparative Banking Systems analyzes the fundamentals of modern monetary theory in the context of stabilization policies. It investigates the history and functioning of modern banking systems with special reference to the USA, Germany, Japan and other nations. Different banking systems are examined as is the supply/demand for money and the determination of interest rates in an international context. International cooperation in monetary policy is examined. Prerequisites: ECO 2023, ECO2013

#### **Required Resources**

Mishkin, F. S. (2015). *The Economics of Money, Banking and Financial Markets*, 11<sup>th</sup> ed. Pearson.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Beckmann, J., Glycopantis, D., & Pilbeam, K. (2018). The dollar and euro exchange rate and monetary fundamentals. *Empirical Economics*, 54(4), 1389-1410. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions. Permanent repository link: <http://openaccess.city.ac.uk/16862/>

Bordo, M.D., (2019) Karl Brunner and Allan Meltzer: From monetary policy to monetary history to monetary rules (Economics Working Paper No. 19104). Retrieved from Hoover Institution website: <https://www.hoover.org/sites/default/files/research/docs/19104-bordo.pdf>

Von Hayek, F.A. (2012). *Monetary Theory and the Trade Cycle*. 2<sup>nd</sup> edition. Martino Fine Books.

Malaquias, R. F., & Hwang, Y. (2019). Mobile banking use: A comparative study with brazilian and U.S. participants. *International Journal of Information Management*, 44, 132-140. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

McCauley, R. N., Bénétrix, A. S., McGuire, P. M., & von Peter, G. (2019). Financial deglobalisation in banking? *Journal of International Money and Finance*, 94, 116-131. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Molyneux, P., & Iqbal, M. (2016). *Banking and financial systems in the Arab world*. Springer. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Mosler, W. (2013). *Soft Currency Economics II: The Origin of Modern Monetary Theory*. CreateSpace Independent Publishing Platform.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Distinguish the functions, nature and benefits of money
2. Debate the problems of defining money: conceptual and empirical approaches.
3. Explain how the banking system can create money using the bank multiplier model.
4. Explain the money base tools of monetary policy and interpret their practical limitations.
5. Distinguish between instruments, intermediate targets, and final objectives in the context of monetary policy.

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6. Use a basic economic model to explain the significance of money for the real economy from the perspective of different schools of economic thought, viz. Neoclassical, Keynesian and monetarist.

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>	<b>LO 6</b>
1) Critically analyze and apply a sound knowledge of the principles, theories, and models of international economics in a variety of business settings	x	x	x	x	x	x
2) Assess consumer, business, and policy decisions based on the theories and principles of economics.	x	x	x	x	x	x
3) Interpret business initiatives and international trade policies in the light of economic theory.	x	x	x	x	x	X
4) Formulate business proposals founded on economic theory.	x	x	x	x	x	X
5) Examine and propose the most effective allocation of resources to achieve economic efficiency and sustainability. Compare and apply economic tools to analyze decisions made by consumers, businesses, and policy makers.	x	x	x	x	x	X
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international economics.	x	x	x	x	x	X
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.	x	x	x	x	x	X
8) Foster scholarship and research in advancing international economics.						

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

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### Course Topics

Week	Topic	Learning Outcome Addressed	Activities
1	Functions and characteristics of money Problems of definition Monetary aggregates in major economies	1,2,3,4,5,6	Discussion Course-based Assessments
2	Banks and the process of money creation: the bank multiplier and alternative models Banks as business firms The political economy of central banking	1,2,3,4,5,6	Discussion Course-based Assessments
3	The theory and practice of monetary policies in developed economies Exchange rate regimes Monetary unions, currency boards and dollarization	1,2,3,4,5,6	Discussion Course-based Assessments
4	International monetary co-operation Money and the real economy – classical, Keynesian and monetarists' perspectives.	1,2,3,4,5,6	Discussion Course-based Assessments Written Project

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments

Learning Outcomes 1, 2, 3, 4, 5, 6

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Individual Written Project

Learning Outcomes: 1, 2, 3, 4, 5, 6

Select a national or world bank and analyze its history and functioning related to the supply and demand of money, interest rates, etc. from an international context.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 2000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 4 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.



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For assignment details, please refer to the *EC 454 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

3. Final Comprehensive Exam

Learning Outcomes: 1, 2, 3, 4, 5, 6

The Final Comprehensive Exam will assess all course learning outcomes and will consist of 4 long answer questions.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**Academic Honesty Policy**

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Individual Written Project	40%	50%
Final Comprehensive Exam	45%	50%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.9 EC 457 Economies of Developing Countries**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

EC 457 – Economics of Developing Countries provides the student with a solid understanding of economic development allowing them to evaluate the current problems facing Third World countries. These findings will be linked to theories explaining economic mal-development and to in-depth discussions of practical attempts to escape from its vicious circles. Specific problem areas are analyzed more in depth including: questions of population growth, capital demand, foreign trade imbalance, foreign investment, and the agrarian sector. Prerequisites: ECO 2013 and ECO 2023

#### **Required Resources**

Todaro, M.P. and Smith, S.C. (2015). *Economic Development* (12<sup>th</sup> ed.). Pearson.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Acemoglu, D. Robinson, J.A. (2013). *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. Profile Books.

Horner, R., & Hulme, D. (2019). From international to global development: New geographies of 21st century development. *Development and Change*, 50(2), 347-378. Wiley. Retrieved from Google Scholar using Open Access Unpaywall and Kopernio Google Chrome Extensions.

Sen, A. (2001). *Development as Freedom*. Oxford University Press.

Siddiqui, K. (2018). Imperialism and global inequality: A critical analysis. *Journal of Economics and Political Economy*, 5(2), 266-291. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Wagner, N., Kaiser, M. (2005). *Economics of Developing Countries*. 3<sup>rd</sup> Edition. UTB, Stuttgart.

Ziai, A. (2019). Towards a more critical theory of development in the 21st century. *Development and Change*, 50(2), 458-467. Wiley. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Explore economic development, "Third-World" countries, WTO, IMF, IBRD, economic factors, balance of payments, privatization, etc.
2. Justify and evaluate various economic theories, the role of the public and private sectors, and barriers to development.
3. Critically analyze dimensions of LDCs issues and problems or apply economic theories to a LDC.
4. Determine the factors that impact income distribution and the economy of countries world-wide.
5. Synthesize various economic theories such as the Malthusian Population Trap, explore their applicability to the public and private sectors, and identify barriers to development.



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### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply a sound knowledge of the principles, theories, and models of international economics in a variety of business settings	x	x	x	x	x
2) Assess consumer, business, and policy decisions based on the theories and principles of economics.	x	x	x	x	x
3) Interpret business initiatives and international trade policies in the light of economic theory.	x	x	x	x	x
4) Formulate business proposals founded on economic theory.	x	x	x	x	x
5) Examine and propose the most effective allocation of resources to achieve economic efficiency and sustainability. Compare and apply economic tools to analyze decisions made by consumers, businesses, and policy makers.	x	x	x	x	x
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international economics.	x	x	x	x	x
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.	x	x	x	x	x
8) Foster scholarship and research in advancing international economics.	x	x	x	x	x

### The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

## Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

## Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Principles and concepts:</b> introducing economic development, comparative economics development, classic theories of economic growth and development, contemporary models of development and underdevelopment.	1,2,3,4,5	Discussion Weekly Assessments
2	<b>Problems and policies:</b> review poverty, inequality and developments, population growth and economic development, causes, consequences and controversies, urbanization and rural-urban migration theory and practice, human capital, education and health in economic development, agricultural transformation and rural development, the environment and development, development policymaking and the roles of market, state and civil society.	1,2,3,4,5	Discussion Weekly Assessments
3-4	<b>Problems and policies at the international and macro levels:</b> international trade and development strategy, balance of payments debt, financial crisis and stabilization, foreign finance, investment and aid, and finance and fiscal policy for developments.	1,2,3,4,5	Discussion Weekly Assessments Individual Written Assessment

## Course Requirements

### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.



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Test content will focus on:

- Assessing the main business economic theories that concern an organization and its market. (LO 1)
- Judging the usefulness of these theories in the understanding of the operations of business. (LO 2)
- Reflecting upon the effects of and use of tariffs, quotas and subsidies used to restrict the entry of foreign goods and promote the export of domestic goods. (LO 5)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

### 3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Discuss and analyze dimensions of LDC issues or appraise and apply economic theories to an LDC.

Additional Guidance:

- An acceptable analysis should be 2500 words (+/- 10%) integrating a minimum of 5 academic sources (evidenced by citations).
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- The grade on any paper submitted late will automatically be deducted by 10%.
- Any paper submitted 24-48 hours late will be deducted by 20%.
- Any paper submitted more than 48 hours late will receive a 0.
- For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

For assignment details, please refer to the *EC 457 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### **Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The



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Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.10 ECO 2013 Principles Microeconomics

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

ECO 2013 – Principles of Microeconomics will explore individual economic choices and how markets coordinate the choices of various decision makers. Microeconomics explains how price and quantity are determined in individual markets. Economists use scientific analysis to develop theories or models that explain economic behavior. Throughout the course the concern will be in developing an economic relation that can be expressed in words, represented as a table of quantities, described by a mathematical equation or illustrated by a graph. The course will introduce various market systems, public policy and how the market affects international economics in terms of international trade, international finance and economic development. Prerequisite: None

#### Required Resources

Hubbard, R.G. and O'Brien, A.P. (2019). *Microeconomics* (7<sup>th</sup> ed.). Pearson.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Aagaard, T. S., & Kleit, A. N. (2019, Fall). The complexity dilemma in policy market design. *Duke Environmental Law & Policy Forum*, 30(1), 1+. Retrieved from <https://link.gale.com/apps/doc/A622556416/AONE?u=lirn78088&sid=AONE&xid=c5d8f516>

Burson, J., & Harvey, N. (2019). Mo money, mo problems: When and why financial incentives backfire. *Journal of Management Information and Decision Sciences*, 22(3), 191+. Retrieved from: <https://link.gale.com/apps/doc/A606173230/AONE?u=lirn78088&sid=AONE&xid=37738ef9>

Caro, F., & Sadr, R. (2019). *The internet of things (IoT) in retail: Bridging supply and demand*. *Business Horizons*, 62(1), 47-54. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Chatham (2019, February 12) Investopedia stock analysis: What's the difference between microeconomics and macroeconomics? [Weblog Post] *Newstex Finance & Accounting Blogs. International Monetary Fund—IMF*. Retrieved from LIRN/ProQuest Accounting, Tax & Banking.

Choi, Y. B. (2019). Universal economics. *Independent Review*, 24(3), 473+. Retrieved from <https://link.gale.com/apps/doc/A611741445/AONE?u=lirn78088&sid=AONE&xid=f4efd73b>

Kotikova, S., & Pavlu, K. (2019). Destination management level evaluation with an emphasis on the internationalisation factor. *Business and Economic Horizons*, 15(3), 357+. Retrieved from <https://link.gale.com/apps/doc/A625863947/AONE?u=lirn78088&sid=AONE&xid=15ffcba2>

Roberts, R. (2002). *The Invisible Heart: An Economic Romance*, MIT Press Books, The MIT Press, edition 1, volume 1, number 0262681358, March.

Yangus, M.L. (2019). *Essays in Applied Microeconomics*. UCLA. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions. Permalink: <https://escholarship.org/uc/item/3pq5c5z9>

Saad, D. A., Hegazy, T., (2015). Microeconomic optimization and what-if analysis for facilities renewal, *Journal of Facilities Management*, Vol. 13 Issue: 4, pp.350-365, <https://doi.org/10.1108/JFM-10-2014-0034>

## Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Examine the basic patterns and behavior of individual economic agents – consumers and firms - and the interactions between these agents in the market.
2. Describe the tools used by the economists to understand the functioning of an economy, focusing on such issues as supply, demand, price, costs, wages, profits, and differed types of market models.
3. Evaluate foreign trade and development as well as foreign aid and development.

## Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>
1) Critically analyze and apply a sound knowledge of the principles, theories, and models of international economics in a variety of business settings	x	x	x
2) Assess consumer, business, and policy decisions based on the theories and principles of economics.	x	x	x
3) Interpret business initiatives and international trade policies in the light of economic theory.			
4) Formulate business proposals founded on economic theory.			
5) Examine and propose the most effective allocation of resources to achieve economic efficiency and sustainability. Compare and apply economic tools to analyze decisions made by consumers, businesses, and policy makers.			
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international economics.			
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.	x	x	x
8) Foster scholarship and research in advancing international economics.			

## The Mission of the Schiller International University

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.



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### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative midterm exam and a comprehensive final exam are required to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Introduction to economics:</b> includes the art and science of economic analysis, economic tools and economic systems, economic decision makers, and supply, demand and markets.	1, 2	Discussion Problem Set
2	<b>Introduction to the market system:</b> students will get an introduction to the elasticity of supply and demand, consumer choice and demand and production and cost in the organization.  <b>Market source and pricing:</b> this area of the course looks at the perfect competition scenario, monopolies, and monopolistic competition and oligopoly.	1, 2	Discussion Problem Set Midterm Exam
3	<b>Resource markets:</b> includes an overview of resource demand and resource supply, labor markets and labor unions, capital, interest, entrepreneurship and corporate finance and transaction costs, imperfect information and behavioral economics.  <b>Market failure and public policy:</b> addresses areas such as economic regulation and antitrust policy, public goods and public choice, externalities and the environment, income distribution and poverty.	1, 2, 3	Discussion Problem Set
4	<b>International economics:</b> includes international trade, international finance and economic development.	1, 2, 3	Discussion Problem Set Final Exam



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### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Midterm Exam (40%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice. Test content will focus on course learning outcomes addressed thus far in the course.

3. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 4 (Friday for online courses), students will complete a comprehensive final exam on course material that has been presented over the duration of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice. Test content will focus on all course learning outcomes in the course.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Midterm Exam	40%	40%
Final Comprehensive Exam	45%	60%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.11 ECO 2023 Principles of Macroeconomics**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

ECO 2023 – Principles of Macroeconomics will explore the performance of the economy as a whole. Whereas microeconomics studies the individual pieces, macroeconomics puts all the pieces together to look at the big picture. Throughout the course the concern will be in developing an economic relation that can be expressed in words, represented as a table of quantities, described by a mathematical equation or illustrated by a graph. The course will examine the fundamental of macroeconomics, fiscal and monetary policy, and international economics. Prerequisite: None

#### **Required Resources**

Hubbard, R.G. and O'Brien, A.P. (2019). *Macroeconomics* (7<sup>th</sup> ed.). Pearson.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Auclert, A., Dobbie, W. S., & Goldsmith-Pinkham, P. (2019). Macroeconomic effects of debt relief: Consumer bankruptcy protections in the great recession. National Bureau of Economic Research Working Paper Series, No. 25685. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Bok, B., Caratelli, D., Giannone, D., Sbordon, A. M., & Tambalotti, A. (2018). Macroeconomic nowcasting and forecasting with big data. *Annual Review of Economics*, 10(1), 615-643. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Caruso, A. (2019). Macroeconomic news and market reaction: Surprise indexes meet nowcasting. *International Journal of Forecasting*. Elsevier. ULB -- Universite Libre de Bruxelles. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions. Persistent Link:  
<https://EconPapers.repec.org/RePEc:eca:wpaper:2013/268597>

Listokin, Y. (2020, Wntr). Law and marco: What took so long? *Law and Contemporary Problems*, 83(1), 141+. Retrieved from  
<https://link.gale.com/apps/doc/A622271481/AONE?u=lin78088&sid=AONE&xid=d78be62>

Luu, H. N., Nguyen, N. M., Ho, H. H., Nam, V. H., (2019). The effect of corruption on FDI and its modes of entry, *Journal of Financial Economic Policy*, Vol. 11 Issue: 2, pp.232-250,  
<https://doi.org/10.1108/JFEP-05-2018-0075>

Makovsky, P. (2019). Mankiw's "Puzzle"--Is Durable Consumption Declining? *Contemporary Economics*, 13(4), 471+. Retrieved from  
<https://link.gale.com/apps/doc/A615691178/AONE?u=lin78088&sid=AONE&xid=0ac8db6>

Panda, A. K., Nanda, S., Singh, V. K., Kumar, S., (2019). Evidence of leverage effects and volatility spillover among exchange rates of selected emerging and growth leading economies, *Journal of Financial Economic Policy*, Vol. 11 Issue: 2, pp.174-192,  
<https://doi.org/10.1108/JFEP-03-2018-0042>

Pinto, J. B., & Andrade, J. S. (2019). A Monetary Analysis of the Liquidity Trap with an Application to the USA. *Contemporary Economics*, 13(4), 446+. Retrieved from  
<https://link.gale.com/apps/doc/A615691177/AONE?u=lin78088&sid=AONE&xid=5ca13b5>

Sell, F. L. (2020). Static and Dynamic Price Effects Motivated by Innovation and Imitation: Novel Insights Using the Barone's Curve. *Contemporary Economics*, 14(1), 73+. Retrieved from <https://link.gale.com/apps/doc/A619638380/AONE?u=lim78088&sid=AONE&xid=1da8ae6f>

### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Apply the theories and tools of analysis developed by economists to analyze how a national economy functions.
2. Analyze current economic problems such as inflation, unemployment, slow growth, high interest rates, and budget deficits.
3. Describe the development of the international monetary system.
4. Evaluate foreign trade and development and foreign aid and development.

### Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1) Critically analyze and apply a sound knowledge of the principles, theories, and models of international economics in a variety of business settings	X	X	X	X
2) Assess consumer, business, and policy decisions based on the theories and principles of economics.	X	X	X	X
3) Interpret business initiatives and international trade policies in the light of economic theory.				
4) Formulate business proposals founded on economic theory.				
5) Examine and propose the most effective allocation of resources to achieve economic efficiency and sustainability. Compare and apply economic tools to analyze decisions made by consumers, businesses, and policy makers.				
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international economics.				
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.	X	X	X	X
8) Foster scholarship and research in advancing international economics.				

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;



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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative midterm exam and a comprehensive final exam are required to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Introduction to economics:</b> the introduction includes the art and science of economic analysis, economic tools and economic systems, economic decision makers, and supply, demand and markets.	1, 2	Discussion Problem Set
2	<b>Fundamentals of macroeconomics:</b> this part of the course includes an introduction to macroeconomics, tracking the U.S. economy, unemployment and inflation as well as productivity and growth. Other areas reviewed include aggregate expenditure and aggregate demand, and aggregate supply.	1, 2	Discussion Problem Set Midterm Exam
3	<b>Fiscal and monetary policy:</b> theory of fiscal policy, federal budgets and public policy, money and the financial system, banking and the money supply, monetary theory and policy, and the macro policy debate are addressed.	1, 2, 3	Discussion Problem Set
4	<b>International economics:</b> the last section of the course reviews international trade, international finance and economic development.	1, 2, 3, 4	Discussion Problem Set Final Exam



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### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Midterm Exam (40%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice. Test content will focus on course learning outcomes addressed thus far in the course.

3. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 4 (Friday for online courses), students will complete a comprehensive final exam on course material that has been presented over the duration of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice. Test content will focus on all course learning outcomes in the course.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Midterm Exam	40%	40%
Final Comprehensive Exam	45%	60%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.12 English Composition: Expository Writing

#### Instructor Information

Name/Title”  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

EN 111 – English Composition: Expository Writing is an overview of grammatical and syntactical elements, paragraphs and theme development. Expository writing is aimed to enhance students' capacity to formulate, organize, and express thoughts logically, clearly and effectively. Students write short essays and read selected prose models.

#### Required Resources

Van Rys, J., Meyer, V. & VanderMey, R. (2018). *The College Writer: A Guide to Thinking, Writing, and Researching* (6<sup>th</sup> ed.). Cengage.

#### Additional Reading and Supplemental Texts:

Mongillo, G., and Wilder, H. An examination of at-risk college freshmen's expository literacy skills using interactive online writing activities. *Journal of College Reading and Learning*. Vol. 42, pp. 27-50.

Gagnon, R., and Ziarko, H. (2012). The writing of expository texts in early grades: What predictive analysis teaches us. *US-China Education Review*. Vol. 10, pp. 885-891.

Nobahar, B., Nemat Tabrizi, A., and Shaghaghi, M. (2013). The effect of concept mapping on Iranian intermediate EFL learners' self-efficacy and expository writing accuracy. *Theory & Practice in Language Studies*, Vol. 13(11), pp. 2117-2127.

Cihak, D., and Castle, K. (2011). Improving expository writing skills with explicit and strategy instructional methods in inclusive middle school classrooms. *International Journal of Special Education*. Vol. 26 (3), pp. 106-113.

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Organize coherent, unified essays around a clear central thesis supported by specific details.
2. Demonstrate an ability to articulate ideas concisely and correctly on assigned subjects.
3. Recognize and avoid common formal stylistic errors.
4. Write clear and effective sentences and paragraphs.

#### Alignment to Program General Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X	X	X	X
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices		X		
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage		X		



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them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world				
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections		X		
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.				
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change				X

### **The Mission of the Schiller International University**

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a written project that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.



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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Sentence skills:</b> review subjects and verbs, fragments, run-ons, regular and irregular verbs, subject-verb agreement, additional information about verbs, pronoun agreement and reference, pronoun types, adjectives and adverbs, misplaced modifiers, and dangling modifiers.	1,2,3,4	Discussion Written Project
2	<b>Mechanics:</b> manuscript form, capital letters, numbers and abbreviations. <b>Punctuation:</b> review apostrophe, quotation marks, comma and other punctuation marks.	1,2,3,4	Discussion Written Project
3	<b>Word use:</b> review spelling improvement, commonly confused words, effective word choice, editing tests, and ESL pointers.	1,2,3,4	Discussion Written Project
4	<b>Introduction:</b> an introduction to writing, the writing process, the first and second steps in essay writing, the third step in essay writing, the fourth step and four bases for revising essays.	1,2,3,4	Discussion Written Project

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Written Project (30%)

Learning Outcomes: 1, 2, 3, 4

In 2 individual papers, students must organize coherent, unified essays around a clear central thesis supported by specific details.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. Each submission should be 500 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *EN 111 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

3. Written Project (30%)

Learning Outcomes: 1, 2, 3, 4

Students must demonstrate an ability to articulate ideas concisely and correctly on assigned subjects.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 500 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.



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For assignment details, please refer to the *EN 111 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

**4. Written Project (25%)**

Learning Outcomes: 1, 2, 3, 4

Students must demonstrate the ability to recognize and avoid common formal stylistic errors and write clear and effective sentences and paragraphs.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 500 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *EN 111 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
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The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Project 1	30%
Written Project 2	30%
Written Project 3	25%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.13 EN 112 English Composition: Persuasive Writing

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

EN 112 – English: Research and Writing requires the application of grammatical and syntactical elements, paragraphs and development used in academic writing. This course will highlight academic writing and research. It is aimed to enhance students' capacity to formulate, organize, and express thoughts logically, clearly and effectively using credible information sources. Students will prepare a significant research paper using a specific series of steps.

#### Required Resources

Langan, J. (2016). College Writing Skills with Readings, MLA 2016 Update 9e. McGraw Hill.

#### *Additional Reading and Supplemental Texts:*

Leavy, P. (2019). Spark: Why I Wrote a Novel Designed to Teach the Research Process. The Qualitative Report, 24(3), Article 8, 559-562. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions. E-ISSN 2160-3715.  
<https://nsuworks.nova.edu/tqr/vol24/iss3/9>

Madnani, N., Burstein, J., Elliot, N., Beigman Klebanov, B., Napolitano, D., Andreyev, S., & Schwartz, M. (2018) Writing mentor: Self-regulated writing feedback for struggling writers. Paper presented at the Proceedings of the 27th International Conference on Computational Linguistics: System Demonstrations, 113-117. [<https://mentormywriting.org/>] Retrieved from <https://www.aclweb.org/anthology/C18-2025>

Obeid, R., & Hill, D. B. (2018). Freely available instructional video and rubric can improve APA style in a research methods classroom. Scholarship of Teaching and Learning in Psychology, 4(4), 308. Retrieved from Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions – researchgate.net.

Mongillo, G., and Wilder, H. An examination of at-risk college freshmen's expository literacy skills using interactive online writing activities. Journal of College Reading and Learning. Vol. 42, pp. 27-50.

Gagnon, R., and Ziarko, H. (2012). The writing of expository texts in early grades: What predictive analysis teaches us. US-China Education Review. Vol. 10, pp. 885-891.

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Apply coherent, unified essays around a clear central thesis supported by specific details. Examine the significance of non-verbal communication.
2. Demonstrate ability to articulate ideas concisely and correctly on assigned subjects and support logical arguments with credible evidence. Identify factors that block effective intercultural communication.
3. Implement correct grammatical structures and self-correct errors through effective proofreading.
4. Construct a significant research paper including an initial presentation, proposal, outline, draft, and final paper. Incorporate a minimum of four documented sources to substantiate research.



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**Alignment to Program General Learning Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X	X	X	X
2) Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices		X		
3) Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world		X		
4) Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections		X		
5) Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.				
6) Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change				X

**The Mission of the Schiller International University**

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a written project that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Patterns of essay development: introduction or essay development, descriptions, narration, exemplification, process, cause/effect, comparisons and/or contrast, definitions, division-classification and argument.	1,2,3,4	Discussion
2	Special skills: review taking essay exams, writing a summary, writing a report, writing a resume and cover letter, using the library and the Internet, and writing a research paper.	1,2,3,4	Discussion Writing Assignment
3	Readings for writers: looking inward, observing others and confronting problems.	1,2,3,4	Discussion
4	Special topics: APA formatting, citations and references.	1,2,3,4	Discussion Writing Assignment

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Midterm Writing Assignment (40%)

Learning Outcomes: 1, 2, 3, 4

Topic to be assigned by course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *EN 112 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. Course instructor to assign due date.



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**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

3. Final Writing Assignment (60%)

Learning Outcomes: 1, 2, 3, 4

Topic to be assigned by course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1500 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 4 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *EN 112 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. Course instructor to assign due date.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**Academic Honesty Policy**

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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

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**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Midterm Writing Assignment	40%	40%
Final Writing Assignment	45%	60%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.14 EN 373 Public Speaking

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

EN 373 – Public Speaking provides an introduction to public speaking. Often listed as the number one fear of employees, this course provides a systematic system for success in public speaking. The focus is on preparing, organizing and presenting an effective and professional speech.

#### Required Resources

Lucas, S. (2015). *The Art of Public Speaking*. (12<sup>th</sup> ed.). McGraw-Hill.

#### *Additional Reading and Supplemental Texts:*

Vass, K. (2005). Public speaking is great public relations. *Textile World*, 155(10), 28-29.

Schumacher, S. (2012). Public speaking: The #1 fear. *Rock Products*, 115(7), 26-27.

Baker, M., & Kingsley, D. (2014). Authentic public speaking. *Training Journal*, 23-27.

Roberts, J. B., Finn, A. N., Harris, K. B., Sawyer, C. R., & Behnke, R. R. (2005). Public speaking state anxiety s a function of trait anxiety and reactivity mechanisms. *The Southern Communication Journal*, 70(2), 161-167.

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Demonstrate effective oral communication.
2. Communicate effectively in the English language.
3. Evaluate the communication process and techniques for effective delivery.
4. Apply techniques to demonstrate professional oral communications.
5. Assemble a confident organized presentation.

#### Alignment to Program General Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	x	x	x	x	x
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices		X			
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world		X			
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections		X			



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5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.					
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change					x

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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a written project that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Speaking and listening:</b> introduction to speaking in public, ethics in public speaking, listening and giving the first speech.	1,2,3,4,5	Discussion
2	<b>Speech preparation:</b> introduction to getting started, selecting a topic and a purpose, analyzing the audience, gathering materials, supporting ideas, review organizing and outlining, organizing the body of the speech, beginning and ending the speech, and outing the speech .	1,2,3,4,5	Discussion Written Project
3	<b>Presenting the speech:</b> review using language, delivery and using visual aids.	1,2,3,4,5	Discussion
4	<b>Varieties of public speaking:</b> review speaking to inform, persuade, persuasion, special occasions and in small groups.	1,2,3,4,5	Discussion Written Project

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Written Project (40%)

Learning Outcomes: 1, 2, 3, 4, 5

Presentation Outline – students must select a topic from one of these categories: Communication, Community Service and Civic Engagement (Service Learning), or Your Professional/Career Field. An outline must be submitted for the speech. Be sure to include a reference list that identifies all the sources used in developing the speech.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. Topic must be approved by course instructor. Speech should be 5-8 minutes in length. One visual aid is required. The presentation must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *EN 373 Project Brief 1* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

3. Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Presentation Outline – Develop an 8-10 minute speech/presentation to be delivered in front of a live audience.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. Topic must be approved by course instructor. Presentation should be 8-10 minutes in length. One visual aid is required. The presentation must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.



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For assignment details, please refer to the *EN 373 Project Brief 2* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Project 1	40%
Written Project 2	45%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.15 FR, GE, SP 101 Elementary Beginning Language I

#### Course Description

GE 101 – Beginning German/French/Spain is a beginning course for students who wish to learn German. They will be introduced to basic grammar, vocabulary, phonetics and writing. Subjects taught are basic vocabulary, pronunciation and elementary grammar (genders, cases, negative and interrogative sentences, pronominal structures, prepositions, conjugation of present tense-verbs, word order of main and subordinate clauses). The intent of the curriculum is not to make students proficient in German. Students may need to take additional classes elsewhere to gain the proficiency required for placement.

#### Required Resources

Tschirner, E. & Nikolai, B. (2017). *Kontakte: Introductory German* (8th ed). New York: McGraw Hill.

#### Additional Reading and Supplemental Texts:

Schmidt, G. (2014). "There's more to it": A qualitative study into the motivation of Australian university students to learn German. *German as Foreign Language*. Issue 1, pp. 21-44.

Isiguez, B. (2014, July). The blended learning environment on the foreign language learning process: A balance for motivation and achievement. *Turkish Online Journal of Distance Education (TOJDE)*. Vol. 15(3), pp. 108-121.

Roberst, L., and Liszka, S. A. (2013, October). Processing tense/aspect-agreement violations on-line in the second language: A self-paced reading study with French and German L2 learners of English. *Second Language Research*, Vol. 29(4), pp. 413-439.

Seyhan Yucel, M. (2013). Language and cultural experiences of German language pre-service teachers within ERASMUS programme. *Journal of Faculty of Educational Sciences*. Vol. 46(1), pp. 23-47.

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Demonstrate an understanding of basic nouns, pronouns, verbs -present and past tense, to develop basic conversation.
2. Demonstrate proficiency in developing basic sentences including proper grammar and punctuation.
3. Demonstrate the following vocabulary: professions, countries/nationalities, city life, the home, colors, the family, clothes, currencies, time, days, months, seasons, weather, age, restaurant, entertainment, etc.

#### Alignment to Program General Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3
1) Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X	X	X
2) Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices			
3) Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world			



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4) Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X
5) Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			
6) Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change			

### **The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Classes use a mixture of lecture, videos, and practical exercises. Students will prepare one written assignment assigned or approved by the professor. Two examinations, two hours each are also part of this course. Feedback will be provided to include suggestions for improvement.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.



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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<p><b>Speaking and listening:</b> naming things in the classroom, using the alphabet, numbers from 0 to 100, class routines, grammar, nouns, gender and infinite articles.</p> <p><b>Speaking and listening:</b> introducing self, greeting others and saying goodbye, expressing physical and emotional conditions, providing basic information, talking about some of your daily activities, expressing likes and dislikes, asking questions, music and cultural/personal identity.</p>	1, 2, 3	Discussion and Application Activities
2	<p><b>Speaking and listening:</b> telling time and giving dates, making travel and hotel arrangements, using numbers from hundreds to millions.</p> <p><b>Speaking and listening:</b> talking about family, close friends, and pets, describing people and homes, making comparisons, discussing daily routines and activities at home and on campus, social networks, and texting abbreviations.</p>	1, 2, 3	Discussion and Application Activities Midterm Exam
3	<p><b>Speaking and listening:</b> discussing foods, meals, and diet, ordering a meal in a restaurant, shopping for food, direct objects and direct object pronouns, indirect objects and indirect object pronouns, and double object pronouns.</p> <p><b>Speaking and listening:</b> describing everyday routines on campus, discussing classes, expressing opinions about school life, identifying professions and occupations, narrating actions and events.</p> <p><b>Speaking and listening:</b> naming articles of clothing and colors, referring to floor of a building with ordinal numbers, handling shopping transactions for clothing, accessories, and souvenirs.</p>	1, 2, 3	Discussion and Application Activities
4	<p><b>Speaking and listening:</b> asking for and giving directions, giving instructions and advice for health and travel, describing symptoms of minor illnesses.</p> <p><b>Speaking and listening:</b> discussing everyday problems and concerns, giving advice and making suggestions, expressing empathy and emotion, expressing doubt, denial, uncertainty, regular, spelling-changing, stem-changing and irregular verbs in the present subjunctive, use of subjunctive, using the present indicative to affirm certainty and belief.</p>	1, 2, 3	Discussion and Application Activities Writing Assignment Final Exam

### Course Requirements

1. Weekly Discussion-Based Course Assessments (25%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course conversations, writing, quizzes/tests, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments (25%)

Learning Outcomes: 1, 2, 3

Students will participate in a variety of activities each week that will be used to assess student formative mastery of course content. These activities may include conversational discussions, spoken presentations, and homework. One assessment will include the submission of a 500 word paper.



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**3. Midterm Exam (25%)**

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays.

**4. Final Exam (25%)**

Learning Outcomes: 1, 2, 3

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer, long answer, and other assessments of language learning.

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- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
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The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	25%
Weekly Assessments	25%
Exams	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-



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60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.16 FR, GE, SP 101 Elementary Beginning Language III

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

GE 102 – Beginning German II continues basic vocabulary, pronunciation and elementary grammar. Practice of different structures using various pattern drills. Language of communication is German. The intent of the curriculum is not to make students proficient in German. Students may need to take additional classes elsewhere to gain the proficiency required for placement.

#### Required Resources

Tschirner, E. & Nikolai, B. (2017). *Kontakte: Introductory German* (8th ed.). New York: McGraw Hill.

#### Additional Reading and Supplemental Texts:

Schmidt, G. (2014). "There's more to it": A qualitative study into the motivation of Australian university students to learn German. *German as Foreign Language*. Issue 1, pp. 21-44.

Isiguez, B. (2014, July). The blended learning environment on the foreign language learning process: A balance for motivation and achievement. *Turkish Online Journal of Distance Education (TOJDE)*. Vol. 15(3), pp. 108-121.

Roberst, L., and Liszka, S. A. (2013, October). Processing tense/aspect-agreement violations on-line in the second language: A self-paced reading study with French and German L2 learners of English. *Second Language Research*, Vol. 29(4), pp. 413-439.

Seyhan Yucel, M. (2013). Language and cultural experiences of German language pre-service teachers within ERASMUS programme. *Journal of Faculty of Educational Sciences*. Vol. 46(1), pp. 23-47.

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Demonstrate an understanding of basic nouns, pronouns, verbs -present and past tense, to develop basic conversation.
2. Demonstrate proficiency in developing basic sentences including proper grammar and punctuation.
3. Demonstrate the following vocabulary: professions, countries/nationalities, city life, the home, colors, the family, clothes, currencies, time, days, months, seasons, weather, age, restaurant, entertainment, etc.

#### Alignment to Program General Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3
1) Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X	X	X
2) Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices			
3) Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to			



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analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world			
4) Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X
5) Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			
6) Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change			

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- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Classes use a mixture of lecture, videos, and practical exercises. Students will complete weekly assignments. Two examinations, two hours each are also part of this course. Feedback will be provided to include suggestions for improvement.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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## Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Review:</b> Verb conjugation; modal auxiliaries; vocabulary, Verbs and cases. Predicate complements, the accusative and dative cases and prepositions, Verbs plus dative and accusative objects, Word order, Prepositions and cases, the use of prepositions in local and temporal expressions, Local adverbs, Reflexive verbs, Prepositional verbs, Past and perfect tense, Review and final examination	1, 2, 3	Discussion and Application Activities
2	<b>Freizeit und Sport/was machst Du am Wochenende?:</b> review telling time, the meaning and use of sie and Sie, present tense of sein, the infinitive, the finite verb, present tense of verbs, present-tense meanings, the construction of verb + gern, position of nicht, informational questions, yes/no questions. <b>Das Land und das Wetter/alles 1st relative:</b> review the suffix –in, name of countries, nouns indicating citizenship and nationality, finite verbs in statements, the nominative case, plural forms of German nouns, the indefinite article ein, proper names, and possessive adjectives.	1, 2, 3	Discussion and Application Activities Midterm Exam
3	<b>Essen und einkaufen/was brauchst Du?:</b> review positive response to negative question, noun compounds, days of the week and parts of the days as adverbs, units of weight and capacity, units of measurement and quantity, verbs with stem-vowel change, word order with expressions of times and place, imperatives, direct objects, direct object vs. predicate nouns, possessive adjectives, word order and case as signals of meaning, impersonal expression es gibt, accusative prepositions, masculine nouns, and personal pronouns.	1, 2, 3	Discussion and Application Activities
4	<b>Speaking and listening:</b> asking for and giving directions, giving instructions and advice for health and travel, describing symptoms of minor illnesses. <b>Studieren in Deutschland/was studierst Du?:</b> review stating one's profession or nationality, present tense of warden, verbs with stem-vowel changes e>ie or a>a, haben in the simple past tense, der-words, modal auxiliaries and omission of the dependent infinitive with modals.	1, 2, 3	Discussion and Application Activities Writing Assignment Final Exam

## Course Requirements

### 1. Weekly Discussion-Based Course Assessments (30%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course conversations, writing, quizzes/tests, group work, etc. (*Refer to Course Topic chart*)

### 2. Midterm Exam (35%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays.



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**3. Final Exam (35%)**

Learning Outcomes: 1, 2, 3

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer, long answer, and other assessments of language learning.

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- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
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**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	30%
Exams	70%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.17 GEB 1350 Introduction to international business**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

GEB 1350 – Introduction to International Business is developed to help students become better employees, more informed consumers, and/or more successful business owners in an international environment. The course is designed to help students understand the various aspects of the global business environment including organizational administration, employment opportunities available in a career in business as well as what is required to be a successful employee including the knowledge, skills and abilities to work in a culturally diverse, global workforce. Interpersonal, analytical, technical and conceptual skills necessary to be successful managers are reviewed. Some discussion around small business owners and entrepreneurship is introduced in this course. A basic understanding of international business will help students invest in the future and become informed consumers by analyzing issues such as financial structures and financing, stocks, mutual funds and other alternatives to investing in the global business environment. Other topics addressed in this course include patterns of international trade and multinational business operations.

#### **Required Resources**

Ball, D., Geringer, M., Minor, M., and McNett, J. (2014). *International Business: The Challenge of Global Competition* (13<sup>th</sup> ed.). McGraw-Hill.

##### *Additional Reading and Supplemental Texts:*

Abramson, N. R., & Moran, R. T. (2017). *Managing cultural differences: Global leadership for the 21st century*, tenth edition. Routledge: Taylor and Francis Group. Retrieved from LIRN/SkillSoft [Books24x7 version]. ISBN: 9781315403984.

Albot, F. & Bhattacharjee, S. (2018). *Improve your global business english: The essential toolkit for writing and communicating across borders*. Brilliance Audio Publishing. Retrieved from LIRN/SkillSoft [MP3/AUDIOBOOK/Books24x7 version].

Baker, A. (2003). Why is trade reform so popular in Latin America? A consumption-based theory of trade policy preferences. *World Politics*, 55(3), 423-455.  
<http://dx.doi.org/10.1353/wp.2003.0014>

Maneschi, A. (2009). *Gains from trade*. Princeton: Princeton University Press. Retrieved from ProQuest.

McDonald, J. F. (2018). Mr. ricardo's theory of land rent. *Journal of Real Estate Practice and Education*, 21(1), 1-15. Retrieved from ProQuest.

Salomon, R. (2017). *Global vision: How companies can overcome the pitfalls of globalization*. A summary. Palgrave MacMillan. Retrieved from LIRN/SkillSoft [MP3 /AUDIO and Books24x7 version, WORD DOCX].

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:



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1. Examine the nature of international business and the environment an international business person works in.
2. Analyze the worldwide aspects of each business function.
3. Examine important international organizations and the international monetary system and judge their importance for international business.
4. Analyze the uncontrollable forces that make up the foreign environments and illustrate their effect on business practices
5. Describe the trends and directions of worldwide companies

**Alignment to Program Learning Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.		x			
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.			x		
3) Investigate emerging issues facing countries or businesses operating in an international setting.					x
4) Evaluate International Business problems using established techniques of analysis.				x	
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.	x				
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.					
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international business.					

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- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include



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one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

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### Attendance and Participation Policy

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### Course Topics

1. Delivery schedule List topics by week	
<b>Week 1</b>	<p><b>Exploring the world of global business:</b> define global business and restrictions for international business, review international trade agreements, methods of entering international business, export assistance and financing international business, review types of economic systems, measure economic success, explore the business cycle and various types of competition, review the current business environment and the challenges ahead.</p> <p><b>Ethics and social responsibility:</b> define ethics and exploring ethical issues in the global business environment, explore individual and social factors that affect ethical behavior, review the evolution of social responsibility including the economic and socioeconomic models, define consumerism and the basic rights of consumers, review Affirmative Action and environmental legislation.</p>
<b>Week 2</b>	<p><b>Business ownership and entrepreneurship:</b> review the small business sector, describe characteristics of entrepreneurs, importance of small business on the economy, advantages and disadvantages of small business, business administration, franchising.</p> <p><b>Management and organization:</b> define management and leadership, kinds of managers, key skills of successful managers, review management functions and managerial decision-making process. Review organizational charts, job design, departmentalization, decentralization and centralization, corporate culture, and task forces. Production, conversion, quality, inventory and operation control are explored.</p>
<b>Week 3</b>	<p><b>Human resources:</b> An overview of HRM, HR planning, forecasting, cultural diversity, job analysis, recruitment, selection, orientation and retention, compensation and benefits, training and development, performance appraisal and the legal environment are reviews. Other areas addressed are motivating and satisfying employees and teams are addressed in terms of a historical perspective, contemporary views on motivation and key motivation techniques. Teams and team work are discussed. Lastly, employment opportunities in the global environment are explored.</p> <p><b>Marketing:</b> The three primary areas of marketing for this course include building customer relationships through effective marketing, creating and pricing products that satisfy customers and distributing and promoting products.</p>



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<b>Week 4</b>	<b>Information, Accounting and Finance 394:</b> This area of the course explores social media and e-business 394, using management and accounting information and mastering financial management.
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### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Final Comprehensive Exam (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Research a topic on international business. Your topic should be approved by the course instructor. Use GEB 1350 course learning outcomes and presented course content to demonstrate your knowledge, develop your analysis, and propose your plan.

The submission should be of 1500 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 4 academically sound sources of information. The submission must utilize APA formatting.

Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Topic categories included:

Current Issues in Globalization

- Legal and Political Forces in International Business
- The Role of Culture in International Business
- Ethics and Social Responsibility in International Business
- Foreign Exchange and International Financial Markets
- Analyzing and Entering Foreign Markets
- International Strategic Alliances
- International Joint Ventures
- International Organization Design and Control
- Leadership in International Business
- International Marketing
- International Operations Management
- International Financial Management
- International Human Resource Management and Labor Relations
- International Supply Chain Management

For assignment details, please refer to the *GEB 1350 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.



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**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Written Project	40%	50%
Final Comprehensive Exam	45%	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.18 HI 221 European History : Napoleonic Period to the Present**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

HI 226 – European History: Napoleonic Period to Present provides a survey of European history from Napoleonic Period to Present. This course familiarizes students with the mainline political, socio-economic and cultural development in this time period. Religious and military history is covered as well. It also shows students how Europe evolved from the Napoleonic Period through to the Early Modern era. This course should provide students with general background material, serving as a compliment to their area of concentration or add an introduction to further work in history or related fields.

#### **Required Resources**

Levack, B., Muir, E., & Veldman, M. (2017). *The West: Encounters & Transformations* (5<sup>th</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

Andaya, B. W. (2010). Between empires and emporia: The economics of Christianization in early modern Southeast Asia. *Journal of the Economic & Social History of the Orient*. Vol. 53(1/2), pp. 357-392.

Papaelias, T. (2012). The substantial change: From higher education to special training: An interpretation of the European experience since 1770. *European Integration Studies*. 2012 Issue 6, pp. 47-53.

Stolz, Y., Baten, J., and Reise, J. (2013). Portuguese living standards, 1720-1980, in European comparison: Heights, income and human capital. *Economic History Review*, Vol. 66(2), pp. 545-578.

Van Zanden, J.L., Buringh, E. and Bosker, M. (2012). The rise and decline of European parliaments, 1188-1789. *Economic History Review*. Vol. 65(3), pp. 835-861.

Cowan, A. (2005). Studies in European urban history: Urban public debts, urban government and the market for annuities in Western Europe, fourteenth to eighteenth centuries. *Economic Historical Review*, Vol. 58(1), pp. 212-213.

#### **Course Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Assess the links between and distinctions among the economic, political, cultural and technological change in European history.
2. Differentiate between categories of historical sources (e.g. primary, secondary, written and nonwritten artifacts).
3. Assess previous cultures and significant individuals and place them in chronological perspective.
4. Explain ideological differences during the historical time frame.



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### Alignment to Program General Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
4. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X			
5. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices				
6. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world				
7. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X	X
8. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.				
9. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change				

### The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

**Course Topics**

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Industrial Revolution:</b> review the nature of the industrial revolution, the new industrial technology, mineral sources energy, the growth of factories, new methods of transportation, conditions favoring industrial growth, population growth, agricultural productivity, capital formation and accumulation, Great Britain and the Continent, features of continental industrialization in the U.S. <b>Ideological conflict and national unification, 1815-1871:</b> review liberalism, conservatism, socialism and nationalism, culture and ideology, justice in history, national unification in Europe and America, international conflict and domestic politics.	1,2,3,4	Discussion
2	<b>The coming of mass politics 1870-1941:</b> review economic depression and industrial expansion, industrial change, emigration and urbanization, growing social unrest, the women's revolt, cultural crisis and the new imperialism. <b>The First World War:</b> review the origins of the First World War, the experience of total war, the cultural impact of war, the industrial war, and the Russian revolutions.	1,2,3,4	Discussion Midterm Examination
3	<b>Reconstruction, reaction, and the continuing revolution: the 1920s-1930s:</b> review cultural despair and desire, the appeal of authoritarianism and the rise of fascism, Nazism and the defeat of democracy in Germany, and the Soviet Alternative. <b>World War II:</b> review the expansion of Nazi Germany, the invasion of the Soviet Union, the globalization of the war, the turning point, the air war, the Atomic Bomb and the fall of Japan.	1,2,3,4	Discussion
4	<b>Redefining the West after World War II:</b> review the West and the decolonization, the Soviet Union and Eastern Europe, the consensus, consumption and culture of the West. <b>The West in the contemporary era:</b> review the economic stagnation and political change of the 1970s and 1980s, the end of political consensus, the rock and velvet revolution, Gorbachev and radical reform, the revolution in Eastern Europe and the disintegration of the Soviet Union.	1,2,3,4	Discussion Written Project Final Comprehensive Examination



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## **Course Requirements**

### **1. Weekly Discussion-Based Course Assessments (15%)**

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### **2. Written Project (35%)**

Learning Outcomes: 1, 2, 3, 4

Critically assess ideological differences during the historical time frame.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1500 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *HI 226 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

### **3. Midterm Examination (25%)**

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

### **4. Final Comprehensive Exam (25%)**

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

## **Academic Honesty Policy**

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

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**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Project	35%
Midterm Examination	25%
Final Comprehensive Exam	25%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.19 IR 221 Introduction to International Relations**

#### **Instructor Information.**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 221 – Introduction to International Relations introduces students to the global states-system emerging from the Treaty of Westphalia in 1648, the activities of non-state actors and international organizations across national boundaries and major theories of international relations. International relations involves not only philosophical and institutional matters, but also problems of an economic, strategic, social, cultural and legal nature. In addition, the study of International relations as an academic discipline demands the ability to research and analyze complex information from various sources for which the course provides entry level students with the terminology, concepts and necessary conceptual tools.

#### **Required Resources**

Bova, R. (2017). *How the world works: a brief survey of international relations*. New York: Pearson.  
<https://www.vitalsource.com/en-ca/products/how-the-world-works-russell-bova-v9780134381480>

#### *Additional Reading and Supplemental Texts:*

- Alt, S. (2019). Conclusion: Critique and the Politics of Affirmation in International Relations. *Global Society*, 33(1), 137-145. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.
- Choudhary, A. (2019). Widening the World of International Relations: Homegrown Theorizing. *Insight Turkey*, 21(4), 227+. Retrieved from  
<https://link.gale.com/apps/doc/A609464518/AONE?u=lim78088&sid=AONE&xid=8c445012>
- Hutchison, E. (2019). Emotions, Bodies, and the Un/Making of International Relations. *Millennium*, 47(2), 284-298. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.
- Krasnyak, O. (2019). How U.S.-Soviet Scientific and Technical Exchanges Helped End the Cold War. *American Diplomacy*, NA. Retrieved from  
<https://link.gale.com/apps/doc/A605911052/AONE?u=lim78088&sid=AONE&xid=57272512>
- Tallberg, J., & Zürn, M. (2019). The legitimacy and legitimation of international organizations: Introduction and framework. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.
- Unver, H. A. (2019, July). Computational International Relations What Can Programming, Coding and Internet Research Do for the Discipline? *All Azimuth: A Journal of Foreign Policy and Peace*, 8(2), 157+. Retrieved from  
<https://link.gale.com/apps/doc/A594665327/AONE?u=lim78088&sid=AONE&xid=dc477bfc>

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Demonstrate knowledge of vocabulary, concepts and theories of International Relations.
2. Evaluate the origins and development of the discipline over the Twentieth Century.
3. Explore empirical data to define the different levels of Analysis/Research Paper, i.e., system, regional, national, local level.



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4. Analyze data to discuss the growth in the range and number of actors – especially beginning from the immediate post-WW II phase.
5. Assess the extent to which a particular pattern of international relationship may increase or decrease the prospect of conflict and global instability.

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.		X		X	X
2) Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.			X	X	X
3) Evaluate theories and concepts of International Relations and their applicability to current and historical events.	X	X		X	x
4) Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.		X		X	X
5) Demonstrate a solid understanding of current and historical events that have shaped International Relations.		X		X	X
6) Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.					
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international relations and diplomacy.					

**The Mission of the Schiller International University**

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include a comprehensive exam and written project that require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.



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This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Course Learning Outcomes Addressed	Activities
1	Engaging international relations and world politics: introduction, origins of the present world system, the development of international relations as an academic discipline, history and geography, levels of Analysis/Research Paper. Propositions underlying traditional concepts of international relations: realism and idealism, traditional issues and problems, ideologies, arms race and deterrence	1,2,3,4,5	Discussion Case Study
2	Diplomacy and foreign policy: diplomatic process, foreign aid and economic development, disarmament and arms control initiatives. Behavioral theories and international organization: issues of collective security, the emergence of a global civil society, expanding scope of international interaction, armed intervention, alliance and coalitions, the UN system. Conflict: interstate and asymmetric forms of relationships, causes of interstate conflict, peace research, national strategy, armed intervention, terrorism, transnational crime.	1,2,3,4,5	Discussion Midterm Exam
3	Globalization and power: current dynamics, capitalism as a world form of political economy, global commerce, national security, capabilities and power, current affairs. Trade and money: neoclassical and allied economic thought, impact of technology on free-trade theory, global governance.	1,2,3,4,5	Discussion Case Study
4	Development and the environment: dependency theories, poverty, capital formation, sustaining development, IGOs and NGOs. Human rights: human rights and the human condition, the universality of human rights versus state sovereignty, human rights across cultures, refugees.	1,2,3,4,5	Discussion Case study Individual paper Final Exam



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## Course Requirements

### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### 2. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Students are required to provide an analysis that evaluates the origins and/or development of international relations over the 20th century in relation with a specific topic or issue.

The analysis should:

- Analyze and evaluate the subject critically and adequately.
- Identify and propose concerns to be considered.
- Present diplomatic solutions or proposals intended to address those concerns.
- Hypothesize, identify, and support a proposal most likely to successfully address the noted concerns.

#### Requirements

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 1500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### 3. Final Comprehensive Exam (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include 4 long answer (essay) questions of the instructor's choice.

Test content will focus on:

1. Demonstrate knowledge of vocabulary, concepts and theories of International Relations.
2. Evaluate the origins and development of the discipline over the Twentieth Century.
3. Explore empirical data to define the different levels of Analysis/Research Paper, i.e., system, regional, national, local level.



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4. Analyze data to discuss the growth in the range and number of actors – especially beginning from the immediate post-WW II phase.
5. Assess the extent to which a particular pattern of international relationship may increase or decrease the prospect of conflict and global instability.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussions	15%	
Final Written Project	45%	100%
Final Comprehensive Exam	40%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes



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Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.20 IR 331 Modern Diplomacy**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 331 – Modern Diplomacy seeks to identify and define major trends and developments in diplomacy in the modern era. This course will explore and scrutinize the emergence of the international conventions that progressively codify diplomatic relations between states in the modern period and give way to modern -- inclusive and popular -- diplomacy. Prerequisite: IR 221 or PS 221

#### **Required Resources**

Cooper, A. F. (2015). *The Oxford handbook of modern diplomacy*. Oxford: Oxford University Press.  
*Additional Reading and Supplemental Texts:*

Barston, R.P. (2019). *Modern diplomacy* (5th ed). Routledge - Taylor and Frances.

Alejo, A. (2019). Contemporary diplomacy, global politics, and nongovernmental actors: Dilemmas of the multi-stakeholder mechanism of participation in Mexico. *Politics & Policy*, 47(1), 105-126. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Allen, G. (2019). The rise of the ambassadress: English ambassadorial wives and early modern diplomatic culture. *The Historical Journal*, 1-22. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Cederman, L. (2019). Blood for Soil: The Fatal Temptations of Ethnic Politics. *Foreign Affairs* 98 (2), 61-69.

Fazal, T. M. (2018). Go Your Own Way: Why Rising Separatism Might Lead to More Conflict. *Foreign Affairs*. 97 (4), 113-123.

Snyder, J. (2019). The Broken Bargain: How Nationalism Came Back. *Foreign Affairs*. 98 (2), 54-60.

Villanueva, C., & Tadeo Hernández, E. L. (2019). Mexican foreign policy and diplomacy: From defensive tradition to incomplete modernity. *Politics & Policy*, 47(1), 28-49. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Illustrate the relevance of the Peace of Westphalia of 1648 and the later international treaties recognizing the sovereignty of states to modern diplomacy
2. Explore the complex political and historical problems that have led to the development of modern diplomatic relations.
3. Identify and synthesize 20<sup>th</sup> and 21<sup>st</sup> century approaches to diplomatic relations.
4. Examine relevant conventions and appraise their relevance to ethical issues and responsible citizenship.
5. Determine and assess trends in diplomacy.



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### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.					X
2) Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.					
3) Evaluate theories and concepts of International Relations and their applicability to current and historical events.	X				
4) Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.					
5) Demonstrate a solid understanding of current and historical events that have shaped International Relations.		X	X		
6) Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.				X	
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international relations and diplomacy.					

### The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include a comprehensive exam and written project that require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Brief overview – what is and was diplomacy: from espionage to open and transparent intercourse between sovereign states – Westphalia, Congress of Vienna, Woodrow Wilson's 14 points etc. The changing nature of diplomacy: a review of the tasks of diplomacy, development of diplomacy, the diplomatic setting, players in diplomacy, the diplomatic process, open and secret diplomacy.	1, 2, 3, 4	Discussion Case Study
2	Foreign policy organization and diplomatic methods: review central organization of foreign policy, developing country political systems, the foreign ministry, representation, reform, and choice of methods, multilateral relations, side diplomacy, and the effectiveness of diplomacy visits.	1,2, 3, 4,	Discussion Midterm Exam
3	Types of diplomacy: trade, foreign policy, environmental, disaster and emergency: international trade setting, the WTO, international trade disputes, the environmental setting, players, delegations, international environmental agreements, international disaster relief, and national foreign policy sensitivity.	1, 2, 3, 5	Discussion Exercise
4	Diplomacy and security, violence and change: security and the international system, allies, alliances and diplomacy, security of small states, embassy and diplomat international organizations post 911, UN specialized agencies, issues in counter-terrorism diplomacy, diplomatic contacts, negotiations and normalization.	2, 3, 5	Discussion Case study Individual paper Final Exam

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes: 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Final Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Students will critically analyze a specific topic covered in the course.

The analysis should:

- Evaluate the subject critically.



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- Hypothesize concerns to be considered.
- Propose diplomatic solutions or proposals intended to address those concerns.
- Present and support the proposal most likely to successfully address the noted concerns.

**Requirements**

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 2000 words (+/- 10%) integrating a minimum of 4 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**3. Final Comprehensive Exam (40%)**

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include 4 long answer (essay) questions of the instructor's choice.

Test content will focus on:

- CLO 1: Illustrate the relevance of the Peace of Westphalia of 1648 and the later international treaties recognizing the sovereignty of states to modern diplomacy.
- CLO 2: Explore the complex political and historical problems that have led to the development of modern diplomatic relations.
- CLO 3: Identify and synthesize 20<sup>th</sup> and 21<sup>st</sup> century approaches to diplomatic relations.
- CLO 4: Examine relevant conventions and appraise their relevance to ethical issues and responsible citizenship.
- CLO 5: Determine and assess trends in diplomacy.

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The



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Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Final Written Project	45%	100%
Final Comprehensive Exam	40%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.21 IR 335 American Foreign Policy**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 335 – American Foreign Policy traces the history, evolution, and implementation of American foreign policy. 19th-century doctrines of isolationism and exceptionalism will be explored and scrutinized against the backdrop of such expansionist programs as “manifest destiny”. From the “Monroe Doctrine” and the “Roosevelt Corollary” to the “Truman Doctrine” as well as subsequent and intermittent articulations of presidential prerogative (the lesser-known doctrines of preceding and succeeding US presidents), students will learn to identify and assess the consistencies and inconsistencies in the historical narrative of the rise of the US to a major world power in the early 20th century to a super power following WWII. The role the US has played and plays in the global arena will be extensively explored with an eye to the future. Prerequisite: IR 221 or PS 221

#### **References**

McCormick, J.M. (2014). *American foreign policy & process* (6<sup>th</sup> ed.). Cengage

#### **Additional**

- Baum, M. A., & Potter, P. B. (2019). Media, public opinion, and foreign policy in the age of social media. *The Journal of Politics*, Vol. 81, No. 2. <https://researchgate.net>. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.
- Druckman, D. (2019). Unilateral diplomacy: Trump and the sovereign state. *Negotiation Journal*, 35(1), 101-105. Retrieved from Google Scholar using Open Access, Unpaywall, and Kopernio Google Chrome Extensions.
- Eliot, A. (2019). Trump Versus the Government: Can America Get Its Story Straight. *Foreign Affairs* 98 (1), 129-137.
- Mandelbaum, M. (2019). The New Containment: Handling Russia, China, and Iran. *Foreign Affairs*. 98(2), 123-131.
- McKeon, B & Tessm C. (2019). How Congress Can Take Back Foreign Policy: A Playbook for Capitol Hill. *Foreign Affairs* 98 (1), 76-87.
- Nye Jr, J. S. (2019). The rise and fall of American hegemony from Wilson to Trump. *International Affairs*, 95(1), 63-80. Retrieved from Google Scholar using Open Access, Unpaywall, and Kopernio Google Chrome Extensions.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Evaluate the factors that shaped US foreign policy in the 19<sup>th</sup> century
2. Compare and contrast how these policies were influenced by the colonial powers in Europe.
3. Determine and appraise the factors that shaped US foreign policy in the post WWI period.
4. Identify the major “presidential” doctrines that define US foreign policy following WWI.
5. Reflect on proposed solutions suggested through American diplomats regarding crisis around the world



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### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.					
2) Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.					x
3) Evaluate theories and concepts of International Relations and their applicability to current and historical events.				x	
4) Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.			x		
5) Demonstrate a solid understanding of current and historical events that have shaped International Relations.	x	x			
6) Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.					
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international relations and diplomacy.					

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- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include one paper that requires students to demonstrate mastery of all course learning outcomes and Final Comprehensive Exam. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	The emergence of a US foreign policy: review of US traditions in foreign policy, 19th and early 20th century, and its role as a "super power" following WWII.	1,2,3,4,5	Discussion Case Study
2	Conflicting, competing, and coalescing presidential doctrines: from Monroe to Trump and beyond.	1,3,4,5	Discussion Midterm Assessment
3	The process of policymaking: presidential/executive powers vis-à-vis the legislative and judicial branches of government in the US, e.g. war powers acts.	1,3,4,5	Discussion Exercise
4	Other actors: review the political parties, bipartisanship and interest groups, the media, public opinion and the foreign policy process.	1,2,3,4,5	Discussion Case study Individual paper Final Exam

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

##### Learning Outcomes

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Analyze a key event in recent history.

Students will critically analyze a key event in recent history.

The analysis should:

- Evaluate the subject critically.
- Hypothesize concerns to be considered.
- Propose diplomatic solutions or proposals intended to address those concerns.
- Present and support the proposal most likely to successfully address the noted concerns.



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### Requirements

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 1500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

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### 3. Final Comprehensive Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include 4 long answer (essay) questions of the instructor's choice.

Test content will focus on:

- CLO 1: Evaluate the factors that shaped US foreign policy in the 19<sup>th</sup> century.
- CLO 2: Compare and contrast how these policies were influenced by the colonial powers in Europe.
- CLO 3: Determine and appraise the factors that shaped US foreign policy in the post WWI period.
- CLO 4: Identify the major "presidential" doctrines that define US foreign policy following WWI.
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### **Grading**



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<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Written Project	45%	50%
Final Comprehensive Exam	40%	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.22 IR 341 Concepts of International Relations & Diplomacy**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

This course critically addresses concepts and approaches in international relations and diplomacy such as state sovereignty, state and non-state actors, interests, and levels of Analysis/Research Paper as well as such themes and theories as globalization, cultural and economic imperialism, or neo-colonialism, hegemony, complex interdependence and other related topics. The role of international public law in fostering interstate regimes and such treaties as the Vienna Convention on Diplomatic Relations in codifying interstate relations will also be addressed. Against the backdrop of such international relations paradigms as realism, liberalism, structuralism and constructivism, the course will also explore geopolitical variables (e.g., climate change, demography, natural resources) in light of their impact issues related to national and collective security.

#### **References**

Roskin, M.G. and Berry, N.O. (2018). *Concepts of international relations & diplomacy* (11th ed). Pearson.

#### **Additional**

Adler-Nissen, R., & Drieschova, A. (2019). Track-change diplomacy: Technology, affordances and the practice of international negotiations. *International Studies Quarterly*, Early Version or Preprint. Manuscript submitted for publication. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Wohlforth, W., De Carvalho, B., Leira, H., & Neumann, I. (2018). Moral authority and status in International Relations: Good states and the social dimension of status seeking. *Review of International Studies*, 44(3), 526-546. Cambridge Core/Cambridge University Press Open Access. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Zartman, I. W. (2019). International diplomacy after Trump, with antecedents. *Negotiation Journal*, 35(1), 111-115. Wiley. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Analyze and contrast competing principles and concepts related to international relations and diplomacy.
2. Assess the role of state and non-state actors.
3. Compare and contrast the various theoretical paradigms (e.g., "realism", idealism" etc.).
4. Determine the relevance of geopolitical variables for the future development of the discipline.
5. Critically evaluate and analyze the effects ethics and responsible citizenship have on the discipline.



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### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1. Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.		X			
2. Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.				X	
3. Evaluate theories and concepts of International Relations and their applicability to current and historical events.	X		X		
4. Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.					
5. Demonstrate a solid understanding of current and historical events that have shaped International Relations.					
6. Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.					X
7. Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8. Foster scholarship and research in advancing international relations and diplomacy.					

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- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

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Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include one paper that requires students to demonstrate mastery of all course learning outcomes and Final Comprehensive Exam. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

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**Course Topics**

<b>Week</b>	<b>Topic (from old course; will need to be part of curriculum work)</b>	<b>Learning Outcomes Addressed</b>	<b>Activities</b>
1	Systems and theories: review the concept of power, European balance-of-power system, interwar system, bipolar Cold War system, sovereignty, realism, liberal internationalism, constructivism, Marxist theories. War: review micro theories of war, state-level theories, and macro theories of war, misperception, power dilemma, and the danger of analogies.	1, 3	Discussion Case Study
2	National interests and geopolitics: review America's changing national interests, impendences, Manifest Destiny, imperialism, isolationism, the Cold war, Vietnam, and Mead's four school of U.S. foreign policy. Russia and geopolitics: review war and Bolshevism, Stalin's policy mistakes, Yalta and the Cold War, the decline of the Soviet Union, Khrushchev and the Cuban missiles, restoring Russian power.	2, 3, 4	Discussion Midterm Exam
3	The global South: legacies of colonialism, South Africa, India, Nigeria, assertive emerging countries, eternal warfare in the Holy Land, Mideast Wars, rise of Palestinian nationalism, Iran, four Gulf Wars, the Afghan War. Latin America: review Spanish colonization, U.S. intervention, Swan Island, drugs and democracy. Permanence of insecurity: review strategies of national security, technology and security, proliferation problem, national security, relative deprivation, resource mobilization, symmetrical warfare, and terrorism.	3, 4, 5	Discussion Exercise
4	Global political economy: review trouble in Euroland, NATO, trade blocs, China's rise, Japan, Asian trade bloc, the Great depression and Great recession, globalization, trade wars. Politics of the new world: review the rise and decline in diplomacy, anachronism, diplomats, embassy life, uses of international law, consistency and reciprocity, commands and sanctions, recognition and territory, human rights, League of Nations, the U.N., finite food, energy and water, and the energy turnaround.	1, 4, 5	Discussion Case study Individual paper Final Exam



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## Course Requirements

### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### 2. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Analyze and evaluate the diplomacy of one particular country, using all the skills and concepts taught in class

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1500 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by a minimum of 4 academically sound sources of information, although the expected response would integrate more. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 341 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 3.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### 3. Final Comprehensive Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include 4 long answer (essay) questions of the instructor's choice.

Test content will focus on:

CLO 1: Analyze and contrast competing principles and concepts related to international relations and diplomacy.

CLO 2: Assess the role of state and non-state actors.

CLO 3: Compare and contrast the various theoretical paradigms (e.g., "realism", "idealism" etc.).

CLO 4: Determine the relevance of geopolitical variables for the future development of the discipline.

CLO 5: Critically evaluate and analyze the effects ethics and responsible citizenship have on the discipline.

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- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Written Project	45%	50%
Final Comprehensive Exam	40%	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.23 IR 353 The Political Economy of North-South Relations

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

The profound and increasing economic divide between North and South will be examined within historical, political, economic, social, and environmental perspectives. Particular attention will be given to investment and trade condition, population, urbanization, poverty and uneven development, the implications of the debt crisis, and social and political instability.

#### References

Cohn, T. H. (2012). *Global political economy* (6th ed.). Pearson.

#### Additional

- Johns, L., Pelc, K. J., & Wellhausen, R. L. (2019). How a Retreat from Global Economic Governance May Empower Business Interests. *The Journal of Politics*. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.
- Kelley, J. G., & Simmons, B. A. (2019). Introduction: The Power of Global Performance Indicators. U of Penn Law School, Public Law Research Paper, (19-06). Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.
- Kuzemko, C., Lawrence, A., & Watson, M. (2019). New directions in the international political economy of energy. *Review of International Political Economy*, 26(1), 1-24. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Examine the historical background of underdevelopment within the context of European imperialism.
2. Analyze structures of investment and trade between the developed world and DCs.
3. Explore the political problems of Developing Countries.
4. Reflect on the vital importance of education within a globalized economic structure.
5. Illustrate the ecological and climatic changes affecting LDCs.

#### Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1. Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.				X	X
2. Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.			X		
3. Evaluate theories and concepts of International Relations and their applicability to current and historical events.	X				
4. Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.		X			



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5. Demonstrate a solid understanding of current and historical events that have shaped International Relations.	X				
6. Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.					
7. Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8. Foster scholarship and research in advancing international relations and diplomacy.					

### **The Mission of the Schiller International University**

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include one paper that requires students to demonstrate mastery of all course learning outcomes and Final Comprehensive Exam. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.



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### Course Topics

Week	Topic (from old course; will need to be part of curriculum work)	Learning Outcomes Addressed	Activities
1	Introduction: overview of international political economy (IPE), the IPE theoretical perspective, managing the global economy since World War II, the institutional framework, functions of IMF, World Bank and GATT, and postwar economic institutions of the North, South, Centrally plan economics.	1, 2, 3, 5	Discussion Case Study
2	Theoretical perspectives: the realistic perspective, the mercantilists, the hegemonic stability theory, the liberal perspective, orthodox liberalism, the historical structuralism perspective.	1, 2, 3, 5	Discussion Midterm Exam
3	The issues areas: review international monetary relations, the balance of payments, European monetary relations, foreign debt, financial crises, the IMF, World Bank and debtor countries, global trade relations, GATT, postwar global trade regime, regionalism and the global trade regime, historical overview of RTAs, Europe, the Western hemisphere, East Asia, multinational corporations and global production, MNC- home country relations, United Nations, Private Actors, and international development.	1, 2, 3, 4, 5	Discussion Exercise
4	Current trends in the global political economy: review globalization, North-North relations, North-South relations, and ethics.	1, 2, 3, 4, 5	Discussion Case study Individual paper Final Exam

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes: 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Explore and analyze a selected topic in North-South relations.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1500 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by a minimum of 4 academically sound sources of information, although the expected response would integrate more. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 353 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 3.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

3. Final Comprehensive Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5



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On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include 4 long answer (essay) questions of the instructor's choice.

Test content will focus on:

- CLO 1: Examine the historical background of underdevelopment within the context of European imperialism.
- CLO 2: Analyze structures of investment and trade between the developed world and DCs.
- CLO 3: Explore the political problems of Developing Countries.
- CLO 4: Reflect on the vital importance of education within a globalized economic structure.
- CLO 5: Illustrate the ecological and climatic changes affecting LDCs.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### Academic Honesty Policy

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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

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### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Written Project	45%	50%
Final Comprehensive Exam	40%	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+



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73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.24 IR 356 International Relations of the Pacific Region

<b>Instructor Information</b>	Name/Title
	Adjunct Instructor of
	Phone:
	Email:
	Office Hours: <i>online by appointment</i>

#### Course Description

This course encompasses an analysis of historical, political, cultural, military and economic aspects of the Pacific Rim. The relationship between the Pacific Rim and the United States, the EU and the global economy is also differentiated. A special study of the impact of the end of the Cold War on the region and the economic collapse following an unprecedented growth in the economies of the Pacific Rim is investigated in the course.

#### References

Briceño-Ruiz, J. (2020). *The political economy of new regionalisms in the Pacific Rim*. Routledge: Philadelphia.

#### Additional Resources:

Michael Yahuda (2019). *The International Politics of the Asia-Pacific, 4<sup>th</sup> Edition*. Routledge, Taylor and Francis Group.

Hillary Clinton (2011). "America's Pacific Century," *Foreign Policy*, Vol. 47, No. 4.

Zhang Yunling (2016). "China and its Neighbourhood: Transformation, Challenges and Grand Strategy," *International Affairs*, Volume 92, Issue 4, 835–848

H. D. P. Envall (2020). "The 'Abe Doctrine': Japan's new regional realism." *International Relations of the Asia-Pacific* Volume 20, Issue 1, 31-59.

See Seng Tan (2020). "Consigned to Hedge: Southeast Asia and America's 'free and open Indo-Pacific' Strategy," *International Affairs*, Volume 96, Issue 1, 131–148.

Rajesh Rajagopalan (2020). "Evasive Balancing: India's Unviable Indo-Pacific Strategy," *International Affairs*, Volume 96, Issue 1, 75–93.

Titli Basu (2020). "US-Japan-India: Risks and Rewards In the Indo-Pacific." *Global Asia*, Vol. 15, No. 1, March 2020, p. 90-94.

Chung-in Moon (2019). "President Moon Jae-in and the Korea Peace Initiative." *Global Asia*, Vol. 14, No. 2, June 2019, 10-17.

Chang, Jun Yan Chang (2016). "Essence of Security Communities: Explaining ASEAN." *International Relations of the Asia-Pacific* 16.3 (2016): 335-369.

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:



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6. Show and differentiate an understanding of the history, politics, culture and economic aspects of the region, with particular emphasis on a critical analysis of such a diverse region.
7. Analyze and debate the concept of “Asian values” within the context of phenomenal economic growth and subsequent collapse.
8. Propose a synopsis of the strategic problems of the region.
9. Examine the region’s ability to integrate research into present political, social and economic problems

**Alignment to Programmatic Outcomes**

<b>BA IRD – Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.		X	X	X
2) Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.			X	X
3) Evaluate theories and concepts of International Relations and their applicability to current and historical events.	X	X		
4) Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.	X	X	X	
5) Demonstrate a solid understanding of current and historical events that have shaped International Relations.	X	X	X	
6) Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.	X	X	X	
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.				
8) Foster scholarship and research in advancing international relations and diplomacy.				X

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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include one paper that requires students to demonstrate mastery of all course learning outcomes will be provided.



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This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Evolution of Pacific politics: <ul style="list-style-type: none"><li>Political history and the rise of Japan</li><li>The Pacific revolution and current politics</li></ul>	1, 3	Discussion Case Study
2	Culture and ideology: <ul style="list-style-type: none"><li>Thinking Pacific and de-colonization</li><li>Ideologies, and culture and place in the world</li><li>Migration, communication and culture</li></ul>	1, 2, 3	Discussion Midterm Exam
3	The military dimension: <ul style="list-style-type: none"><li>Past and current conflicts</li><li>Controlled and potential conflicts</li><li>Alliances, arms control and disarmament</li></ul>	1, 3	Discussion Exercise
4	The economic dimension: <ul style="list-style-type: none"><li>Pacific prosperity</li><li>The United States and Japan</li><li>The newly industrialized countries</li><li>The White Commonwealth and fringes of Pacific trade</li><li>Economic integration</li></ul>	1, 2, 3, 4	Discussion Case study Individual paper Final Exam

### Course Requirements

#### 8. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 9. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will



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include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Reflecting upon and appraising theories of conflict prevention and peace management. (LO 1)
- Assessing and judging strategies and concepts for conflict prevention and peace building in the 21st century. (LO 2)
- Appraising and reflecting upon issues related to the maintenance of peace and crisis management. (LO 3)
- Analyzing a current or historical event to propose solutions relevant to conflict management and/or peace strategies. (LO 4)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

10. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3, 4

Explore and analyze a selected topic in North-South relations.

Select a topic related to international relations and diplomacy in the Pacific Rim region. Your research and analysis should present a synopsis of the problem and strategic impact it had on the region. This could include a focus on culture, history, politics, and economics.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1500 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by a minimum of 4 academically sound sources of information, although the expected response would integrate more. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 356 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### **Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
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**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Course Assessments	45%	
Written Project	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.25 IR 370 Writing for Foreign Affairs**

<b>Instructor Information</b>	Name/Title: Adjunct Instructor of Phone: Email: Office Hours: <i>online by appointment</i>
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#### **Course Description**

The course critically analyzes various types of diplomatic and political writing, including political analysis papers, position papers, spot reports, cables, press releases as well as diplomatic signaling and, in general, the use of language in diplomacy. In the process of examining and analyzing various forms of diplomatic correspondence and discourse, students will also explore current debates related to confidentiality and privacy, diplomatic immunities and privileges in the modern era of “open” and “transparent” public diplomacy. The role of the media and the internet in diplomatic discourse will also be addressed. This course will be used to facilitate student progress on their thesis topic(s).  
Prerequisite: EN 111 or EN 112

#### **References**

Garfinkle, A. (2013). *Political writing: A guide to the essentials*. Routledge: Philadelphia

#### *Additional Reading and Supplemental Texts:*

Feltham, R.G. (2004). *Diplomatic Handbook*. Brill – Nijhoff.

Kurbalija, J. and Slavik, H. (eds.) *Language and Diplomacy*. Publisher: DiploProjects, Mediterranean Academy of Diplomatic Studies, Malta. ISBN: 99909-55-15-8. E-Source:  
<http://www.diplomacy.edu/resources/books/language-and-diplomacy>

United Nations Handbook: an Annual Guide for Those Working with and within the United Nations  
<https://www.mfat.govt.nz/en/peace-rights-and-security/work-with-the-un-and-other-partners/un-handbook-2019-20>

Theron, J. (1984). *A Guide to Writing for the United Nations*. United Nations Publications.  
<https://digitallibrary.un.org/record/134840>

Zakaria, F. (2010), WikiLeaks Shows the Skills of U.S. Diplomats. *Time*.

Bare, J. (2005). Advice and guidance for international journalism trainers. *Nieman Reports*, 59(2), 80-82.

Banaszynski, J. (2002). Why we need stories. *Nieman Reports*, 56(1), 41-43.

Hallman, T. (2006). If you can't report, you can't be a narrative writer. *The Quill*, 94(4), 42.

Knight, R. (2010). What is news in the age of blog and tweet. *The Quill*, 98(2), 27-30.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Compare, contrast, analyze and evaluate examples of diplomatic communication.
2. Write clearly, effectively and critically about specific topics covered in the course.
3. Identify different forms of diplomatic communication; assess and evaluate specific problems related to language and diplomacy in the increasingly multi-lingual and multi-cultural diplomatic context.



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### Alignment to Programmatic Outcomes

<b>BA IRD – Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>
1) Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.		X	
2) Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.		X	
3) Evaluate theories and concepts of International Relations and their applicability to current and historical events.	X	X	
4) Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.		X	
5) Demonstrate a solid understanding of current and historical events that have shaped International Relations.		X	
6) Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.		X	
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.	X	X	X
8) Foster scholarship and research in advancing international relations and diplomacy.	X	X	X

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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessment includes a final written project that requires students to demonstrate mastery of all course learning outcomes.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Diplomatic correspondence:</b> identify various types; understand the purpose; become acquainted with the relevant terminology.	1, 2, 3	Discussion Analysis Exercise
2	<b>Diplomatic correspondence:</b> identify various types; understand the purpose; become acquainted with the relevant terminology.	1, 2, 3	Discussion Midterm Exam
3	<b>Analysis and evaluate diplomatic discourse:</b> understand the legal framework governing such discourse (e.g., the Vienna Convention on Diplomatic Relations).	1, 2, 3	Discussion Simulation Activities
4	<b>Confidentiality and privacy in the age of open and transparent public diplomacy:</b> the role modern technologies play in diplomatic discourse.	1, 2, 3	Discussion Individual paper Final Exam

### Course Requirements

#### 11. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 12. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

1. Compare, contrast, analyze and evaluate examples of diplomatic communication.
2. Write clearly, effectively and critically about specific topics covered in the course.



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3. Identify different forms of diplomatic communication; assess and evaluate specific problems related to language and diplomacy in the increasingly multi-lingual and multi-cultural diplomatic context.

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

13. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3

Critically analyze and apply appropriate writing style to a specific topic covered in the course.

The analysis should:

- Analyze and evaluate the subject critically.
- Identify elements to be expressed in written format to be understood with the appropriate cultural context(s).
- Clearly propose in writing diplomatic policy, solutions and/or proposals.

Requirements

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 1500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second*



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*offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Course Assessments	45%	
Final Written Project	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.26 IR 450 Practical Diplomacy**

**Instructor Information**                      Name/Title:  
Adjunct Instructor of  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

Diplomacy is an essential political activity that enables states to secure the objectives of their foreign policies without resorting to force, propaganda, or by going against the law. Accordingly, diplomacy can be addressed from a variety of perspectives: historical, legal, cognitive, social, or ethical. The objective of this course is to provide students with a theoretical understanding of diplomacy and a sense of practical diplomatic skills. Students will explore and analyze the various concepts of diplomacy, contrast and evaluate the historical development of diplomacy from ancient Egypt, Greece and China up until today- examine and compare theoretical explanations about how diplomats have taken decisions- and evaluate how diplomacy has adapted itself to the 21st Century. Prerequisite: IR 221

#### **References**

Bjola, C. and Kornprobst, M. (2018). *Understanding international diplomacy: Theory, practice and ethics*. (2nd ed.). Routledge - Taylor and Frances

#### **Additional**

Dadashzade, S. (2019). The ways of solving the problems that arise in the process of the English language learning for special purposes (diplomatic English) (doctoral dissertation). Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

Lequesne, C. (2019). Studying diplomatic practices through the lens of direct observation. SAGE Publications Ltd. Retrieve from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions. Open Access HAL Id: hal-01985778. <https://hal.archives-ouvertes.fr/hal-01985778>

Manor, I., & Pamment, J. (2019). Towards prestige mobility? Diplomatic prestige and digital diplomacy. *Cambridge Review of International Affairs*, 1-32. <https://www.researchgate.net/>. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Assess how the concept of diplomacy has changed during the 21<sup>st</sup> century across the globe
2. Analyze how international politics and diplomacy operate.
3. Evaluate the elements of diplomatic interactions.
4. Determine and appraise the different types of cooperation in international politics.
5. Reflect on how diplomats were able to reach a particular historic agreement of reconciliation.

#### **Alignment to Programmatic Outcomes**

<b>BA IRD – Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.		x			
2) Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.					



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3) Evaluate theories and concepts of International Relations and their applicability to current and historical events.			x		
4) Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.				x	
5) Demonstrate a solid understanding of current and historical events that have shaped International Relations.	x				x
6) Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.					
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international relations and diplomacy.					

### **The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include one paper that requires students to demonstrate mastery of all course learning outcomes and Final Comprehensive Exam. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted



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to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Historical development – from ancient Egypt to modern times; introduction of new ideas into diplomacy after World War I e.g. accountability, self-determination, collective security	1,5	Discussion Case Study
2	Contexts and tasks of diplomacy – Vienna Convention, the art of negotiation (pre-negotiations, around the table negotiations, diplomatic momentum, packing agreements and follow up), review diplomatic relations (embassies, consulates, conferences, summits, public diplomacy, and telecommunications) and review diplomacy without diplomatic relations (disguised embassies, special missions, and mediation). Practical Diplomacy examples: e.g. Germany 1949 and 1990, Soviet Union 1990, Iraq 2003.	1,2,5	Discussion Midterm Exam
3	State relationships: e.g. North-Korea and the United States, Eritrea and Ethiopia, European Union foreign policy.	1,2,3,4,5	Discussion Exercise
4	Normative approaches to diplomacy.	1,2,3,4,5	Discussion Case study Individual paper Final Exam

### Course Requirements

#### 14. Weekly Discussion-Based Course Assessments (15%)

##### Learning Outcomes

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 15. Individual Written Project (45%)

##### Learning Outcomes: 1, 2, 3, 4, 5

Students will select a political international event related to diplomacy to analyze and evaluate. This evaluation should include identification, explanation, and assessment of the different types of cooperation in international politics that occurred to reach resolution.

##### Requirements

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 2500 words (+/- 10%) integrating a minimum of 5 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.



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For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

For assignment details, please refer to the *IR 450 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 3.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

16. Final Comprehensive Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include 4 long answer (essay) questions of the instructor's choice.

Test content will focus on:

- CLO 1: Assess how the concept of diplomacy has changed over time and across the globe.
- CLO 2: Analyze how international politics and diplomacy operate.
- CLO 3: Evaluate the elements of diplomatic interactions.
- CLO 4: Determine and appraise the different types of cooperation in international politics.
- CLO 5: Reflect on how diplomats were able to reach a particular historic agreement of reconciliation.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### Academic Honesty Policy

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Written Project	45%	100%
Final Comprehensive Exam	40%	



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.27 IR 456 The European Union

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *only by appointment*

#### Course Description

IR 456 – The European Union is designed to introduce the students to the economic, political and social forces that have combined, within Europe, over the last 50 years, to produce the political entity now called the European Union. The course will also introduce the shifting role of Europe on the global stage and the tremendous changes that have affected Europe and the Europeans in the recent decades.

#### References

Olsen, J. and McCormick, J. (2017). *The European Union: Politics and policies*. Routledge: Philadelphia.

#### Additional Resources

Birchfield Vicki et al. 'European Integration as a Peace Project', *British Journal of Politics and International Relations*, 19, 1, 2017, pp. 3-12.

Chen Zhimin 'China, the European Union and the Fragile World Order', *Journal of Common Market Studies* 54, 4, 2016, pp. 775-792.

Hansen, Susanne, Marsh, Nicholas, 'Normative power and organized hypocrisy: European Union member states' arms export to Libya', *European Security*, 24, 2, 2015, pp. 264-286.

Hirt, Nicole, 'European Missteps on African Migration', *Current History*, 117, 799, 2018, pp. 175-180.

Hooijmaaijers Bas, 'China's rise in Africa and the response of the EU: a theoretical analysis of the EU-China-Africa trilateral cooperation policy initiative', *Journal of European Integration*, 40, 4, 2018, pp. 443-460.

Kotzian Peter, Knodt Michele, Urdze Sigita, 'Instruments of the EU's External Democracy Promotion', *Journal of Common Market Studies*, September 2011, 49, 5, pp. 995-1018.

McKenzie Lachlan and Katerina Meissner 'Human Rights Conditionality in European Union Trade Negotiations: the Case of EU-Singapore FTA', *Journal of Common Market Studies*, 55, 4, 2016, pp. 832-849.

Portela, Clara, 'Are European Union sanctions "targeted"?' *Review of International Affairs*, 29, 3, 2016, pp. 912-929.

Rees Wyn, 'America, Brexit and the Security of Europe', *British Journal of Politics and International Relations*, 19, 3, 2017, pp. 558-572.

Smith, Karen 'A European Union global strategy for a changing world?' *International Politics*, 54, 4, Jul 2017, pp. 503-518

Sus Monika, *European Union in the World 2025 – Scenarios for the EU relationships with neighbours and strategic partners*, 97, March 2018, <http://www.dahrendorf-forum.eu/publications/european-union-in-the-world-2025-scenarios-for-eu-relationships/>.

### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Identify and recognize economic and political concepts relevant to the economic and political evolution of European integration.
2. Apply these concepts to particular phases and circumstances of the integration process, in order to illuminate the decision-making process
3. Embrace the cultural and historical make-up of nation states in order to better understand their policy objectives.
4. Acknowledge the geo-political background of the integration process
5. Discuss the evolving nature of economic, social and environmental factors that inform policy-making.

### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1. Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.	X	X	X	X	X
2. Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.	X			X	X
3. Evaluate theories and concepts of International Relations and their applicability to current and historical events.	X	X			
4. Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.		X	X	X	X
5. Demonstrate a solid understanding of current and historical events that have shaped International Relations.	X	X	X	X	X
6. Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.					X
7. Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8. Foster scholarship and research in advancing international relations and diplomacy.					

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and



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- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include a written project that requires students to demonstrate mastery of all course learning outcomes will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none"> <li>• The Origins of the Union: Historic background and the early years</li> <li>• Enlargement of the European Union: from Customs Union to the Single Market; from the '90s into the future</li> </ul>	1,2,3,4,5	Discussion
2	<ul style="list-style-type: none"> <li>• Institutions of the EU: the Council and the Commission; the Parliament and the Supporting Court</li> <li>• Commercial Policies: the Customs Unions and the Single European Act</li> </ul>	1,2,3,4,5	Discussion Midterm Exam
3	<ul style="list-style-type: none"> <li>• Agricultural Policy</li> <li>• Industrial, Social and Environmental Policy</li> <li>• Energy, Transport and Regional Policy</li> </ul>	1,2,3,4,5	Discussion
4	<ul style="list-style-type: none"> <li>• Monetary Union</li> <li>• The Community Project</li> <li>• External Policies: trading policies and the common external tariff; common security and foreign policy</li> </ul>	1,2,3,4,5	Discussion Individual Written Project Final Exam



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### **Course Requirements**

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

1. Identify and recognize economic and political concepts relevant to the economic and political evolution of European integration.
2. Apply concepts to particular phases and circumstances of the integration process, in order to illuminate the decision-making process
3. Contrast and explain the cultural and historical make-up of nation states in order to better understand their policy objectives.
4. Assemble the geo-political background of the integration process
5. Analyze and interpret the evolving nature of economic, social and environmental factors that inform policymaking

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

3. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Select a topic related to international relations and diplomacy in the European Union. Present the history and an analysis of the topic. You should include discussion of the evolving nature of economic, social and environmental factors that influenced policy making surrounding the topic.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 2000 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by a minimum of 4 academically sound sources of information, although the expected response would integrate more. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 456 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### **Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.



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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Weekly Assessments/Exam(s)	45%	
Written Project	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.28 IR 470 International Policies and Institutions

#### Instructor Information .

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

International economics combines the excitement of world events and the incisiveness of economic Analysis/Research Paper. This course introduces and critically explores the principal international economic institutions and policies created during and after World War II, the so-called Bretton Woods system. The roles, interests, and functions of the principal private and public players in the development and elaboration of modern financial and political institutions will be critically examined: The World Bank Group and United Nations Development Group, including the International Monetary Fund and the World Trade Organization. This course will also interrogate the increasingly significant and controversial role of regional institutions and multilateral development banks, such as the European Union or the Asian Infrastructure Development Bank. The role global and regional economic and financial institutions play in the maintenance of the Post World War II interstate system of mutual self-interest and interdependence will be critically evaluated for example in the context of competing national and international interests in achieving the UN Sustainable Development goals such as the "Eradication of Poverty." Prerequisite: IR 221, ECO 2013, and ECO 2023

#### References

Spero, J. E. and Hart, J. A. (2014). *The politics of international economic relations* (7<sup>th</sup> ed.). Cengage Learning.

#### Additional Resources/References:

- Adler, D. (2019). The international institutional turn: the missing ingredient in Labour's new political economy. *Renewal*, 27(4), 11+. Retrieved from <https://link.gale.com/apps/doc/A624420771/AONE?u=liin78088&sid=AONE&xid=213f17aa>
- Britton-Purdy, J., Grewal, D. S., Kapczynski, A., & Rahman, K. S. (2020, April). Building a Law-and-Political-Economy Framework: Beyond the Twentieth-Century Synthesis. *Yale Law Journal*, 129(6), 1784+. Retrieved from <https://link.gale.com/apps/doc/A625863980/AONE?u=liin78088&sid=AONE&xid=5751b451>
- Clarida, R. H. (2019). Richard H Clarida: Global shocks and the US economy. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.
- Conti-Brown, P., & Zaring, D. T. (2019). Shining a light on the Federal Reserve's foreign affairs. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions. Penn Wharton Public Policy Initiative. 61. <https://repository.upenn.edu/pennwhartonppi/61>.
- Heneghan, M., & Orenstein, M. A. (2019). Organizing for impact: International organizations and global pension policy. *Global Social Policy*, 1468018119834730. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Google Chrome Extensions.
- Liu, W., & Li, J. (2019, October). Unbalanced Institutions in Market Transition: How Do They Matter for Firm Strategic Choices and Performance in Emerging Economies? *Management International Review*, 59(5), 675+. Retrieved from <https://link.gale.com/apps/doc/A604697518/AONE?u=liin78088&sid=AONE&xid=c1d5cfb8>
- Tai, S. H. T. (2020). THE QUALITY OF INSTITUTIONS AND THE RELATIONSHIP BETWEEN INTERNATIONAL TRADE AND INEQUALITY. *Journal of Developing Areas*, 54(3), 177+. Retrieved from <https://link.gale.com/apps/doc/A606183211/AONE?u=liin78088&sid=AONE&xid=ab949c50>

## Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Reflect on economic concepts, principles, theories, and models.
2. Distinguish between facts, values and hypotheses and recognize unstated assumptions and logical fallacies in arguments relating to the economic and political policies and principles.
3. Assess economic and political processes and critically apply them to economic problems facing stakeholders.
4. Reflect on the role of key international and regional institutions.
5. Appraise the relevance of non-state actors on international economic policies and institutions.

## Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.				x	x
2) Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.		x			
3) Evaluate theories and concepts of International Relations and their applicability to current and historical events.	x				
4) Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.					
5) Demonstrate a solid understanding of current and historical events that have shaped International Relations.			x		
6) Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.					
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international relations and diplomacy.					

## The Mission of the Schiller International University

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.



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### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include one paper that requires students to demonstrate mastery of all course learning outcomes and final comprehensive exam. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic (from old course; will need to be part of curriculum work)	Learning Outcomes Addressed	Activities
1	<b>The theory of international trade:</b> the basic theory using demand and supply, comparative advantage, factor availability and factor proportions, scale economies, imperfect competition and trade and growth and trade.	1,2	Discussion Case Study
2	<b>Trade policy:</b> review analysis of a tariff, nontariff barriers to imports, arguments for and against protection, pushing exports, trade blocs, trade policies for developing countries, multinationals and migration.	1,2,3,4,5	Discussion Midterm Exam
3	<b>Understanding foreign exchange:</b> payments among nations, the Foreign Exchange market, government policies toward the Foreign Exchange Market and international lending and financial crises.	1,2,3,4,5	Discussion Exercise
4	<b>Macro policies for open economies:</b> internal and external balance with fixed exchange rates, floating exchange rates and internal balance, and floating rates and the alternatives.	1,2,3,4,5	Discussion Case study Individual paper Final Exam

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

##### Learning Outcomes

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)



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2. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Students are to analyze and evaluate a political policy and/or an economic policy and critically apply your predictive analysis to a recent economic issue or topic.

**Requirements**

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 2500 words (+/- 10%) integrating a minimum of 5 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

3. Final Comprehensive Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include 4 long answer (essay) questions of the instructor's choice.

Test content will focus on:

CLO 1: Reflect on economic concepts, principles, theories, and models.

CLO 2: Distinguish between facts, values and hypotheses and recognize unstated assumptions and logical fallacies in arguments relating to the economic and political policies and principles.

CLO 3: Assess economic and political processes and critically apply them to economic problems facing stakeholders.

CLO 4: Reflect on the role of key international and regional institutions.

CLO 5: Appraise the relevance of non-state actors on international economic policies and institutions.

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the



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material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Written Project	45%	100%
Final Comprehensive Exam	40%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.29 IR 481 Selected Topics in International Relations

#### Instructor Information

Name/Title:  
 Phone:  
 Email:  
 Office Hours: *online by appointment*

#### Course Description

IR 481 – Selected Topics in International Relations This course is designed to allow a thorough evaluation and Analysis/Research Paper on a specific institution e.g. European Union, NAFTA, Mercosur; a region of the world e.g. Middle East, Africa, South East, South America; or on a topic such as global terrorism, global inequality and poverty, global crime, globalization of disease, cyber-diplomacy, cyber warfare, nationalism and separatism in various regions, conflict resolution, international migration, human rights or weapons proliferation. Prerequisites: IR 221 or PS 221, ECO 2013, and ECO 2023

#### Required Resources

TBD according to the topic chosen by faculty in each cohort.

#### *Additional Reading and Supplemental Texts:*

*Reading will be based on the topic chosen by faculty in each cohort. Faculty will advise and guide students on how to find scholarly sources to support their studies.*

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Explain and evaluate the historical background of the institutions/topics discussed in the course
2. Assess the structure and functions of a particular institution or topic addressed in the course
3. Evaluate a political or economic process or policy
4. Analyze economic and political concepts.
5. Reflect on and suggest solutions on the way different institutions/organizations address e.g. crisis management
6. Evaluate the interactions between the various regional or global institutions/organizations addressed in this course.

#### Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
1) Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.		x				x
2) Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.					x	
3) Evaluate theories and concepts of International Relations and their applicability to current and historical events.			x	x		
4) Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.						
5) Demonstrate a solid understanding of current and historical events that have shaped International Relations.	x					



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6) Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.						
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.						
8) Foster scholarship and research in advancing international relations and diplomacy.						

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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Various topics depending on the cohort	1,2,3,4,5,6	Discussion
2	Various topics depending on the cohort	1,2,3,4,5,6	Discussion
3	Various topics depending on the cohort	1,2,3,4,5,6	Discussion
4	Various topics depending on the cohort	1,2,3,4,5,6	Discussion Individual Written Project Final Exam

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes: 1, 2, 3, 4, 5, 6

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Individual Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5, 6

Appraise a political or economic process or policy and critically apply your analysis to a relevant current issue - this will depend on the courses subject matter (e.g. Middle East, European Union).

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 2500 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by a minimum of 5 academically sound sources of information, although the expected response would integrate more. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 481 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 3.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

3. Final Comprehensive Exam (40%)

Learning Outcomes: 1, 2, 3, 4, 5, 6

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include 4 long answer (essay) questions of the instructor's choice.

Test content will focus on:

CLO 1: Explain and evaluate the historical background of the institutions/topics discussed in the course.

CLO 2: Assess the structure and functions of a particular institution or topic addressed in the course.

CLO 3: Evaluate a political or economic process or policy.

CLO 4: Analyze economic and political concepts.

CLO 5: Reflect on and suggest solutions on the way different institutions/organizations address e.g. crisis management.



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CLO 6: Evaluate the interactions between the various regional or global institutions/organizations addressed in this course.

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Written Project	45%	100%
Final Comprehensive Exam	40%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.30 MGF 1107 College Math

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

MGF 1107 – College Mathematics reviews basic math fundamentals and introduces the student to concepts what he or she will need in other University courses. This course reviews, reinforces and develops algebraic skills in problem solving as well as functions, analytical geometry, sequences and series and linear programming. As a review of real numbers, the student is presented with methodology to solve linear equations and functional linear applications. The course then moves on to maximization and minimization techniques and probability and statistics. A variety of practical problems are also introduced.

#### Required Resources

Angel, A., Abbott, C., Runde, D. (2017). *A Survey of Mathematics with Applications* (10<sup>th</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

BarCharts, I. (2017). GRE - quantitative reasoning: QuickStudy reference guide. Newburyport: BarCharts, Inc. Retrieved from E-Book Central: Academic Complete/ProQuest.

BarCharts, I. (2012). Math review. Boca Raton: BarCharts, Inc. Retrieved from E-Book Central: Academic Complete/ProQuest.

Brijmohan, A., Khan, G. A., Orpwood, G., Brown, E. S., & Childs, R. A. (2018). Collaboration Between Content Experts and Assessment Specialists: Using a Validity Argument Framework to Develop a College Mathematics Assessment. *Canadian Journal of Education*, 41(2), 584+. Retrieved from <https://link.gale.com/apps/doc/A554908842/AONE?u=lim78088&sid=AONE&xid=653e59c8>

Nepal, K., Paneru, K., & Basyal, D. (2020). Minor treatment but sizeable impact: A study on calculus students' usage of web-based homework. *College Student Journal*, 54(1), 43+. Retrieved from <https://link.gale.com/apps/doc/A622369825/AONE?u=lim78088&sid=AONE&xid=8abe9b7b>

Ross, M.M., and Wright, A.M. (2019) Know math or take a bath on a finance final exam. Available at SSRN (Students Sharing Research Network/Elsevier) <https://ssrn.com/abstract=3326763> or <http://dx.doi.org/10.2139/ssrn.332676> 3 [Free Registration or download for free] Open Access.

Smith, G. A., Stark, A., & Sanchez, J. (2019, March-April). What Does Course Design Mean to College Science and Mathematics Teachers? *Journal of College Science Teaching*, 48(4), 81+. Retrieved from <https://link.gale.com/apps/doc/A576784148/AONE?u=lim78088&sid=AONE&xid=6d461adb>

VanDerHeyden, A. M., & Coddling, R. S. (2020, January-February). Belief-Based Versus Evidence-Based Math Assessment and Instruction. *Communique*, 48(5), 1+. Retrieved from <https://link.gale.com/apps/doc/A614266025/AONE?u=lim78088&sid=AONE&xid=7b64defc>

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Apply basic arithmetic operations using whole numbers, fractions and decimals by hand and on a calculator.
2. Solve basic linear algebraic equations.

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3. Derive sequence and series equations to address various problems and issues.
4. Calculate consumer mathematics, probability and statistical equations.
5. Apply the calculations of mean, median, mode and deviation to real world problem.

**Alignment to Program General Learning Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.					
2) Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices					
3) Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world			x		x
4) Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections					
5) Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.					
6) Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change	x	x	x	x	x

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**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Number theory and the real number system:</b> review the number theory, integers, rational numbers, irrational numbers and the real number system, real numbers and their properties, rule exponents and scientific notation, arithmetic and geometric sequences.	1,2,3,4,5	Discussion
2	<b>Algebra, graphs and functions:</b> review order of operations, linear equations in one variable, formulas, applications of linear equations in one variable, variation, linear inequalities, linear inequalities in two variables, solving quadratic equations and functions and their graphs. <b>Systems of linear equations and inequalities:</b> review systems of linear equations, solving systems of linear equations by the substitution and addition methods, matrices, systems of linear inequalities and linear programming.	1,2,3,4,5	Discussion Mid-Term Examination
3	<b>Consumer mathematics:</b> review percent, personal loans and simple interest, compound interest, installment buying, ordinary annuities, sinking funds and retirement investments. <b>Probability:</b> review the nature of probability, theoretical probability, odds, expected value, tree diagrams, OR and problems, the counting principle and permutations, combinations, binomial probability formula.	1,2,3,4,5	Discussion
4	<b>Statistics:</b> review sampling technique, the misuses of statistics, frequency distributions and statistics graphs, measure of central tendency, measures of dispersion, the normal curve and linear correlation and regression.	1,2,3,4,5	Discussion Final Comprehensive Examination

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Midterm Examination (40%)



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Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

3. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

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The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Midterm Examination	40%	40%
Final Comprehensive Exam	45%	60%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.31 PS 221 Introduction to Political Science**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

PS 221 – Introduction to Political Science introduces students to the universal scope, methods and application of politics as either (a) an academic discipline, or (b) as an occupation. This course examines some of the core normative beliefs linked to democratic politics and the legitimate scope of authority upon which consensual power and allegiances rest. It challenges students to reflect on political inputs and outputs, the nature and functioning of institutions and rules, the aims of the same, and their ultimate capacity to promote human welfare and social stability. Students will approach these questions through the comparative study of a range of countries while applying the empirical principles, key concepts and the necessary theoretical frameworks associated with the science of politics.

#### **Required Resources**

Roskin, M., Cord, R., Medeiros, J., and Jones, W. (2016). *Political Science: An Introduction* (14<sup>th</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

Larsen, M. V., Hjorth, F., Dinesen, P. T., & Sønderskov, K. M. (2019). When do citizens respond politically to the local economy? Evidence from registry data on local housing markets. *The American Political Science Review*, 113(2), 499-516. [LIRN, PROQUEST]

Bennett, W. L., & Pfetsch, B. (2018). Rethinking political communication in a time of disrupted public spheres. *Journal of Communication*, 68(2), 243-253. [Google Scholar, ResearchGate.NET (pdf), Kopernio, Open Access Google Chrome Extensions].

Iyengar, S., Konitzer, T., & Tedin, K. (2018). The home as a political fortress: Family agreement in an era of polarization. *The Journal of Politics*, 80(4), 1326-1338. [Google Scholar, Kopernio, Open Access Google Chrome Extensions].

Baker, A. & Wojcik, S. (2019) Does democratization lower consumer prices? Regime type, prices, and the consumer-producer tradeoff. *International Political Science Review*, 40 (2), 145-161.

Tooze, A. (2019) A Forgotten History of the Financial Crisis – What the World Should Have Learned in 2008. *Foreign Affairs* 97 (5), 199-211.

Segal, A. (2018). When China Rules the World: Technology in Service of the State. *Foreign Affairs* 97 (5), 10-18. Gagnon, R., and Ziarko, H. (2012). The writing of expository texts in early grades: What predictive analysis teaches us. *US-China Education Review*. Vol. 10, pp. 885-891.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Interpret the fundamental principles, processes and machinery of government.
2. Apply the basic concepts of politics, factors determining governmental popularity, forms of government, political attitudes, electoral dynamics and political socialization.
3. Examine the criteria used to compare types of government, analyze constitutions, the role of elites, political parties and decision-making processes.



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4. Show insight into political ideas and theory.

**Alignment to Program General Learning Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.				
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices	X	X	X	X
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world	X	X	X	X
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections		X	X	X
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			X	
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change			X	

**The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a final written project and a final exam that require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	The bases of politics: review politics and political science, states, constitutions and rights, regimes. The concepts of authority, legitimacy, and power	1,2,3,4	Discussion
2	The characteristics of the state and forms of government Comparative government: federal, unitary and hybrid forms of government	1,2,3,4	Discussion
3	Political attitudes and interactions: review political culture, public opinion, political communication, interest groups, parties and elections. Political institutions: legislatures, executives, judiciaries and bureaucracies. Political systems: review political economy, violence and revolution, and international relations.	1,2,3,4	Discussion
4	The nature of political theory and ideas: contributions to democratic thought, theories linked to the nation state, political attitudes and ideologies, authoritarianism, socialism.	1,2,3,4	Discussion Written Project Final Comprehensive Examination

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Written Project (40%)

Learning Outcomes: 1, 2, 3, 4

Written Project

Examine the criteria used to compare types of government or the role of elites, political parties and decision-making in a country of your choice. The analysis should:

- Analyze and evaluate the criteria used for comparison critically.
- Identify concerns (past, present, and future) to be considered related to the criteria and how it is applied for comparison in your selected country.



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- Based upon your comparison using the criteria, present current and future trends related to these roles in your selected country.

Requirements

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 1500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date..

For assignment details, please refer to the *PS 221 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

3. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include long answer essays.

Test content will focus on:

- Interpreting the fundamental principles, processes and machinery of government (LO1).
- Applying the basic concepts of politics, factors determining governmental popularity, forms of government, political attitudes, electoral dynamics and political socialization (LO2).
- Examining the criteria used to compare types of government, analyze constitutions, the role of elites, political parties and decision-making processes (LO3).
- Showing insight into political ideas and theory (LO4).

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The



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Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Written Project	40%	50%
Final Comprehensive Exam	45%	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.32 PS 370 The U.S. Political System

#### Instructor Information

Name/Titel:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

PS 370 – American Political System This course examines the politics, principles, and institutions that developed following the declaration of independence of British colonies in North America. This 18th-century North American experiment in constitutional democracy, namely the United States of America, was a milestone in republican governance that set precedents, not only for representative democracy worldwide, but also for the cause of popular “self-determination” and the wider “interstate” system that prevails today in the form of the United Nations. Against the backdrop of such guiding conceits as “American Exceptionalism,” “Manifest Destiny,” and “Manifest Duty”, the course will thus also examine the larger role the American Political System has played and continues to play in the politics and economics of globalization. In exploring and scrutinizing the federalist ethos, it will focus in particular on the tensions between ideals of rugged individualism (President Herbert Hoover), states’ rights, and federal authority. To this end, the course will critically exam the institutions that make up the system of checks and balances, namely, the three branches of government that constitute the separation of powers: the legislative, executive, and judicial.

#### Required Resources

Wilson, J., Dilulio, J and Bose, M. (2017). *The American government: Institutions & policies* (15<sup>th</sup> ed.). Cengage.

#### *Additional Reading and Supplemental Texts:*

*The Constitutional Convention debates and the anti-federalist papers.* (2012). American history: from revolution to reconstruction and beyond. Retrieved from <http://www.let.rug.nl/usa/documents/1786-1800/the-anti-federalist-papers/>

*The Federalist Papers.* (2012). American history: from revolution to reconstruction and beyond. Retrieved from <http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/>

*July 4, 1821: speech to the U.S. House of Representatives on foreign policy.* (2019). Presidential Speeches, John Quincy. Retrieved from <https://millercenter.org/the-presidency/presidential-speeches/july-4-1821-speech-us-house-representatives-foreign-policy>

*Madison speech proposing the Bill of Rights June 8 1789.* (2012). American history: from revolution to reconstruction and beyond. Retrieved from <http://www.let.rug.nl/usa/documents/1786-1800/madison-speech-proposing-the-bill-of-rights-june-8-1789.php>

O’Sullivan, J.L. (1839). *The great nation of futurity*. Wikisource. Retrieved from [https://en.wikisource.org/wiki/The\\_Great\\_Nation\\_of\\_Futurity](https://en.wikisource.org/wiki/The_Great_Nation_of_Futurity)

#### *Secondary Literature*

Adams, S. P. (2008). *The early American Republic: a documentary reader*. Wiley–Blackwell. ISBN 9781405160988.

Kettl, D. F. (2006). Managing boundaries in American administration: the collaboration imperative. *Public Administration Review*, 66 (10).  
<https://doi.org/10.1111/j.1540-6210.2006.00662.x>

Rehder, B. (2010). What is political about jurisprudence?: courts, politics, and political science in Europe and the United States. *Contemporary Readings in Law and Social Justice*, 2(1), 100-129. Retrieved from [https://www.mpifg.de/pu/mpifg\\_dp/dp07-5.pdf](https://www.mpifg.de/pu/mpifg_dp/dp07-5.pdf)

### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Identify key judicial, legislative, and executive institutions and analyze their functions, assessing, in particular, the increasing importance of the judiciary in early 19<sup>th</sup>-century American political debates.
2. Identify key arguments of the Federalist and outline competing positions.
3. Identify key institutional developments at the federal level following the US Civil War; assess the significance of such constitutional amendments as 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup>.
4. Analyze the role of the judicial branch in the consolidation of federal power *vis-à-vis* the several states and assess the significance of the process of “selective incorporation.”
5. Write clearly, effectively and critically about a specific topic covered in the course.

### Alignment to Program General Learning Outcomes

Program General Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1) Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.					X
2) Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices	X	X	X	X	X
3) Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world	X	X	X	X	X
4) Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections		X	X	X	X
5) Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			X		X
6) Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change			X		X

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;



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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a final written project and a final exam that require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>The American system:</b> introduce the study of American government, the Constitution, federalism, anti-federalism; the rise of the Supreme Court.  <b>The Three Principal Branches of Government:</b> the legislature, the judiciary, and the executive.	1,2,4, 5	Discussion
2	<b>“Manifest Destiny” and Westward expansion in the period of “isolationism”:</b> review of primary source material (speeches, articles, laws, judicial rulings, declarations...) including the Monroe Doctrine, the Roosevelt Corollary and related relevant texts.	1,2,3,4,5	Discussion Possible Midterm Exam
3	<b>Public policy and American democracy:</b> review domestic policy, economic policy, foreign policy and American democracy then and now.	3,4,5	Discussion
4	<b>The emergence of the US as a world power:</b> review of primary source material	1,2,3,4,5	Discussion Written Project Final Examination



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## Course Requirements

### 17. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### 18. Written Project (40%)

Learning Outcomes: 1, 2, 3, 4,5

Students will select and critically analyze a specific topic covered in the course related to the United States political system.

The analysis should:

- Analyze and evaluate the concept, subject, or event critically.
- Ground the concept, subject, or event in the context of American history/experience. (explain the “why”)
- Identify concerns (past, present, and future) to be considered related to the concept, subject or event.
- Propose current/future actions likely to successfully address the noted concerns.

#### Requirements

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 2000 words (+/- 10%) integrating a minimum of 4 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

For assignment details, please refer to the *PS 370 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

### 19. Exam(s) (45%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include long answer essays. Exam content will focus on course content as decided upon by the course instructor.

The course may also include midterm exam.



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### Academic Honesty Policy

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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Written Project	40%	100%
Exam(s)	45%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.33 PSY 1021 General Psychology**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

PSY 1021 – General Psychology is an introduction to the scientific study of motivation, perception, meaning, learning, emotions, feelings and the psychological basis of behaviors. This course is meant to help students learn to think like a psychologist and to understand why scientific and critical thinking is so important to everything they do: from the decisions they make in their own lives to being wary of Internet scams, hoaxes and viral panics. The course examines theories of personality and development, examining Freudian and post Freudian theories of personality, the way in which the brain, neurons and hormones affect psychological functioning, the basic principles of learning and the impact of social and culture on behavior. The course also shows how the mind, body and environment influence emotions, stress and health. Prerequisite: None

#### **Required Resources**

Wade, C. and Tavris, C. et al. (2018). *Invitation to Psychology* (7<sup>th</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

Lassiter, K., Veal, M., Matthews, D., and Trez, C. (2013). Briefreport: Comparing general cognitive abilities using the General Ability Measure for Adults and the Woodcock-Johnson tests of cognitive abilities-revise. *North American Journal of Psychology*. Vol. 15(2), pp. 279-286.

Barbey, A., Colom, R., Paul, E., Forbes, C., Krueger, F., Goldman, D., and Grafman, J. (2014). Preservation of general intelligence following traumatic brain injury: Contributions of the Met 66 brain-derived neurotrophic factor. *PLoS ONE*, Vol. 8(2), pp. 1- 8.

Comensoli, A., and MacCann, C. (2013). Misconstruing methods and meaning in the general factor of personality. *International Journal of Psychology*, Vol. 48(4), pp. 625- 630.

Kooij, D. and Van De Voorde, K. (2011). How changes in subjective general health predict future time perspective, and development and generativity motives over the lifespan. *Journal of Occupational & Organizational Psychology*, Vol. 84(2), pp. 228-247.

Roew, S., Rowlatt, A., Davies, G., Harris, S., Porteous, D., Liewald, D., McNeil, G., Starr, J., Deary, I., and Terresa, A. (2013). Complex variation in measures of general intelligence and cognitive change. *PLoS ONE*, Vol. 8(12), pp. 1-12.

#### **Course Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Assess the major perspectives and research methods in contemporary psychology.
2. Evaluate physiological and psychological development.
3. Evaluate the concepts of motivation and emotions.
4. Explain the theory behind mental and personality measurement and the influence of developmental factors in both areas.
5. Evaluate different types of casual factors leading to abnormal behaviors and the basics of the current classification system for psychological disorders.



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### Alignment to Program Learning Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO5</b>
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.			X		
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices	X	X			
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world	X	X		X	X
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X		X
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.					
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change					

### The Mission of the Schiller International University

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

**Course Topics**

Week	Topic	Learning Outcomes Addressed	Activities
1	<p><b>What is psychology?</b> review the science of psychology, what psychologists do, critical and scientific thinking, correlational studies, the experiment and evaluating findings.</p> <p><b>Theories of personality:</b> review psychodynamic theories of personality, the modern study of personality, genetic influences, environmental influences, cultural influences and the inner experience of personality.</p> <p><b>Development over the lifespan:</b> review from conception through the first year, language development, cognitive development, moral and gender development, adolescence, adulthood and the wellsprings of resilience.</p>	1, 2, 3, 4	Discussion and Application Activities
2	<p><b>Neurons, hormones and the brain:</b> review the nervous system, communication, mapping the brain, the two hemispheres, and two stubborn issues in brain research.</p> <p><b>Body rhythms and mental states:</b> review biological rhythms, rhythms of sleep, exploring the dream world, hypnosis, and consciousness-altering drugs.</p> <p><b>Sensation and perception:</b> review the sensational senses, vision, hearing, other senses, perceptual powers, and perception without awareness.</p>	1, 2, 3, 4	Discussion and Application Activities Midterm Exam
3	<p><b>Thinking and intelligence:</b> review thought, reasoning rationally, barriers to reasoning rationally, measuring intelligence, dissecting intelligence, the origins of intelligence and animal minds.</p> <p><b>Memory:</b> review reconstructing the past, memory and the power of suggestion, three-box model of memory, the biology of memory, why we forget and autobiographical memories.</p> <p><b>Learning and conditioning:</b> review classical conditioning, operant conditioning, learning and the mind.</p> <p><b>Behavior in social and cultural context:</b> review roles and rules, social influence on beliefs and behaviors, individuals in groups, us versus them, group conflict and prejudice.</p>	1, 2, 3, 4, 5	Discussion and Application Activities
4	<p><b>Psychological disorders:</b> review defining and diagnosing mental disorders, anxiety disorders, mood disorders, antisocial/psychopathic personality disorder, drug abuse and addiction, dissociative identity disorder and schizophrenia.</p> <p><b>Approaches to treatment and therapy:</b> review biological treatments for mental disorders, major schools of psychotherapy, and evaluating psychotherapy.</p> <p><b>Emotion, stress and health:</b> review the nature of emotion, emotion and culture, the nature of stress, stress and emotion and coping with stress.</p>	1, 2, 3, 4, 5	Discussion and Application Activities Final Exam Written Project



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	<b>The major motives of life:</b> food, love, sex and work: review motives to eat, motives to love, motives for sex, motives to achieve and motives, values and the pursuit of happiness.	
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### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Written Project (25%)

Learning Outcomes: 1, 2, 3, 4, 5

Students will evaluate different types of casual factors leading to abnormal behaviors and the basics of the current classification system for psychological disorders.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. Each submission should be 1000 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *PSY 1021 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

3. Midterm Examination (30%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays.

4. Final Comprehensive Exam (30%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the



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material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Project	25%
Midterm Examination	30%
Final Comprehensive Exam	30%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.34 SO 137 Science and Society

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

SO 137 – Science and Society looks at society as a whole through the lens of science and ethics. The course introduces the students to social concerns and advancements in technology in the following areas: nanotechnology, biotechnology, energy requirements, production, conservation, population growth, disease prevention, world food shortage, information technology and changing lifestyles and genetic engineering.

#### Required Resources

Winston, M. and Edelbach, R. (2014). *Society, Ethics, and Technology* (5<sup>th</sup> ed.). Cengage.

#### Additional Reading and Supplemental Texts:

Jacob, M. (2006). Re-norming the science-society relation. *Tertiary Education and Management*, 12(1), 21-36.

Nowotny, H. (2005). High- and low-cost realities for science and society. *Science*, 308(5725), 1117-8.

Benard, M., de Vriend, H., van Haperen, P., & Beekman, V. (2010). Science and society in dialogue about marker assisted selection. *Journal of Agricultural and Environmental Ethics*, 23(4), 317-329.

Konrad, M. (2007). International biodiplomacy and global ethical forms: Relations of critique between public anthropology and science in society. *Anthropological Quarterly*, 80(2), 325-353.

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Evaluate the historical, social, political and ethic perspectives on technology.
2. Evaluate bio and nanotechnology, and social media effects on society.
3. Assess recent developments in scientific and technological areas of the world.

#### Alignment to Program Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.			
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices	X	X	X
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world	X	X	X



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4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections			
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change	X	X	X

### **The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### **Course Topics**



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Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Perspectives on technology:</b> introduction to historical perspectives, social and political perspectives.	1,2,3	Discussion
2	<b>Perspectives on technology:</b> ethical perspectives on technology.	1,2,3	Discussion Midterm Examination
3	<b>Contemporary technology and the future:</b> review security and surveillance, artificial intelligence, robotics, nanotechnology, internet.	1,2,3	Discussion
4	<b>Contemporary technology and the future:</b> social media, biotechnology and energy and the environment.	1,2,3	Discussion Written Project Final Comprehensive Examination

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Written Project (35%)

Learning Outcomes: 1, 2, 3

Critically assess developments in scientific and technological areas of the world.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1000 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

3. Midterm Examination (25%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

4. Final Comprehensive Exam (25%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.



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- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Project	35%
Midterm Examination	25%
Final Comprehensive Exam	25%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
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90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.35 CA497 Capstone**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

CA 497 – Capstone course is a designed to assess student acquisition of knowledge and skills aligned to program learning outcomes prior to graduation. The purpose of CA497 is to assist students through the dissertation proposal writing processes including the formulation of the problem statement, conceptual and theoretical framework, literature review, research design and methodology. The topic of the dissertation and timeline to completion is negotiated with the student, approved, and completed under the supervision and guidance of an appointed tutor/mentor.

#### **Required Resources**

Terrell, S. R. (2016). Writing a proposal for your dissertation: guidelines and examples. New York: The Guilford Press.

APA (2009). Publication Manual of the American Psychological Association 7th Edition. Washington, DC: American Psychological Association.

#### *Additional Reading and Supplemental Texts:*

APA Style - Purdue Online Writing Lab (n.d.). Retrieved May 26, 2017, from <https://owl.english.purdue.edu/owl/section/2/10/>

Ardichvili, A., & Jondle, D. (2009). Integrative literature review: Ethical business cultures: A literature review and implications for HRD. *Human Resource Development Review*, 8(2), 223-244. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extension.

Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative research*, 6(1), 97-113. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extension.

Callahan, J. L. (2014). Writing Literature Reviews: a reprise and update. *Human Resource Development Review*. 13(3): pp. 271-275. <https://doi.org/10.1177%2F1534484314536705>

Clippinger, D. (2017). Business research reporting. New York: Business Expert Press. Retrieved from LIRN/E-Book Central: Academic Complete: ProQuest.

Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches. Los Angeles: SAGE Publications.

Mikalef, P., Pappas, I. O., Krogstie, J., & Giannakos, M. (2018). Big data analytics capabilities: A systematic literature review and research agenda. *Information Systems and e-Business Management*, 16(3), 547-578. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extension.

Ryan, J. C., & Daly, T. M. (2019). Barriers to innovation and knowledge generation: The challenges of conducting business and social research in an emerging country context. *Journal of Innovation & Knowledge*, 4(1), 47-54. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extension.

International Journal of Sales, Management and Marketing: Special Issue Research Methodology. Vol 4 No. 9, 2016 at [http://www.ijssrm.com/IJSSRM/Current\\_&\\_Past\\_Issues\\_files/IJSSRM4-9.pdf](http://www.ijssrm.com/IJSSRM/Current_&_Past_Issues_files/IJSSRM4-9.pdf)



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Demystifying the Dissertation Proposal – The Chronicle of Higher Education at  
<http://www.chronicle.com/article/Demystifying-the-Dissertation/128916/>

Lee, B., and Cassell, C. (2013). Research methods and research practice: history, themes and topics. *International Journal of Management Review*, Vol. 15(2), pp. 123-131.

Garfinkle, A. (2012). *Political writing: A guide to the essentials*. Abington: Routledge.

### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Formulate a clearly defined problem statement, hypotheses/questions, as well as limitations and significance of a research project.
2. Prepare a comprehensive review of the literature that synthesizes the foundation of the research study
3. Defend an appropriate research design for the study by identifying sources from which to collect the data, the procedures for collection, and methods for analysis.
4. Design and present a dissertation proposal with a timeline to completion for approval.

### Alignment to Program Learning Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X	X	X	X
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices	X	X		X
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world			X	X
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections				
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.				
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change	X	X	X	X

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- Develop quality academic programs based on employer driven demands;



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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a thesis proposal that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<p>From the Textbook</p> <ul style="list-style-type: none"> <li>• Chapter 1 – Developing the Problem Statement for your Dissertation Proposal</li> <li>• Chapter 2 – Writing Purpose Statement, Research Questions, and Hypotheses</li> <li>• Appendix A – Progress Check for Chapter 1 of a Dissertation Proposal: The Introduction</li> </ul> <p>Articles:</p> <ul style="list-style-type: none"> <li>• Demystifying the Dissertation Proposal – The Chronicle of Higher Education at <a href="http://www.chronicle.com/article/Demystifying-the-Dissertation/128916/">http://www.chronicle.com/article/Demystifying-the-Dissertation/128916/</a></li> <li>• The Failure of Dissertation Advice Books: Toward Alternative Pedagogies for Doctoral Writing</li> </ul>	1, 2, 3, 4	<p>Discussion</p> <p>Writing Assignment</p>
2	<p>From the Textbook</p> <ul style="list-style-type: none"> <li>• Chapter 3 – Writing the Review of Literature for Your Study</li> </ul>	1, 2, 3, 4	<p>Discussion</p> <p>Midterm Exam</p>

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	<ul style="list-style-type: none"> <li>Appendix B – Progress Check for Chapter 2 of a Dissertation Proposal: The Review of the Literature</li> </ul> <p>Other Resources</p> <ul style="list-style-type: none"> <li>Proposal Guide – Chapter 2 (see pdf)</li> <li>Slides on Chapter 2 (see pdf)</li> <li>APA Tutorial (see pdf)</li> <li>Citation Tutorial (see pdf)</li> <li>APA Style - Purdue Online Writing Lab at: <a href="https://owl.english.purdue.edu/owl/section/2/10/">https://owl.english.purdue.edu/owl/section/2/10/</a></li> </ul>		
3	<p>From the Textbook</p> <ul style="list-style-type: none"> <li>Chapter 4 – The First Part of Your Dissertation Research Method</li> <li>Chapter 5 – Quantitative Research Methods</li> <li>Chapter 6 - Qualitative Research Methods</li> <li>Chapter 7 – Mixed Methods Research Designs</li> <li>Appendix C – Progress Check for Chapter 3 of a Quantitative Dissertation Proposal</li> <li>Appendix D – Progress Check for Chapter 3 of a Qualitative Dissertation Proposal</li> <li>Appendix E – Progress Check for Chapter 3 of a Mixed Methods Dissertation Proposal</li> </ul> <p>Other Resources</p> <ul style="list-style-type: none"> <li>Proposal Guide – Chapter 3 (see pdf)</li> <li>Slides on Quantitative Methods (see pdf)</li> <li>Slides on Qualitative Methods (see pdf)</li> <li>Slides on Mixed Methods (see pdf)</li> <li>APA Tutorial (see pdf)</li> <li>Citation Tutorial (see pdf)</li> <li>APA Style - Purdue Online Writing Lab at <a href="https://owl.english.purdue.edu/owl/section/2/10/">https://owl.english.purdue.edu/owl/section/2/10/</a></li> </ul>	1, 2, 3, 4	Discussion Research Critique
4	<p>Reading From the Textbook</p> <ul style="list-style-type: none"> <li>Chapter 1 – Developing the Problem Statement for your Dissertation Proposal</li> <li>Chapter 2 – Writing Purpose Statement, Research Questions, and Hypotheses</li> <li>Chapter 3 – Writing the Review of Literature for Your Study</li> <li>Chapter 4 – The First Part of Your Dissertation Research Method</li> <li>Chapter 5 – Quantitative Research Methods</li> <li>Chapter 6 - Qualitative Research Methods</li> <li>Chapter 7 – Mixed Methods Research Designs</li> <li>Appendix C – Progress Check for Chapter 3 of a Quantitative Dissertation Proposal</li> <li>Appendix D – Progress Check for Chapter 3 of a Qualitative Dissertation Proposal</li> <li>Appendix E – Progress Check for Chapter 3 of a Mixed Methods Dissertation Proposal</li> </ul>	1, 2, 3, 4	Discussion Final Exam Final Proposal Paper



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## **Course Requirements**

### **1. Weekly Discussion-Based Course Assessments (10%)**

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc.

Discussion Topics: (Initial posting are due Wednesday evenings. Responses are due by Sunday.

WEEK 1: Describe the research topic that you will use for the proposal in this course. What is the problem you will investigate? Why is this problem important? Provide evidence related to this problem. Use the suggestions provided in the resources in this course to make sure your problem has all the elements needed for a proper problem statement. Critically evaluate at least two peer postings. Provide evidence and support in all postings.

WEEK 2: List 5 academic resources that you will use in your Literature Review for your proposal. Briefly explain what contribution each of these resources will add to your review. Critically evaluate at least two peer postings. Provide evidence and support in all postings.

WEEK 3: Answer the following questions:

- What are the key concepts for your topic?
- What are the best practices or models related to your topic?
- What are the major themes/ideas for your topic?
- How have other scholars interpreted these ideas /concepts /themes / constructs?

Critically evaluate at least two peer postings. Provide evidence and support in all postings.

WEEK 4: Post your research question(s). Post the instrument you will use to collect your data to answer your research question. Your classmates will evaluate your instrument.

Critically evaluate at least two peer postings. Do you think the questions will provide the data needed to answer the research question? Provide evidence and support in all postings.

### **2. Weekly Assessments (40%)**

Learning Outcomes: 1, 2, 3, 4

#### **A) Week 1 Written Assignment**

Critically review the concept paper template included in the materials of Week 1, and explain how it can help you writing your dissertation proposal. Begin using it by defining your idea for an academic investigation and writing the problem formulation section.

#### **B) Week 2 Midterm Exam**

#### **C) Week 3 Written Assignment**

Prepare a research critique for the final proposal you will be submitting in Week 4. Remember that depending on your research questions, a better answer to them can be obtained using Quantitative, Qualitative or Mixed Methods. Templates will be provided depending on your choice of research methodology and design.

#### **D) Week 4 Final Exam**

### **3. Dissertation Proposal (50%)**

Learning Outcomes: 1, 2, 3, 4

Students will submit a final dissertation proposal. Use as template the information provided in Appendices A through E from the textbook. Use APA style for writing. Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission



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should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *CA 497 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	10%	
Weekly Exams and Assessments	40%	
Dissertation Proposal	50%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-



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60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.36 ACG 2001 Accounting I

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

ACG 2001 – Accounting I – Accounting is called the language of business because all organizations set up an accounting information system to communicate data to help people make better decisions. This course deals with basic accounting such as analyzing, recording and processing transactions, including introduction to corporate ethics and governance. Prerequisite: MGF 1107

#### Required Resources

Wild, J., Shaw, K., & Chiappetta, B. (2019). *Fundamental Accounting Principles* (24<sup>th</sup> ed.). McGraw-Hill.

#### Additional Reading and Supplemental Texts:

Anders, S. B. (2018, April). Governmental Accounting Resources. *The CPA Journal*, 88(4), 72+.

Retrieved from :

<https://link.gale.com/apps/doc/A538248694/AONE?u=lrn78088&sid=AONE&xid=3c1bd5c6>

Atrill, P., McLaney, E. (2015). *Management accounting for decision makers*. (8th ed). Upper Saddle River : Pearson Education Limited.

Bamber, M., & Parry, S. (2018). *Accounting and finance for managers: A decision-making approach*, (2<sup>nd</sup> ed). Kogan Page. Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9780749481148

Boyd, K. W. (2018). *Accounting all-in-one for dummies*, 2nd edition John Wiley & Sons (US). Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9781119453895

Boyne, R.E., Boyns, T., & Edwards, J.R. (2000). *Historical accounting records: a guide for archivists and researchers* (London: Society of Archivists, [King's Meadow Campus Ref HF5616.G7])

Dean, R. (2016). *Analyzing and understanding annual reports: Workbook for financial analysis*, (2<sup>nd</sup> ed). Upper Saddle River: Pearson.

Duska, R. F., Duska, B. S., & Kury, K. W. (2018). *Accounting ethics*. (3rd ed). John Wiley & Sons (UK). Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9781119118787

Ishaque, M. (2019). Managing conflict of interests in professional accounting firms: A research synthesis: JBE JBE. *Journal of Business Ethics*, , 1-19.  
doi:<http://dx.doi.org/10.1007/s10551-019-04284-8>

Needleman, T. (2019). Basic accounting for 2019. *Accounting Today*, 33(5), 16-17,20. Retrieved from <https://search.proquest.com/docview/2224900596?accountid=158824>

Pitter, A. (2018). Job disruption is quickly coming to accounting. *Accounting Today*, 32(4), 8. Retrieved from <https://search.proquest.com/docview/2032435103?accountid=158824>

Weygandt, J.J., Kieso, D. E. & Kimmel, P.D. (2007). *Accounting principles*.(8th ed). Wiley..

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

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1. Evaluate basic accounting including the generally accepted accounting principles and their application to specific areas of accounting.
2. Analyze the recording and reporting process used to develop and disclose accounting information.
3. Interpret financial statements.
4. Examine case problems by applying relevant accounting principles, concepts and techniques of accounting.
5. Examine ethical issues in accounting

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.	X		X		
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.				X	
3) Investigate emerging issues facing countries or businesses operating in an international setting.		X			
4) Evaluate International Business problems using established techniques of analysis.					
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.					
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.					X
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international business.					

**The Mission of the Schiller International University**

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A computational and application-based



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midterm exam and comprehensive computational final exam are required to demonstrate student mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<p><b>Accounting in business</b> – review the importance of accounting, fundamentals of accounting, transaction analysis and the accounting equation and financial statements.</p> <p><b>Analyze and recording transactions:</b> review the analyzing and recording process, analyzing and processing transactions, and trial balance.</p> <p><b>Adjusting accounts and preparing financial statements:</b> review timing and reporting, adjusting accounts, preparing financial statements.</p>	1, 2, 3, 4, 5	Discussion Problem Set
2	<p><b>Completing the accounting cycle:</b> review the worksheet as a business tool, closing process the accounting cycle and classified balance sheet.</p> <p><b>Accounting for merchandizing operations:</b> review merchandising activities, accounting for merchandising purchases, accounting for merchandise sales, completing the accounting cycle, and financial statement formats.</p> <p><b>Inventories and cost of sales:</b> review inventory basics, inventory costing under a perpetual system, valuing inventory at LCM and the effects of inventory errors.</p>	1, 2, 3, 4, 5	Discussion Problem Set Project 1
3	<p><b>Accounting information systems:</b> review fundamental system principles, components of accounting systems, special journals in accounting, and technology-based accounting system.</p> <p><b>Cash and internal controls:</b> review internal control, control of cash, and banking activities as controls.</p>	1, 2, 3, 4, 5	Discussion Problem Set



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	<b>Accounting of receivables:</b> review accounting receivables, notes receivables and disposal receivables.		
4	<b>Plant assets, natural resources and intangibles:</b> review cost determination, depreciation, additional expenditures and disposal of assets.  <b>Current liabilities and payroll accounting:</b> review characteristics of liabilities, known liabilities, estimates liabilities and contingent liabilities	1, 2, 3, 4, 5	Discussion  Problem Set  Project 2

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Project 1 (40%)

Learning Outcomes: 1, 2, 3, 4, 5

In this individual paper, students are expected to articulate a component of the theory discussed in the course related to a real occurrence at the level of the national economy of a country of your choice.

For assignment details, please refer to the *ACG 2001 Project Brief 1* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 2.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

3. Project 2 (45%)

Learning Outcomes: 1, 2, 3, 4, 5

In this individual paper, students are expected to compare and analyze a component of the theory discussed in the course related to a real occurrence in the manufacturing and service sectors.

For assignment details, please refer to the *ACG 2011 Project Brief 2* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
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The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Midterm Project 1 Computation and Application	40%	40%
Final Comprehensive Project 2 Computation and Application	45%	60%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.37 ACG 2011 Accounting II**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

ACG 2011 – Accounting II – Accounting is called the language of business because all organizations set up an accounting information system to communicate data to help people make better decisions. This course deals with in-depth discussion of long-lived assets, bonds, stockholders' equity, etc.; and introduces cost accounting concepts, analysis of financial statements, and income taxes, including introduction to corporate ethics and governance. Prerequisite: ACG 2001

#### **Required Resources**

Wild, J., Shaw, K., & Chiappetta, B. (2019). *Fundamental Accounting Principles* (24<sup>th</sup> ed.). McGraw-Hill.

#### *Additional Reading and Supplemental Texts:*

Jones, R. C., & Venuti, E. K. (2005). Accounting and reporting for financial instruments: International developments. *The CPA Journal*, 75(2), pp. 30-33.

Cascini, K. T., & DeFavero, A. (2011). An evaluation of the implementation of fair value accounting: Impact on financial reporting. *Journal of Business & Economics Research*, 9(1), pp. 1-16.

Grice, John Stephen, Sr. (2003). Other comprehensive basis of accounting methods: Non-GAAP-based financial statements. *The National Public Accountant*, pp. 16-19.

Laux, C., & Leuz, C. (2010). Did fair-value accounting contribute to the financial crisis? *The Journal of Economic Perspectives*, 24(1), pp. 93-118.

Walker, D. I. (2007). Financial accounting and corporate behavior. *Washington and Lee Law Review*, 64(3), pp. 927-1009.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Appraise company policies on stockholders' equity, bonds and cash flow
2. Evaluate financial statements and financial projections of a Company
3. Evaluate and justify managerial accounting, including cost/volume/profit relationships, manufacturing operations and cost accounting
4. Examine ethical issues in accounting

#### **Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.		x		
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.				x



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3) Investigate emerging issues facing countries or businesses operating in an international setting.				
4) Evaluate International Business problems using established techniques of analysis.			x	
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.	x			
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.				x
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.				
8) Foster scholarship and research in advancing international business.				

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- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A computational and application-based midterm exam and comprehensive computational final exam are required to demonstrate student mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted



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to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

**Course Topics**

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Analysis of financial statements:</b> review the basics of analysis, horizontal analysis, vertical analysis, and ratio analysis. Topics include ratio analysis for investors and creditors as well as an assessment of the weakness of ratio analysis. <b>Managerial accounting concepts and principles:</b> review basic managerial accounting concepts, managerial cost concepts and reporting manufacturing activities. Also included is the nature of a partnership and accounting consequences of a partnership.	1,2,3	Discussion
2	<b>Job order cost accounting:</b> review cost accounting, job order cost flows and reporting, and adjusting factory overhead. Basic concepts on manufacturing operations, cost concepts, classifications and overhead will be addressed. <b>Cost-volume-profit analysis:</b> identify cost behavior, measure cost behavior, use a break-even analysis, apply cost-volume-profit analysis. Stockholder's equity include classes of stock, issuance, dividends and treasury stock. Bonds are also included: nature and classes of bonds issuance and acquisition and interest accruals are addressed.	1,2,5	Discussion Midterm Exam
3	<b>Master budgets and planning:</b> review the budget process, budget administration and the master budget. Also included a statement of changes in financial position, rationale behind the SCFP and preparing the SCFP. <b>Flexible budgets and standard costs:</b> review the budgetary process, flexible budget reports, materials and labor standards, cost variances and overhead standards and variances. An introduction to federal income tax, taxpayer's method of accounting and the effect of taxes on business organizations are included.	1,2,3	Discussion
4	<b>Performance measurement and responsibility accounting:</b> review responsibility accounting, cost centers, profit centers and evaluating investment center performance. <b>Capital budgeting and managerial decisions:</b> review methods not using time value of money, methods that do use time value of money, decisions and information and some managerial decision scenarios. Ethics is also addressed.	1,2,3	Discussion Individual paper Final Exam

**Course Requirements**

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will



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include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Assessing the main business economic theories that concern an organization and its market. (LO 1)
- Evaluate financial statements and financial projections of a company. (LO 2)
- Evaluate and justify managerial accounting, including cost/volume/profit relationships, manufacturing operations and cost accounting. (LO 3)
- Examine ethical issues in accounting. (LO 4)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

### 3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3

In the individual paper, the student is expected to articulate a component of the theory discussed in the course related to a real occurrence at the level of the national economy of a country of choice.

For assignment details, please refer to the *ACG 2011 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

Assignments	Total Points	University of Roehampton Assessment
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.38 BA 370 Business Communication**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

BA 370 – Business Communication introduces the student to the fundamental principles of business communication and prepares students for the communication challenges in the workplace. The course aims to improve the student's ability to write well-organized, effective business messages, including letters, resumes, memoranda, and reports. Strategies and techniques will be analyzed for communicating in a range of typical business situations. This course includes writing and presentation practice. Prerequisite: EN 111 OR EN 112

#### **Required Resources**

Thill, J. & Bovee, C. (2016). *Excellence in Business Communication* (12<sup>th</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

APA Manual, 7<sup>th</sup> edition.

Caesar, T. (2019). E-mail: connections, contexts, and another space. *Fast Capitalism*, 1(1). Open Access/Google Scholar/Kopernio.

Cyphert, D., Holke-Farnam, C., Dodge, E. N., Lee, W. E., & Rosol, S. (2019). Communication Activities in the 21st Century Business Environment. *Business and Professional Communication Quarterly*, 2329490619831279. Open Access/Google Scholar/Kopernio.

Faulkner, N., Borg, K., Bragge, P., Curtis, J., Ghafoori, E., Goodwin, D., ... & Wright, B. (2019). The INSPIRE Framework: How Public Administrators Can Increase Compliance with Written Requests Using Behavioral Techniques. *Public Administration Review*, 79(1), 125-135. Open Access/Google Scholar/Kopernio.

Pachter, B., & Cowie, D. (2016). *The communication clinic: 99 proven cures for the most common business mistakes*. McGraw-Hill. Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN:9781259644849

Skrynnikova, I. V., & Grigorieva, E. G. (2019, March). Enhancing foreign language communication skills in international business environment. In *IOP Conference Series: Materials Science and Engineering* (Vol. 483, No. 1, p. 012026). IOP Publishing. Open Access/Google Scholar/Kopernio.

Talbot, Fiona. (2018). *How to write effective business English: excel at e-mail, social media and all your professional communications; A summary*. Kogan Page Limited. [Books24x7 version] Retrieved from LIRN/Skillsoft [Books24x7 version and Audiobook].

Tripathy, M. (2018). Assertiveness – A win-win approach to business communication. *IUP Journal of Soft Skills*, 12(2), 48-56. Retrieved from LIRN/ProQuest/ABI/INFORM Global.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Apply the principles of modern business communications according to the circumstances
2. Evaluate a particular audience and adapt a message to it



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3. Write ideas clearly, concisely and persuasively
4. Conduct business research projects and document the results correctly

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.	x			
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.		x		
3) Investigate emerging issues facing countries or businesses operating in an international setting.				
4) Evaluate International Business problems using established techniques of analysis.				
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.				
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.				
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.			x	
8) Foster scholarship and research in advancing international business.				x

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- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one final written project that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Understanding the foundations of business communication:</b> introduce success through effective business communication, mastering team skills and interpersonal communication and communicating in a world of diversity.	1	Discussion Communication Activities
2	<b>Applying the three-step writing process:</b> review planning business messages, techniques for writing business messages and completing business messages. <b>Crafting brief messages:</b> crafting messages for electronic media, writing routine and positive messages, writing negative messages, and writing persuasive messages.	1,2,3	Discussion Communication Activities Written Project
3	<b>Preparing reports and oral presentations:</b> planning reports and proposals, writing reports and proposals, completing report and proposals, designing and delivering oral and online presentations.	1,2,3,4	Discussion Communication Activities
4	<b>Preparing reports and oral presentations:</b> planning reports and proposals, writing reports and proposals, completing report and proposals, designing and delivering oral and online presentations.	1,2,3,4	Discussion Communication Activities Written Project

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Midterm Written Project (40%)

Learning Outcomes: 1, 2, 3

During week 2, students will evaluate a variety of audiences and communication types, adapting specific messages designed to reach each audience type. Analysis and application will also integrate strategies incorporated with course learning outcomes:

1. Apply the principles of modern business communications according to the circumstances.
2. Evaluate a particular audience and adapt a message to it.
3. Write ideas clearly, concisely and persuasively.



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**3. Written Communication Project (45%)**

Learning Outcomes: 1, 2, 3, 4

This project requires students to participate in a communications role playing game based upon a current business or economic situation or event of the student's choice and approved by the course instructor. The written submission should reflect principles of modern business communication, applicable supporting research, and a persuasive presentation.

**Requirements**

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 2000 words (+/- 10%) integrating a minimum of 4 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.
- Any paper submitted late will be an automatic 10% off.
- Any paper submitted 24-48 hours late will be an automatic 20% off.
- Any paper submitted more than 48 hours late will be awarded 0 points.

Your course instructor will assign the due date..

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Midterm Written Project	40%	
Final Written Communication Project	45%	100%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.39 BA 401 Human Resource Management**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

BA 401 – Human Resources Management – All aspects of human resource management including how companies interact with the environment, acquire, prepare, develop, and compensate employees, and design and evaluate work, can help companies meet their competitive challenge and create value. Meeting challenges is necessary to create value and to gain a competitive advantage. This course familiarizes students with the activities of a human resources (HR) manager and the specific problems of managing a workforce in today's competitive environment. The course addresses the global, new economy, stakeholder, and work system challenges that influence a company's ability to successfully meet the needs of the shareholders, customer, employees, and other stakeholders.

#### **Required Resources**

Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2019). *Human Resource Management* (11<sup>th</sup> ed.). McGraw-Hill.

#### *Additional Reading and Supplemental Texts:*

Armstrong, M., & Taylor, S. (2017). Armstrong's handbook of human resource management practice, 14th edition. Kogan Page. Retrieved from LIRN/Skillsoft [Books24x7 version]

Carvajal, D. (2018). Hire smart from the start: the entrepreneur's guide to finding, catching, and keeping the best talent for your company. Recorded Books. Retrieved from LIRN/Skillsoft [Audiobook].

John Bernardin, H., Thomason, S., Ronald Buckley, M., & Kane, J. S. (2016). Rater rating-level bias and accuracy in performance appraisals: The impact of rater personality, performance management competence, and rater accountability. *Human Resource Management*, 55(2), 321-340. Open Access/Google Scholar/Kopernio.

Lazear, E. P. (2018). Compensation and Incentives in the Workplace. *Journal of Economic Perspectives*, 32(3), 195-214. Open Access/Google Scholar/Kopernio.

Russell, S., & Brannan, M. J. (2016). "Getting the Right People on the Bus": Recruitment, selection and integration for the branded organization. *European Management Journal*, 34(2), 114-124. Open Access/Google Scholar/Kopernio.

(Ed.)Zeuch, M. (2018). Dos and don'ts in human resources management: A practical guide: A summary. SkillSoft. Retrieved from LIRN/Skillsoft [Books24x7 version & Audiobook]

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Organize HRM processes to real or simulated situations.
- 2) Explore how performance management systems affect employees.
- 3) Justify the application and effects of different compensation and performance management systems.
- 4) Explore the international perspective in Human Resource Management.



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### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.				
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.	X			
3) Investigate emerging issues facing countries or businesses operating in an international setting.		X		
4) Evaluate International Business problems using established techniques of analysis.	X			
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.				X
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.			X	
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.				
8) Foster scholarship and research in advancing international business.				

### The Mission of the Schiller International University

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper or exam that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

**Course Topics**

Week	Topic	Learning Outcomes	Activities
1	<b>Gaining a competitive advantage:</b> review the Starbucks case, responsibilities and roles of the HR department, strategic role of the HRM function, the HRM profession, positions, education, and competencies, and competitive challenges. Ethics is included. <b>Human resource environment:</b> review the business model, strategic management, strategy formulation, strategy implementation, how HRM provides a strategic competitive advantage.	1, 2, 3, 4, 5	Course-based Activities
2	<b>The legal environment:</b> review equal opportunity, enforcement of equal employment opportunity, types of discrimination, retaliation for participation and opposition, court issues regarding diversity and equal employment opportunity, employee safety, analysis and design of work: introduction to work-flow analysis and organization structure, job analysis, and job design. <b>Acquisition and preparation of human resources:</b> introduction to the human resource planning process and the recruitment process, election and placement, introduction to selection method standards, types of selection standards and competing through technology, designing effective formal training activities, special training issues.	1, 2, 3, 4, 5	Course-based Activities
3	<b>Assessment and development:</b> introduction to performance management, relationship among development, training and careers, employee separation, managing voluntary turnover and involuntary turnover. <b>Compensation:</b> introduction to pay structure decisions, recognizing employee contributions with pay, employee benefits, and general regulatory issues.	1, 2, 3, 4, 5	Course-based Activities  Written Project
4	<b>Special topics:</b> collective bargaining and labor relations, managing human resources globally, strategically managing the HRM function.	1, 2, 3, 4, 5	Course-based Activities  Final Comprehensive Exam



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## Course Requirements

### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### 2. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3, 4, 5

In Week 4, students will complete an exam on course material that has been presented during the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

### 3. Individual Written Project (40%)

Learning Outcomes: 1, 2, 3, 4, 5

Analyze, present, and forecast emerging trends of international perspectives in human resource management.

- An acceptable analysis should be 2000 words (+/- 10%) integrating a minimum of 4 academic sources (evidenced by citations). The word count should not include the title page, an abstract, reference pages, appendices, etc.
- The paper will be due (date and time) via Blackboard.
- Any paper submitted late will be an automatic 10% off.
- Any paper submitted 24-48 hours late will be an automatic 20% off.
- Any paper submitted more than 48 hours late will be awarded 0 points.
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For assignment details, please refer to Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due as posted.

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### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Activities	15%	
Final Comprehensive Exam	45%	
Individual Written Project	40%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### **3.40 BA 427 Marketing Management**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

BA 427 – Marketing Management – Strategic marketing management concepts and their application. Includes the critical role of marketing in organizational performance, market-oriented strategic planning, the application of online marketing and the development of marketing programs. Prerequisite: MAR 2011

#### **Required Resources**

Kotler, P. and Keller, K. (2017). *Marketing Management* (15<sup>th</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

Bagramian, R., Madill, J., O'Reilly, N., Deshpande, S., Rhodes, R., Tremblay, M., Berry, T., Faulkner, G., (2019). Evaluation of sport participation objectives within a health-focussed social marketing sponsorship. *International Journal of Sports Marketing and Sponsorship*, Vol. 20 Issue: 2, pp.206-223, <https://doi.org/10.1108/IJSMS-01-2018-0011>

Brown, J., Crosno, J., (2019). Process and output control in marketing channels: toward understanding their heterogeneous effects. *Journal of Business & Industrial Marketing*, Vol. 34 Issue: 4, pp.735-753, <https://doi.org/10.1108/JBIM-05-2017-0110>

De Jans, S., Hudders, L., Cauberghe, V., (2017). Advertising literacy training: The immediate versus delayed effects on children's responses to product placement. *European Journal of Marketing*, Vol. 51 Issue: 11/12, pp.2156-2174, <https://doi.org/10.1108/EJM-08-2016-0472>

Dimitriadis, N., Dimitriadis, N. J., & Ney, J. (2019). *Advanced marketing management: Principles, skills and tools*. Kogan Page Limited. Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9780749480370

Hoang, D., Barnes, C., Munroe, O., (2019). Management of traditional retail markets in the UK: comparative case studies. *International Journal of Retail & Distribution Management*, Vol. 47 Issue: 5, pp.530-551, <https://doi.org/10.1108/IJRDM-04-2018-0079>

Leng, H. K., Phua, Y. X. P., (2019). Marketing on Instagram: Social influence and image quality on perception of quality and purchase intention. *International Journal of Sports Marketing and Sponsorship*, Vol. 20 Issue: 2, pp.321-332, <https://doi.org/10.1108/IJSMS-04-2018-0028>

Morgan, N. A., Whitler, K. A., Feng, H., & Chari, S. (2019). Research in marketing strategy. *Journal of the Academy of Marketing Science*, 47, 4+. Retrieved from Google Scholar/researchgate.net Open Access.

Rowles, D. (2019). *Digital branding: a complete step-by-step guide to strategy, tactics, tools and measurement*, second edition. Kogan Page Limited. Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9780749481681

## Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Critically analyze markets, segments, and customer value to determine the best marketing strategy.
2. Critically analyze a complex marketing situation including ethical issues which might arise
3. Evaluate pricing objectives, price sensitivity, strategies, policy, and structure to determine the best pricing strategy.
4. Critically evaluate the factors and issues that influence global market-driven organizations.
5. Demonstrate the actions needed to implement and manage market-driven strategies.

## Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.					
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.	x				
3) Investigate emerging issues facing countries or businesses operating in an international setting.			x		
4) Evaluate International Business problems using established techniques of analysis.					x
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.				x	
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.		x			
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					x
8) Foster scholarship and research in advancing international business.					

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- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.



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### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one written project that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Understanding market management:</b> define marketing tot the 21 <sup>st</sup> century and developing marketing strategies and plans. <b>Capturing marketing insights:</b> collecting information and forecasting demand and collective marketing research.	1,2	Discussion Course activities
2	<b>Connecting with customers:</b> creating long-term loyalty relationships, analyzing consumer markets, analyzing business markets, identifying market segments and targets. <b>Building strong brands:</b> creating brand equity, crafting the brand positioning, and competitive dynamics are addressed.	1,2,3,4	Discussion Course activities
3	<b>Shaping the market offering:</b> setting product strategy, designing and managing services, and developing pricing strategies and programs. <b>Delivering value:</b> designing and managing integrated marketing channels, managing retailing wholesaling and logistics.	1 2,3,5	Discussion Course Activities Case Studies
4	<b>Communicating value:</b> designing and managing integrated marketing communications, managing mass communications such as advertng, sales promotions, managing personal communications direct and interactive marketing, ward of mouth and personal selling. <b>Crafting successful long-term growth:</b> introducing new market offerings, tapping into global markets, and managing a holistic marketing organization for the run.	1,2,3,4,5	Discussion Final Exam Final Project



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## **Course Requirements**

### **1. Weekly Discussion-Based Course Assessments (15%)**

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### **2. Final Comprehensive Exam (45%)**

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

### **3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3, 4, 5

Select "one" large consumer products company from the choices provided by the course instructor. Students will analyze the international marketing strategy the company uses when adjusting its products or services to the different international markets where it operates. An assessment of Ansoff's matrix, SWOT analysis, and the competitive PoP/PoD summary is required. The students must identify one new country (or specific city in a new country) where the company might launch, the challenges/opportunities that exist as well as the potential risks that need to be managed for success. This will require an assessment of the Marketing Mix and Extended/Service Marketing Mix elements that may need to be adapted or closely monitored, a summary of the SWOT analysis for the new launch country/city, and then an assessment of the market research requirements to fully understand the market opportunity size and value.

Requirements:

- The instructor must approve the selected company for analysis. Companies that will not be allowed for analysis include: IKEA, Auto companies such as BMW, Ford, etc., McDonalds, Zara, Chick-fil-A, Hans im Glueck and several others.
- **2000 words (+/- 10%)**: excluding references, index, appendices, and cover page. Those sections must be included but do not count as project pages.
- **Academic format**: double spaced, 12 pt. Font
- **References**: minimum 4 sources
  - 2 academic reference
  - 1 respected business/industry publications
  - 1 secondary research or government report
- **Title page**: Plain page with Student's name, Title/Project Name, Date
  - Do not use the SIU logo or any SIU title page
  - Points deducted in "Organization/Structure" Rubric section for not following title page guidelines
- **Citation**: APA style (both in-paper and for Reference Page) (No citation = F / 0)
- **File Structure Name**: 2020.04.BA427\_Paper\_'LastName\_First Initial'
  - Example: 2020.04.BA427\_Paper\_Graham\_K
  - Points deducted in "Organization/Structure" Rubric section for not following file structure naming guidelines
- Each student to submit their portion of the paper into SafeAssign.

**More details can be found in the BA 427 Project Brief available in Blackboard.**



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- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
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### **Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Final Written Project	40%	100%
Final Comprehensive Exam	45%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### **Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.41 BA 439 International Business Policy

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

BA 439 – International Business Policy takes an in-depth look at the multinational corporation as it operates and competes in the international business environment. The emphasis on organizational and administrative policies of the multinational company and their development and importance of structuring these aspects of the corporation to suit the international environment in which it operates. Examines the development of the functional skills of planning, financing, marketing and personnel management unique to the international company. The analysis of major international organizations provides current information on how these companies operate and relate theory to actual practices. Prerequisites: GEB 1350, ECO 2013 or ECO 2023 and 4th year standing.

#### Required Resources

Hill, Charles W. (2019). *International Business: Competing in the Global Marketplace* (12<sup>th</sup> ed.). McGraw-Hill.

#### Additional Reading and Supplemental Texts:

- Andrushchenko, H., Alkema, V., Hrynko, P., Portna, O., & Koliesnik, T. (2020). Transnational corporations as entities of international entrepreneurship. *Journal of Entrepreneurship Education*, 23(1), NA. Retrieved from <https://link.gale.com/apps/doc/A619549601/AONE?u=lin78088&sid=AONE&xid=238f0764>
- Clegg, J. (2019). From the editor: International business policy: What it is, and what it is not. *Journal of International Business Policy*, 2(2), 111-118. doi: <http://dx.doi.org/10.1057/s42214-019-00025-w>
- Gandolfo, G. Trionfetti, F. (2014). *International trade theory and policy*. (2<sup>nd</sup> ed). Springer.
- Klein, N. (2015). *This changes everything: Capitalism versus the climate*. London: Penguin.
- Litow, S. S. (2018). *The challenge for business and society: From risk to reward*. John Wiley & Sons (US). Retrieved from LIRN/Skillsoft [Books24x7 version] ISBN: 9781119433880
- Liu, Y. (2019). The processes of new product development recentralization towards a transnational emphasis in multinational corporations. *Journal of International Management*, 25(1), 19-36. Retrieved from Google Scholar/Kopernio/Open Access
- Narula, R., & Pineli, A. (2018). Improving the developmental impact of multinational enterprises: Policy and research challenges. *Economia e Politica Industriale*. Springer. <https://doi.org/10.1007/s40812-018-0104-2> Retrieved from Google Scholar using Open Access, UnPaywall and Kopernio Chrome Extensions.
- Neiman, P. (2013). A social contract for international business ethics. *Journal of Business Ethics*, 114(1), 75-90.
- Petersen, B. (2019). International Business. *Transnational Corporations*, 26(3), 143+. Retrieved from <https://link.gale.com/apps/doc/A614277896/AONE?u=lin78088&sid=AONE&xid=80264ef2>
- Wild, J.J. (2015). *International business: The challenges of globalization*. (8th ed). Pearson Education Limited..

## Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Critically analyze a foreign business environment in the areas of legal issues, political environment, cultural differences, ethical issues and financial constraints
2. Using the case study method explore the different analytical tools
3. Advise on an operational analysis of major international organizations, including a risk-and-benefit analysis
4. Critically evaluate relevant current issues relating to international operations.

## Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.				
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.			X	
3) Investigate emerging issues facing countries or businesses operating in an international setting.				X
4) Evaluate International Business problems using established techniques of analysis.		X		
5) Appraise the political, economic and social context in which trans-national and international business operate and evaluate the interactions between international businesses and their environment.	X			
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.				
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.			X	
8) Foster scholarship and research in advancing international business.				X

## The Mission of the Schiller International University

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.



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### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Introduction and overview:</b> introduction to globalization and the globalization of health care.	1, 4	Discussion Weekly Assessment
2	<b>Country differences:</b> review national differences in the political economy, political economy and economic development, differences in culture, ethics in international business.  <b>The global trade and investment environment:</b> review international trade theory, the political economy of international trade, foreign direct investment and regional economic integration.	1, 3, 4	Discussion Weekly Assessment
3	<b>The global monetary system:</b> review the foreign exchange market, the international monetary system, and the global capital market.	1, 3, 4	Discussion Weekly Assessment
4	<b>The strategy and structure of international business:</b> review the strategy of international business, the organization of international business and the entry and strategic alliances.	1, 2, 3, 4	Discussion Weekly Assessment Final Project



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## **Course Requirements**

### **1. Weekly Discussion-Based Course Assessments (15%)**

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### **2. Weekly Assessments/Exam(s) (40%)**

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of each week (Friday for online courses), students will complete a assessments on course material that has been presented during the course. These assessments could include project, tests, exam with short answer questions, long answer essays and possible case studies of the instructor's choice.

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

### **3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3, 4, 5

Students are required to write a research paper on a topic of your choice related to international business. The topic, however, should be approved by your course instructor. This report should reflect critical analysis of source information, as well as possible emerging issues and/or trends.

Requirements:

- An acceptable analysis should be 2000 words (+/- 10%) integrating a minimum of 4 academic sources (evidenced by citations). The word count should not include the title page, an abstract, reference pages, appendices, etc.
- The paper will be due (date and time) via Blackboard.
- Any paper submitted late will be an automatic 10% off.
- Any paper submitted 24-48 hours late will be an automatic 20% off.
- Any paper submitted more than 48 hours late will be awarded 0 points.
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

***Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.***

## **Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.



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The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Project	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.42 BA 469 Entrepreneurship & New Ventures**

#### **Instructor Information**

Name/Title:f  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

BA 469 – Entrepreneurship & New Ventures is designed to follow the entrepreneurial process. The entrepreneurial process has four distinct phases including identification and evaluation of the opportunity, development of the business plan, and determination of the required resources and management of the resulting enterprise. This course takes a disciplined and practical look at the entrepreneur and small business enterprise. Characteristics of the entrepreneur; rewards and pitfalls of new businesses; basic planning techniques for new successful business venture and ending that venture are among the areas explored in this course. Prerequisites: GEB 1350, ACG2001 or ACG2011

#### **Required Resources**

Hisrich, R., Peters, M., & Shepherd, D. (2019). *Entrepreneurship* (11<sup>th</sup> ed.). McGraw-Hill.

#### *Additional Reading and Supplemental Texts:*

Alden, M. (2017). *Blueprint to business: An entrepreneur's guide to taking action, committing to the grind, and doing the things that most people won't*. John Wiley & Sons (US). Retrieved from LIRN/SkillSoft [Books24x7 version].

DorieClark.Com (Producer). (2018). How to think like an entrepreneur. [VIDEO/MP3/WORD.DOCX TRANSCRIPT] Dorie Clark. Retrieved from LIRN/SkillSoft [Books24x7 version].

Drucker, P. (2014). *Innovation and entrepreneurship*. Routledge.

Faltin, G. (2018). *Entrepreneurship Handbook*. 1st edition. Springer Gabler.

Finch, B. (2017). *How to write a business plan* (5<sup>th</sup> ed). Kogan Page. Retrieved from LIRN/SkillSoft [MP3 /AUDIO and Books24x7 version, WORD DOCX].

Morey, D. (2019). *Innovating innovation: Leadership tools to make revolutionary change happen for you and your business*. Mango Media.

Zahra, S. A., & George, G. (2017). *International entrepreneurship: the current status of the field and future research agenda*. *Strategic entrepreneurship: Creating a new mindset*, 253-288..

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Forecast and critically analyze trends in small business enterprises
2. Critically evaluate business ethics policies
3. Reflect on the entrepreneurial process
4. Assess how an entrepreneurial exercise succeeds
5. Evaluate ownership and franchising systems and its financing



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### Alignment to Programmatic Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.			x		
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.		x			x
3) Investigate emerging issues facing countries or businesses operating in an international setting.					x
4) Evaluate International Business problems using established techniques of analysis.	x				
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.				x	
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.		x			
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international business.					

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- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a written project that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's



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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>The entrepreneurial perspective:</b> review entrepreneurship and the entrepreneurial mind set, entrepreneurial intentions and corporate entrepreneurship, entrepreneurial strategy generating and exploiting new entries.	3,4,5	Discussion Course activities
2	<b>From idea to opportunity:</b> review creativity and the business idea, identifying and analyzing domestic and international opportunities, protecting the idea and other legal issues from the entrepreneur. <b>From the opportunity to the business plan:</b> review the business plan, creating and starting the venture, developing the marketing plan, the organizational plan, and the finance plan.	1,2,3,4,5	Discussion Course activities
3	<b>From the business plan to funding the venture:</b> review sources of capital, informal risk capital, venture capital and going public.	1,2,3,4,5	Discussion Course Activities Case Studies
4	<b>From funding the venture to launching, growing and ending the venture:</b> strategies for growth and managing the implications of growth, accessing resources for growth from external sources, succession planning and strategies for harvesting and ending the venture.	1,2,3,4,5	Discussion Final Exam Final Project

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Exams and Assessments (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 2 (Friday for online courses), students will complete a final exam on course material that has been presented during the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

\*This course could also include a midterm exam or other assessments that would assess all course learning outcomes. If the instructor chooses to administer additional exams, tests, or assessments, students will be notified on the 1<sup>st</sup> day of the course.



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### 3. Final Written Project (45%)

Learning Outcomes: 1, 2, 3, 4, 5

#### Simulation Written Project

Students will develop a business plan for a small business that you (the entrepreneur) would be able to manage with only a few people and with no more than \$150,000 of initial investment. The objective is to help the student understand the process and real meaning of developing a business plan, its sections, and the methodology to follow.

#### Requirements

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 2500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Please review Chapter 7 and the outline provided on Week 1 with the file name: "Business Plan – Start-ups – Word Document". Please make sure that your business concept is simple so you can complete your Business Plan.
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

All students must submit his/her project proposal by (date).

#### Part 1

The student will have to submit an explanation of the business concept or business idea, with the corresponding analysis of the entrepreneur's skills (you), the sector, the central product/service to offer by the company, and the sources of information and references used to come up with all the assumptions for the basic financial statements and projections. To pass this course, it is mandatory that the student shows his/her ability to generate a Profit and Loss Statement (Fix Costs, Variable Costs, Operational Costs, Sales Forecast, etc.) and Cash Flow Projection Plan. Also, the student will have to show the calculations of the Break Even Point of all the products or services the business will be offering (Appendix I and II). Please follow the following links:

<https://www.accountingformanagement.org/break-even-analysis-with-multiple-products/>

Breakeven Point for a Company with Multiple Products

<https://www.youtube.com/watch?v=3y6BzX9tZ2g>

#### Part 2

The student will have to submit the complete Business Plan, including the first part from April 20, with the format, sections and subsections explained in class and described along the document Business Plan – Startups – Word Document uploaded on BB on Week 1.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

#### Academic Honesty Policy



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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Final Written Project	40%	100%
Final Comprehensive Assessment	45%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.43 EC 310 Intermediate Economic Theory**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

EC 310 – Building directly on knowledge gained in ECO 2013 and ECO 2023 (Principles of Microeconomics and Principles of Macroeconomics) this course examines important areas of both microeconomics and macroeconomics in greater depth. The micro section focuses on the theory of the firm and pricing with emphasis on competitive, and on factor markets. The macro section focuses on the analysis of aggregate supply and demand and fiscal policies. International competition and interdependencies are examined throughout. Prerequisite: ECO2023, ECO2013

#### **Required Resources**

Knox, P., Agnew, J., and McCarthy, L. (2017). *The Geography of the World Economy* (6<sup>th</sup> ed.). Routledge.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Fatma, E. B., & Ezzeddine, B. M. (2019). BEHAVIORAL ENTREPRENEURSHIP THEORY: A SURVEY AND FUTURE DIRECTIONS. *Academy of Entrepreneurship Journal*, 25(4), 1a+. Retrieved from <https://link.gale.com/apps/doc/A615792279/AONE?u=lin78088&sid=AONE&xid=d4193c75>

Gelpert, A., & Levitin, A. J. (2020, Wntr). CONSIDERING LAW AND MACROECONOMICS. *Law and Contemporary Problems*, 83(1), i+. Retrieved from <https://link.gale.com/apps/doc/A622271473/AONE?u=lin78088&sid=AONE&xid=14ca725>

Krmpotich, J. (2019, Fall). The External Costs of Unproven Economic Theories. *Georgetown Journal of Legal Ethics*, 755+. Retrieved from <https://link.gale.com/apps/doc/A604381443/AONE?u=lin78088&sid=AONE&xid=bda1e55>

Mankiw, N. Gregory, and Ricardo Reis. 2018. "Friedman's Presidential Address in the Evolution of Macroeconomic Thought." *Journal of Economic Perspectives*, 32 (1): 81-96. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extensions. Open Access Reprints available from LSE Research Online, the institutional repository for the London School of Economics and Political Science. <http://eprints.lse.ac.uk/id/eprint/85664>

Markey-Towler, B. (2019). The new microeconomics: A psychological, institutional, and evolutionary paradigm with neoclassical economics as a special case. *American Journal of Economics and Sociology*, 78(1), 95-135. doi:10.1111/ajes.12260. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extensions.

Rostow, W.W. (2019). *History, policy and economic theory: Essays in interaction*. New York: Routledge.

Tanious, M. E. (2019). The impact of economic interdependence on the probability of conflict between states. *Review of Economics and Political Science*, 4(1), 38-53. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extensions.

Wang, Y., Liu, J., Gao, R., & Hwang, B.-G. (2020). GOVERNMENT SUBSIDIES IN PUBLIC-PRIVATE PARTNERSHIP PROJECTS BASED ON ALTRUISTIC THEORY. *International Journal of Strategic Property Management*, 24(3), 153+. Retrieved from <https://link.gale.com/apps/doc/A626121943/AONE?u=lim78088&sid=AONE&xid=b11490b>

Wolf, R. Resnick, S.A. (2012). *Contending Economic Theories: Neoclassical, Keynesian and Maryian*. 12th edition. MIT Press.

### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Interpret the effects of costs on pricing and production decisions in competitive, oligopoly, and monopolistically competitive industry structures.
2. Examine the nature of factor markets and how they affect the costs of firms.
3. Describe the basic determinants of both aggregate supply and demand, and interpret how these forces interact to determine national levels of production.
4. Identify fiscal policy tools and explain their likely effects on patterns of production and prices at national level.
5. Illustrate the impact of micro- and macro-economic models in an internationally competitive and interdependent world.

### Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1) Critically analyze and apply a sound knowledge of the principles, theories, and models of international economics in a variety of business settings	x	x	x	x	x
2) Assess consumer, business, and policy decisions based on the theories and principles of economics.	x	x	x	x	x
3) Interpret business initiatives and international trade policies in the light of economic theory.	x	x	x	x	x
4) Formulate business proposals founded on economic theory.	x	x	x	x	x
5) Examine and propose the most effective allocation of resources to achieve economic efficiency and sustainability. Compare and apply economic tools to analyze decisions made by consumers, businesses, and policy makers.	x	x	x	x	x
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international economics.	x	x	x	x	x
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.	x	x	x	x	x
8) Foster scholarship and research in advancing international economics.					

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or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessment will include a comprehensive exam and a written project that require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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### **Course Topics**

<b>Week</b>	<b>Topic</b>	<b>Learning Outcomes Addressed</b>	<b>Activities</b>
1	Introduction and review of basic supply and demand Pricing and the supply and demand model An overview of consumer theory	1, 2	Discussion
2	The firm: its technology and costs; the production function and costs of the firm; the costs functions of the firm Firm and market behaviour: the supply functions of a competitive firm; price determination in a competitive industry; pricing in oligopoly and the goals of the firm Factor markets: the determination of wage rates Markets, efficiency and impediments to economic efficiency	1, 2, 3	Discussion
3	National income accounting	1, 2, 3, 4	Discussion



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	Income and spending Money, interest and income Crowding out and the policy mix International linkages		Written Project
4	Aggregate supply and demand: An introduction Investment spending Wages, prices and employment Inflation and unemployment Fiscal policy, budget deficits, & the public debt Macroeconomics: the interaction of events & ideas The US and world economies: long-term prospects and problems	1, 2, 3, 4, 5	Discussion Final Exam

### Course Requirements

1. Weekly Discussion-Based Course Assessments

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Individual Written Project

Learning Outcomes: 1, 2, 3, 4, 5

Select a historical or current market-related issue and illustrate the impact of micro- and macro-economic models.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1500 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 4 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

3. Final Comprehensive Exam

Learning Outcomes: 1, 2, 3, 4, 5

The Final Comprehensive Exam will assess all course learning outcomes and will consist of 4 long answer questions.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.



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- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Individual Written Project	40%	100%
Final Comprehensive Exam	45%	

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.44 EC 352 Economic Geography**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

EC 352 – Economic Geography examines economic activity and production as a function of geographical location. It uses economic models to explain how economic activities are located by looking at primary, secondary and tertiary production and services. It illustrates the effects of technology and the impact of natural resources. It provides a comparative analysis of global demography; the rise and roles of the city and the metropolis. The course examines national, regional and strategic political and commercial alignments and realignments.

#### **Required Resources**

Knox, P., Agnew, J., and McCarthy, L. (2017). *The Geography of the World Economy* (6<sup>th</sup> ed.). Routledge.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Jones, A. (2014). *Geographies of production1: Rationality revisited and the 'practical shift' in economic geography*. *Progress in Human Geography*. Vol. 38(4), pp. 605-615.

Bathelt, H., and Gluckler, J. (2014, June). *Institutional change in economic geography*. *Progress in Human Geography*. Vol. 38(3), pp. 340-363.

Bricker, D., Ibbitson, (2019). *Empty Planet: The Shock of Global Population Decline*. Robinson.

Coe, N., Kelly, P., Yeung, H.W.C. (2019). *Economic Geography: A Contemporary Introduction*. 3rd Edition. Wiley-Blackwell.

Germany spreads the love; *Economic geography*. (2019, February 9). *The Economist*, 430(9129), 42(US). Retrieved from LIRN/Gale Cengage Business Collection.

Gibson-Graham, J., Cameron, J., Healy, S., & McNeill, J. (2019). Roepke lecture in economic Geography: Economic geography, manufacturing, and ethical action in the anthropocene. *Economic Geography*, 95(1), 1-21. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extensions.

Henning, M. (2019). Time should tell (more): Evolutionary economic geography and the challenge of history. *Regional Studies*, 53(4), 602-613. Retrieved from Google Scholar using Open Access, Unpaywall and Kopernio Chrome Extensions.

Jones, A. (2014). *Geographies of production: Rationality revisited and the 'practical shift' in economic geography*. *Progress in Human Geography*. Vol. 38(4), pp. 605-615..

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Evaluate the dynamics of the world economy, man's resources use and the pressures that population puts on the resources base.
- 2) Explain location theory and the rationale for the location of industries, cities, and systems in their current locations.
- 3) Critically evaluate the role played by geography and geographic barriers in the development of the world economy and in the international economies.

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- 4) Utilize, actively and independently, the analytical tools of geographic analysis in exercising the responsibilities of a literate, economically conscious citizen of this country and the world.
- 5) Explain the spatial location aspects of the solutions to the economic problems that societies have devised historically.

**Alignment to Programmatic Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Critically analyze and apply a sound knowledge of the principles, theories, and models of international economics in a variety of business settings	x	x	x	x	x
2) Assess consumer, business, and policy decisions based on the theories and principles of economics.	x	x	x	x	x
3) Interpret business initiatives and international trade policies in the light of economic theory.					
4) Formulate business proposals founded on economic theory.					
5) Examine and propose the most effective allocation of resources to achieve economic efficiency and sustainability. Compare and apply economic tools to analyze decisions made by consumers, businesses, and policy makers.	x	x	x	x	x
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international economics.	x	x	x	x	x
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.	x	x	x	x	x
8) Foster scholarship and research in advancing international economics.					

**The Mission of the Schiller International University**

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.



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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Economic patterns and the search for explanation:</b> review studying economic geography, economic organization and spatial change, spatial divisions of labor, global patterns and trends, what economic development means, international patterns of resources and population, international patterns of industry and finance, interpretations of international inequity, geographical dynamics of the world economy, history of the world economy, states in the world economy, market access and the regional motors of the new world economy.	1,2,3,4,5	Discussion Weekly Assessments
2	<b>Rise of the core economies:</b> review pre-industrial foundations, emerging imperatives of economic organization, emergence of European world-system, evolution of the industrial core regions, the Industrial Revolution and spatial change, machinofacture and the spread of industrialization in Europe, Fordism and north American industrialization, Japanese industrialization, emergence of organized capitalism, and globalization of production systems.	1,2,3,4,5	Discussion Midterm Exam
3	<b>Spatial transformation of cote and periphery:</b> review spatial reorganization of the core economies, a new content for urban and regional change, spatial reorganization of the core economies, dynamics of interdependence, transformation of the periphery, colonial economies and the transformation of global space, mechanisms of cultural integration, agriculture in the periphery, land, labor and capital, capitalization of agriculture, national and global stimuli to industrialization, rise and fall of the Soviet model of industrialization, defining and theorizing series, national and global stimuli to the growth of services, geography of services.	1,2,3,4,5	Weekly Assessments
4	<b>Adjusting to a new global economy:</b> review international and supranational institutionalized integration, economic change and the new geopolitics, spatial outcomes of economic integration, reassertion of the local in the age of the global, regions and localities within the world economy, regionalism and regional policy, Nationalist separatism, and grassroots reactions.	1,2,3,4,5	Discussion Written Project Final Exam



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## Course Requirements

### 1. Weekly Discussion-Based Course Assessments

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### 2. Individual Written Assignment

Learning Outcomes: 1, 2, 3, 4, 5

Select a region or country and explain the spatial location aspects of the solutions to the economic problems that the associated society has or is currently experiencing.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1500 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *EC 352 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### 3. Final Comprehensive Exam

Learning Outcomes: 1, 2, 3, 4, 5, 6

The Final Comprehensive Exam will assess all course learning outcomes and will consist of 4 long answer questions.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

## Academic Honesty Policy

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.



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**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Individual Written Project	40%	50%
Final Comprehensive Exam	45%	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.45 EC 455 International Trade and Finance

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

EC 455 – International Trade and Finance will explore the major theories which seek to explain the patterns of international trade, the reasons for and the attempts to overcome barriers to free trade, the mechanisms for international payments, and the various systems by which exchange rates are determined or influenced. The course will also critically evaluate of the major international institutions influencing trade, payments and exchange rates, as well as the role of international investment and the multinational corporation.

#### Required Resources

Carbaugh, R. (2017). *International Economics* (16<sup>th</sup> ed.). Cengage.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Tatum, Z. (2014). International trade finance in the new era: Small business survival in a big-business economy. *Commercial Factor*, 16(2), 7-9, 31.

Trade finance and e-commerce. (2000). *Asia Money*, 11(4), 84-87

M, L. B. (2002). Global constitutionalism and the arguments over free trade. *Communication Studies*, 53(1), 25-39.

Liston, D. P., & McNeil, L. (2013). The impact of trade finance on international trade: Does financial development matter? *Research in Business and Economics Journal*, 8, 1-19.

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Explore international trade patterns.
2. Determine how and why foreign exchange rates are calculated.
3. Hypothesize the impact of financial and non-financial trade barriers.
4. Determine how international trade is financed and paid for and how it is applied to different situations.
5. Determine the role of institutions and multinational corporations in the flow of international investment.

#### Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1) Critically analyze and apply a sound knowledge of the principles, theories, and models of international economics in a variety of business settings	x	x	x	x	x
2) Assess consumer, business, and policy decisions based on the theories and principles of economics.	x			x	x
3) Interpret business initiatives and international trade policies in the light of economic theory.				x	x
4) Formulate business proposals founded on economic theory.					



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5) Examine and propose the most effective allocation of resources to achieve economic efficiency and sustainability. Compare and apply economic tools to analyze decisions made by consumers, businesses, and policy makers.		x		x	x
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international economics.					x
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.					
8) Foster scholarship and research in advancing international economics.					

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*The objectives of the University are to:*

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- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>The International Economy and Globalization:</b> globalization of economic activity, waves of globalization, The United States as an open economy, why is globalization important, diesel engines and gas turbines as movers of globalization, backlash against globalization.	1,2,3,4,5	Discussion Course-based Assessments
2	<b>International trade relations:</b> review foundations of modern trade theory, sources of comparative advantage, tariffs, nontariff, nontariff trade barriers, trade regulations and industrial policies, trade policies for the developing nations, regional trade arrangements, and international factor movements and multinational enterprises.	1,2,3,4,5	Discussion Course-based Assessments
3	<b>International monetary relations:</b> review the balance of payments, foreign exchange, exchange-rate determination, mechanisms of intentional adjustment	1,2,3,4,5	Discussion Course-based Assessments
4	<b>International monetary relations:</b> exchange-rate systems and currency crises, macroeconomic policy in an open economy and international banking reserves, debt and risk.	1,2,3,4,5	Discussion Course-based Assessments Written Project

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4, 5

Evaluate and appraise the role of institutions and multinational corporations in the flow of international investment.

Additional Guidance:

- An acceptable analysis should be 2500 words (+/- 10%) integrating a minimum of 5 academic sources (evidenced by citations).
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.



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- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- The grade on any paper submitted late will automatically be deducted by 10%.
- Any paper submitted 24-48 hours late will be deducted by 20%.
- Any paper submitted more than 48 hours late will receive a 0.
- For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

For assignment details, please refer to the *EC 455 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

### Academic Honesty Policy

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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

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### Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Weekly Assessments/Exams	40%
Individual Written Assignment	45%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-



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60 – 69%	D
59 and Below	F

**Course Incompletes**

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**3.46 EN 490 Interculture Communication**

**Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

**Course Description**

EN 490 – International Communication addresses the ways in which social structuring, social assumptions, and intercultural language usage bears on interactions between members of different cultures. This course is the culmination of foundational principles presented in the core General Education coursework expressed in terms of intercultural contexts. The emphasis is on interdisciplinary activities in the fields of communication, sociology, psychology, technology, and research. Students employ critical thinking and analytical skills to evaluate and integrate diverse ideas within various cultural backgrounds.

**Required Resources**

Lusting, M.W. and Koester, J. (2017). *Intercultural Competence: Interpersonal communication Across Cultures* (8<sup>th</sup> ed.). Pearson.

*Additional Reading and Supplemental Texts:*

APA Manual, 7<sup>th</sup> edition.

Cardon, P. W. (2010). Using film to learn about the nature of cross-cultural stereotypes in intercultural business communication classes. *Business Communication Quarterly*, 73(2), pp. 150-165.

Dunbrava, G. (2010). The concept of framing in cross- cultural business communication. *Annals of the University of Petrosani Economics*, 10(1), pp. 83-90.

Wall, W.P. (2013). Is cross-cultural management the key to success in global healthcare competition? *International Journal of Business & Information*. 18(1), pp. 70-95.

Naoki, K. (2014). Japanese business discourse of oneness: A personal perspective. *Journal of Business Communication*. 51(1), pp. 93-113.

Wang, H. (2012). New perspective of cross-cultural communications: Applications in China marketing. *Journal of Marketing Development & Competitiveness*. 6(5), pp. 123-130.

**Course Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Critically evaluate the relationship between culture and communication in various sociological contexts.
2. Apply critical reflective thinking, analytical skills and scientific inquiry in the review of conflicting cultural context.
3. Critically analyze an intellectual framework of contracting cultural values.



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### Alignment to Program Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3
4. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X		
5. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices		X	X
6. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world		X	
7. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X
8. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			
9. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change			

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- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

**Course Topics**

Week	Topic	Learning Outcomes Addressed	Activities
1	<p><b>Introduction to intercultural competence:</b> review the imperatives for intercultural competence; review the demographic, technological, economic, peace and interpersonal imperative. Defining communication, review the characteristics of communication and the challenges of communicating in an intercultural world.</p> <p><b>Cultural and intercultural communication:</b> review the definition of culture, why cultures differ, examples of intercultural communication, similarities and differences between communications.</p>	1,2,3	Discussion Writing Assignments
2	<p><b>Intercultural communication competence:</b> review the US as an intercultural community, competence and intercultural communication, basic tools for improving intercultural competence.</p> <p><b>Cultural patterns and communication:</b> define cultural patterns including values, beliefs, norms and social practices, and characteristics of cultural patterns. Review taxonomies including Hall's high- and low-context cultural taxonomy, Hofstede's 1.2.3cultural taxonomy and Schwartz's cultural taxonomy.</p> <p><b>Cultural identity and cultural biases:</b> review cultural identity, cultural biases, verbal intercultural communication including then power of language, and the definition of verbal codes.</p>	1,2,3	Discussion Writing Assignments Written Project #1
3	<p><b>Nonverbal intercultural communication:</b> review the characteristics of nonverbal codes, cultural universals, non-verbal functions, and non-verbal messages through physical appearance, environment, body movements, personal space, touch, voice and time.</p> <p><b>The effects of code usage in intercultural communication:</b> review preferences in the organization of messages, cultural variations in persuasion, cultural variations in the structure of conversations, and the effects of codes.</p>	1,2,3	Discussion Writing Assignments
4	<p><b>Intercultural competence in interpersonal relationships:</b> review cultural variations in interpersonal relationships, the maintenance of face, improving relationships, and sharing oneself.</p> <p><b>Episodes, contexts and intercultural interactions:</b> review social episodes, contexts, intercultural contact, and the ethics of intercultural competence.</p>	1,2,3	Discussion Writing Assignments Written Project #2



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## **Course Requirements**

### **1. Weekly Discussion-Based Course Assessments (15%)**

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### **2. Written Project I (30%)**

Learning Outcomes: 1, 2, 3

In an individual paper, students must critically evaluate the relationship between culture and communication in various sociological contexts.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. Each submission should be 800 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *EN 490 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

### **3. Written Project II (30%)**

Learning Outcomes: 1, 2, 3

In the individual paper section, students must critically analyze an intellectual framework of contracting cultural values.

In the individual project section, students must deliver a speech 15-20 minutes in length with appropriate visual aids.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The paper submission should be 800 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *EN 490 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

### **4. Final Examination (25%)**

Learning Outcomes: 1, 2, 3

On Thursday of Week 4 (Friday for online courses), students will complete a final exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

## **Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.



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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Project 1	30%
Written Project 2	30%
Final Examination	25%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.47 201 Intermediate Foreign Language 1

#### Course Description

FR, GE, or SP 201 – Intermediate Language, enhances the students' capacity to formulate, organize and express their thoughts in these languages. Also, using various pattern drills, systematic discussion of selected grammatical difficulties is stressed (declension of nouns, article words and adjectives, use of prepositions, sentence structure, etc.). Intermediate composition, readings of simple prose and verse and modern topics. The intent of the curriculum is not to make students proficient in these languages. Students may need to take additional classes elsewhere to gain the proficiency required for placement.

#### Required Resources

Tschirner, E. & Nikolai, B. (2017). *Kontakte: Introductory German* (8th ed). New York: McGraw Hill.

#### Additional Reading and Supplemental Texts:

Schmidt, G. (2014). "There's more to it": A qualitative study into the motivation of Australian university students to learn German. *German as Foreign Language*. Issue 1, pp. 21-44.

Isiguez, B. (2014, July). The blended learning environment on the foreign language learning process: A balance for motivation and achievement. *Turkish Online Journal of Distance Education (TOJDE)*. Vol. 15(3), pp. 108-121.

Roberst, L., and Liszka, S. A. (2013, October). Processing tense/aspect-agreement violations on-line in the second language: A self-paced reading study with French and German L2 learners of English. *Second Language Research*, Vol. 29(4), pp. 413-439.

Seyhan Yucel, M. (2013). Language and cultural experiences of German language pre-service teachers within ERASMUS programme. *Journal of Faculty of Educational Sciences*. Vol. 46(1), pp. 23-47.

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Demonstrate an understanding of nouns, pronouns, verbs -present and past tense, verbs with two objectives, word order problems, prepositions plus cases.
2. Demonstrate proficiency in developing basic sentences including proper grammar and punctuation, pronouns and prepositional adverbs, main and subordinate clauses, conjunctions of time and causal conjunctions, declension of adjectives, comparison of adjectives and adverbs, irregular comparative forms.
3. Demonstrate the following vocabulary: professions, countries/nationalities, city life, the home, colors, the family, clothes, currencies, time, days, months, seasons, weather, age, restaurant, entertainment, etc.

#### Alignment to Program Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X	X	X
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices			
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world			



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4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change			

### **The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Classes use a mixture of lecture, videos, and practical exercises. Students will prepare one written assignment assigned or approved by the professor. Two examinations, two hours each are also part of this course. Feedback will be provided to include suggestions for improvement.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Review:</b> Verb conjugation; modal auxiliaries; vocabulary, Verbs and cases. Predicate complements, the accusative and dative cases and prepositions, Verbs plus dative and accusative objects, Word order, Prepositions and cases, the use of prepositions in local and temporal expressions, Local adverbs, Reflexive verbs, Prepositional verbs, Past and perfect tense, Review and final examination.	1, 3	Discussion and Application Activities
2	<b>Text work:</b> reading and writing simple texts Verb case government Verbs plus two objects Word order problems.	1, 2, 3	Discussion and Application Activities Midterm Exam
3	Prepositions plus cases Pronouns and prepositional adverbs Main and subordinate clauses Conjunctions of time and causal conjunctions.	1, 2, 3	Discussion and Application Activities
4	Declension of adjectives Comparison of adjectives and adverbs Irregular comparative forms	1, 2, 3	Discussion and Application Activities Writing Assignment Final Exam

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (30%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course conversations, writing, quizzes/tests, group work, etc. These will specifically include two oral reports on topics assigned or approved by the course instructor. (Refer to Course Topic chart)

#### 2. Midterm Exam (30%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination oral and short answer questions.

#### 3. Final Exam (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include short answer questions.



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- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	30%
Weekly Assessments	30%
Exams	40%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.48 202 Intermediate Foreign Language II

#### Course Description

FR, GE, or SP 202 – Intermediate Language, enhances the students' capacity to formulate, organize and express their thoughts in these languages. At the end of this course students have expanded vocabulary, acquired the ability to master specific grammar difficulties and improved skills of reading, writing and speaking. The intent of the curriculum is not to make students proficient in German. Students may need to take additional classes elsewhere to gain the proficiency required for placement.

#### Required Resources

Tschirner, E. & Nikolai, B. (2017). *Kontakte: Introductory German* (8th ed). New York: McGraw Hill.

#### *Additional Reading and Supplemental Texts:*

Schmidt, G. (2014). "There's more to it": A qualitative study into the motivation of Australian university students to learn German. *German as Foreign Language*. Issue 1, pp. 21-44.

Isiguez, B. (2014, July). The blended learning environment on the foreign language learning process: A balance for motivation and achievement. *Turkish Online Journal of Distance Education (TOJDE)*. Vol. 15(3), pp. 108-121.

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Seyhan Yucel, M. (2013). Language and cultural experiences of German language pre-service teachers within ERASMUS programme. *Journal of Faculty of Educational Sciences*. Vol. 46(1), pp. 23-47.

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Demonstrate an understanding of word order problems, prepositions plus cases, verb conjugation and tenses, usage of modal verbs, main and dependent sentences.
2. Demonstrate proficiency in developing sentences including proper grammar and punctuation, comparison of adjectives and adverbs, irregular comparative forms, contrary to fact clauses, word order in main clauses, sentence coordinates, subordinate clauses.
3. Demonstrate the following vocabulary: professions, countries/nationalities, city life, the home, colors, the family, clothes, currencies, time, days, months, seasons, weather, age, restaurant, entertainment, etc.

#### Alignment to Program Learning Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	X	X	X
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices			
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world			



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4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	X	X	X
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change			

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### **Instructional Strategies**

Classes use a mixture of lecture, videos, and practical exercises. Students will prepare one written assignment assigned or approved by the professor. Two examinations, two hours each are also part of this course. Feedback will be provided to include suggestions for improvement.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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## Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Review: Verb conjugation; modal auxiliaries; vocabulary, Verbs and cases. Predicate complements, the accusative and dative cases and prepositions, Verbs plus dative and accusative objects, Word order, Prepositions and cases, the use of prepositions in local and temporal expressions, Local adverbs, Reflexive verbs, Prepositional verbs, Past and perfect tense, Review and final examination.	1, 3	Discussion and Application Activities
2	<b>Text work:</b> reading and writing simple texts Verb conjugation and tenses Usage of modal verbs.	1, 2, 3	Discussion Application Activities Midterm Exam
3	Main and dependent sentences Contrary to fact clauses Word order in main clauses.	1, 2, 3	Discussion Application Activities
4	Sentence coordinates Subordinate clauses	1, 2, 3	Discussion Application Activities Writing Assignment Final Exam

## Course Requirements

### 1. Weekly Discussion-Based Course Assessments (30%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course conversations, writing, quizzes/tests, group work, etc. These will specifically include two oral reports on topics assigned or approved by the course instructor. (*Refer to Course Topic chart*)

### 2. Midterm Exam (30%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination oral and short answer questions.

### 3. Final Exam (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include short answer questions.



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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	30%
Weekly Assessments	30%
Exams	40%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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**3.49 HI 225 European History to 1815**

**Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

**Course Description**

HI 225 – European History to 1815 provides a survey of European history from medieval era to 1815. This course familiarizes students with the mainline political, socio-economic and cultural development in this time period. Religious and military history is covered as well. It also shows students how Europe evolved from the fall of the Roman Empire through the Early Modern era. This course should provide students with general background material, serving as a compliment to their area of concentration or as an introduction to further work in history or related fields.

**Required Resources**

Levack, B., Muir, E., & Veldman, M. (2017). *The West: Encounters & Transformations* (5<sup>th</sup> ed.). Pearson.

*Additional Reading and Supplemental Texts:*

Andaya, B. W. (2010). Between empires and emporia: The economics of Christianization in early modern Southeast Asia. *Journal of the Economic & Social History of the Orient*. Vol. 53(1/2), pp. 357-392.

Papaelias, T. (2012). The substantial change: From higher education to special training: An interpretation of the European experience since 1770. *European Integration Studies*. 2012 Issue 6, pp. 47-53.

Stolz, Y., Baten, J., and Reise, J. (2013). Portuguese living standards, 1720-1980, in European comparison: Heights, income and human capital. *Economic History Review*, Vol. 66(2), pp. 545-578.

Van Zanden, J.L., Buringh, E. and Bosker, M. (2012). The rise and decline of European parliaments, 1188-1789. *Economic History Review*. Vol. 65(3), pp. 835-861.

Cowan, A. (2005). Studies in European urban history: Urban public debts, urban government and the market for annuities in Western Europe, fourteenth to eighteenth centuries. *Economic Historical Review*, Vol. 58(1), pp. 212-213.

**Course Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Assess the links between and distinctions among the economic, political, cultural and technological change in European history.
2. Differentiate between categories of historical sources (e.g. primary, secondary, written and non-written artifacts).
3. Assess previous cultures and significant individuals and place them in chronological perspective.
4. Explain ideological differences during the historical time frame.



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### Alignment to Program Learning Outcomes

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.				
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices				
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world				
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	x	x	x	X
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.				
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change				

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<p><b>Medieval empires and borderlands:</b> review the Latin west, Germanic kingdoms, the spread of Latin Christianity, the Carolingians, Charlemagne, oaths and ordeals, crusades, origins of Holy War, and crusading warfare.</p> <p><b>Medieval civilization:</b> review the rise of Western Europe, medieval agricultural revolution, consolidation of Roman Catholicism, church reform, the inquisition in Montailou, and the monarchies of Western Europe.</p> <p><b>Medieval West in crisis:</b> review famine, the Black Death, the Mongol invasions, Ottoman Turks, economic depression and social turmoil, Joan of Arc, military revolution, religious conform, and struggle of papal monarchy.</p>	1,2,3,4	Discussion
2	<p><b>The Italian renaissance and beyond:</b> review the politics of culture, the Italian city-states, the renaissance republics of Florence and Venice, princes and courtiers, the contradictions of the patriarchal family, the influence of ancient culture, the humanists, the early modern European state system and vendetta as private justice.</p> <p><b>The West and the world:</b> review the significance of global encounters in 1450 – 1650, Europeans in Africa, sub-Saharan Africa before the Europeans, Europeans in the Americas, Conquistadores, Christopher Columbus, the fall of the Aztec and Incan empires, Spanish America, hybrid religion in Mexico, Portuguese Brazil, Europeans in Asia, and the Columbian exchange.</p>	1,2,3,4	Discussion Midterm Examination
3	<p><b>The reformations of religion:</b> review the causes of the reformation, the print revolution, the Northern renaissance and Christina humanists, the Lutheran reformation, Martin Luther and the break from Rome, the diversity of Protestantism, the reformation in Britain, the radical reformation, the Catholic reformation and the Council of Trent.</p> <p><b>The age of confessional division:</b> review the people of early modern Europe, disciplining the people, justice in history, encounters and transformations, hunting witches, the confessional states and the states and confessions in Eastern Europe.</p>	1,2,3,4	Discussion



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4	<b>Absolutism and state building, 1618 – 1715:</b> review the nature of absolutism, the absolutist state in France and Spain, absolutism and state building in Central and Western Europe, resistance to absolutism in England and the Dutch republic and the trial of Charles I.	1,2,3,4	Discussion Written Project Final Comprehensive Examination
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### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Written Project (35%)

Learning Outcomes: 1, 2, 3, 4

Critically assess ideological differences during the historical time frame.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1500 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *HI 225 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

3. Midterm Examination (25%)

Learning Outcomes: 1, 2

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

4. Final Comprehensive Exam (25%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The



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Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Project	35%
Midterm Examination	25%
Final Comprehensive Exam	25%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.50 IR 436 The Middle East**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

This is a survey course of Middle Eastern political, economic, religious, and cultural history with emphasis on the period after 1945. The course discusses the importance of tradition and historical memory in the politics of the area, and the cultural and developmental relationships with the West. The rise and fall of the area's empires, the imperial rivalries of the Great Powers, Cold War alignments, Islamic resurgence, and more recent events are also covered, as well as the connection between current trends and developments in the Arab world of North Africa.

#### **References**

Cleveland, W. and Bunton, M. (2016). *A History of the Middle East* (6<sup>th</sup> ed.). Westview Press.

#### **Additional Resources**

Bush, Sarah Sunn (2017). "Varieties of International Influence and the Middle East." *PS: Political Science & Politics* 50 (03): 668–71.

Esposito, John L., and Emad El-Din Shahin, eds. (2016). *The Oxford Handbook of Islam and Politics*. Oxford New York Auckland: Oxford University Press.

Gause, F. Gregory (2017). "Ideologies, Alignments, and Underbalancing in the New Middle East Cold War." *PS: Political Science & Politics* 50 (03): 672–75.

Phillips, Christopher (2016). *The Battle for Syria: International Rivalry in the New Middle East*. New Haven; London: Yale University Press.

Salloukh, Bassel F (2017). "Overlapping Contests and Middle East International Relations: The Return of the Weak Arab State." *PS: Political Science & Politics* 50 (03): 660–63.

Snider, Erin A. 2017. "International Political Economy and the New Middle East." *PS: Political Science & Politics* 50 (03): 664–67.

Stein, Ewan. 2017. "Ideological Codependency and Regional Order: Iran, Syria, and the Axis of Refusal." *PS: Political Science & Politics* 50 (03): 676–80.

Valbjørn, Morten. 2017. "Strategies for Reviving the International Relations/Middle East Nexus after the Arab Uprisings." *PS: Political Science & Politics* 50 (03): 647–51.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:



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1. Obtain an overview of this critical area, which has served historically as a cultural and political bridge between East and West as well as a flashpoint for international and regional conflict.
2. Analyze and develop a better appreciation of the complexities of current issues such as Islamic fundamentalism and associated terrorism, Arab nationalism, among others.

**Alignment to Programmatic Outcomes**

<b>BA IRD – Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>
1. Assess emerging political trends and practices relating to international organizations and the non-governmental sectors (or actors) in view of current events and future developments.		X
2. Propose solutions to questions of public concern based on analysis of data and application of theories relating to International Relations.		X
3. Evaluate theories and concepts of International Relations and their applicability to current and historical events.	X	
4. Critically analyze the importance of multilateralism as it relates to multiculturalism and global diversity on the practice of International Relations and Diplomacy.		
5. Demonstrate a solid understanding of current and historical events that have shaped International Relations.	X	
6. Justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international relations and diplomacy.		X
7. Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.		
8. Foster scholarship and research in advancing international relations and diplomacy.		

**The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessments will include one paper that requires students to demonstrate mastery of all course learning outcomes and Final Comprehensive Exam. Individual feedback will be provided.



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This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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### **Course Topics**

<b>Week</b>	<b>Topic</b>	<b>Learning Outcomes Addressed</b>	<b>Activities</b>
1	The rise and expansion of Islam the Ottoman and Safavid empires Middle Eastern political, economic, religious, and cultural history with emphasis on the period until 1945	1,2	Discussion
2	Great power competition – Egypt, Iran, the Young Turks Arab struggle for independence and emergence of Israel Middle Eastern political, economic, religious, and cultural history with emphasis on the period after 1945	1,2	Discussion Midterm Exam
3	Cold War – Nasser, Arab nationalism, socialism, “positive neutralism” “Radical” Syria and Iraq, “conservative” Turkey and Iran The Iranian Revolution and the Islamic resurgence, Intifada, Gulf War	1,2	Discussion
4	Current trends and developments in the Arab world of North Africa Madrid, Oslo, new paradigms, terrorism	1,2	Discussion Individual paper Final Exam

### **Course Requirements**

#### **1. Weekly Discussion-Based Course Assessments (15%)**

Learning Outcomes 1 & 2

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### **2. Individual Written Project (35%)**

Learning Outcomes: 1 & 2

Topic will be determined in an individual discussion between the instructor and the student by Wednesday of the first week.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 1000 words +/-10% (not including title page, abstract, reference



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pages or appendices). The analysis must be supported by a minimum of 3 academically sound sources of information, although the expected response would integrate more. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 436 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**3. Mid-term Exam (25%)**

Learning Outcomes: 1 & 2

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the course. The exam will include short and long answer (essay) questions, and/or case study of the instructor's choice.

**4. Final Comprehensive Exam (25%)**

Learning Outcomes: 1 & 2

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include short and long answer (essay) questions, and/or case study of the instructor's choice.

**Academic Honesty Policy**

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

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**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Activities	15%
Written Project	35%
Mid-term Exam	25%
Final Comprehensive Exam	25%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.51 IT 103 Application of Computers**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IT 103 – Application of Computers acquaints students with the four major applications of computers in business: word processing, databases, spreadsheets and presentation software using Microsoft Office. The course concentrates on the fundamentals as it is a “hands on” course. A basic view of the operational software, Windows and an introduction to Internet Explorer is also part of this course. The course finished with an introduction to web page creation.

#### **Required Resources**

Gaskins, S., Ferrett, R. Vargas, A. and McLellan, C. (2016). *Go! With Microsoft Office 2016, Volume 1*. (1<sup>st</sup> ed.). Pearson.

#### *Additional Reading and Supplemental Texts:*

Ryssel, R., Ritter, T., & Gemunden, H. G. (2004). The impact of information technology deployment on trust, commitment and value creation in business relationships. *The Journal of Business & Industrial Marketing*, 19(3), 197-207.

Williams, H. E., & Shah, B. K. (2013). Administering information technology capabilities in competitive global business by preventing replication of technology portfolio. *International Journal of Innovation, Management and Technology*, 4(6), 619.

Al-Adwan, M., & Almashaqba, Z. M. S. (2012). Evaluation of the role of information technology in business value performance (BVP). *Interdisciplinary Journal of Contemporary Research in Business*, 4(6), 404-420.

Wilkinson, G. D. V. L. M. (2006). Meeting business objectives through adaptive information and communications technology. *BT Technology Journal*, 24(4), 113-120.

Kritzinger, A. (2002). Getting to the root of IT value: How does information technology contribute to business goals. *CIO Canada*, 10(12).

#### **Course Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Display operational use of Microsoft Office, including Word and Excel.
2. Display operational use of Microsoft Office, including Access and Power Point.
3. Display operational use of Microsoft Office by creating a report.



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### Alignment to Program Learning Outcomes

<b>Program General Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	x	x	x
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices			
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world			
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections			
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.			
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change	x	x	x

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's



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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>Word:</b> creating documents, using tables and templates, creating resumes and cover letters, creating research papers, newsletters and merged mail labels.	1,2,3	Discussion
2	<b>Excel:</b> creating worksheets, using functions, creating tables and managing large workbooks, analyzing data with pie charts, line charts and what-if-analysis.  <b>Access:</b> getting started with Access databases, sort and query a database, forms, filters, and reports.	1,2,3	Discussion
3	<b>Power point:</b> getting started with power point, formatting presentations, enhancing a presentation with animation video, tables and charts.	1,2,3	Discussion
4	<b>Integrated projects:</b> Microsoft Office Suite 2010.	1,2,3	Discussion Written Project

### Course Requirements

1. Weekly Discussion-Based Course Assessments (25%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (Refer to Course Topic chart)

2. Written Project (75%)

Learning Outcomes: 1, 2, 3

Final Project Report – Written Project – Final Paper

In the one and only final, individual paper, you are expected to reflect on the creation, execution, and analysis of an online survey. During the course you will have, with one or two fellow students, executed an anonymous online survey amongst all participants of the class. In this paper you are expected to describe your approach.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. Each submission should be 1500 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 3 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is



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included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IT 103 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The instructor will announce when assignment is due.

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	25%
Written Project	75%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.52 MA 172 Applied Mathematics

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

MA 172 – Applied Mathematics focuses on the reasoning and technical skills necessary for students to become proficient in applying the mathematical concepts and tools of calculus. This course emphasizes the applications of algebra to a variety of fields, including probability, statistics, and finance. It also covers mathematical modeling and set theory. Prerequisite: None

#### Required Resources

Berresford, G. and Rockett, A. (2013). *Brief Applied Calculus* (6<sup>th</sup> ed.). Cengage.

#### *Additional Reading and Supplemental Texts:*

BarCharts, I. (2013). *College algebra*. Boca Raton: BarCharts, Inc. Retrieved from E-Book Central: Academic Complete/ProQuest.

BarCharts, I. (2015). *Pre-calculus*. Boca Raton: BarCharts, Inc. Retrieved from E-Book Central: Academic Complete/ProQuest.

Subhi-Aiadi, S., & Khoshaim, H.B. (2018). Learning calculus concepts through interactive real-life examples. *African Journal of Educational Studies in Mathematics and Sciences*, 14, 115-124. Retrieved from Google Scholar/PDF/Open Access.

Iqbal, A., Khan, M. A., Ullah, S., & Chu, Y.-M. (2020). Some New Hermite-Hadamard-Type Inequalities Associated with Conformable Fractional Integrals and Their Applications. *Journal of Function Spaces*, NA. Retrieved from <https://link.gale.com/apps/doc/A622721183/AONE?u=lim78088&sid=AONE&xid=ffd0432c>

Zhang, Y., & Pei, M. (2020). Existence of Periodic Solutions for Nonlinear Fully Third-Order Differential Equations. *Journal of Function Spaces*, 2020, NA. Retrieved from <https://link.gale.com/apps/doc/A625054945/AONE?u=lim78088&sid=AONE&xid=ddac60fc>

Reports from University of Sfax Advance Knowledge in Machine Learning (Stabilization of a Class of Nonlinear Uncertain Ordinary Differential Equation By Parabolic Partial Differential Equation Controller). (2020, March 16). *Robotics & Machine Learning*, 279. Retrieved from <https://link.gale.com/apps/doc/A617554737/AONE?u=lim78088&sid=AONE&xid=62aef585>

Irvin, J. A., Kondrich, A. A., Ko, M., Rajpurkar, P., Haghighi, B., Landon, B. E., ...Basu, S. (2020). Incorporating machine learning and social determinants of health indicators into prospective risk adjustment for health plan payments. *BMC Public Health*, 20(1), NA. Retrieved from <https://link.gale.com/apps/doc/A627424488/AONE?u=lim78088&sid=AONE&xid=74abd2e>

#### Course Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Categorize limits of common functions by tabular, graphing or substitution methods.
2. Calculate and analyze the derivative of common functions of power, product, quotient, and chain rules.
3. Calculate and analyze the derivative of exponential and logarithmic functions and use these concepts in compound interest and production function applications.

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4. Use the derivative concept to make inferences from detailed graphs of various function types that are frequently used in mathematical modeling.
5. Extrapolate anti-derivatives and indefinite integral and be able to use these ideas in various applied problem settings

**Alignment to Program Learning Outcomes**

<b>Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.					
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices				X	X
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world					
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections					
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.					
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change	X	X	X	X	X

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**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.



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### Attendance and Participation Policy

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Functions: real numbers, inequities and lines, exponents, functions linear and quadratic, polynomial, <i>rational</i> , and <i>exponential</i> .	1, 2	Calculation Discussions Homework
2	Derivatives and their use: limits and continuity, rates and change, slope and derivatives, some differentiation formulas, produce and quotient rules, higher-order derivate, the chain rule and generalized power rule, and nondifferential functions. Further applications of derivatives: graphing using the first derivative, graphing using the first and second derivatives, optimization, further applications of optimization, optimizing lot size and harvest size.	1, 2, 3, 4, 5	Calculation Discussions Homework Midterm Exam
3	Exponential and logarithmic functions: exponent functions, logarithmic functions, differentiation of logarithmic and exponential functions, relative rates and elasticity. Integration and its applications: ant derivatives and indefinite integral, integration using logarithmic and exponential functions, integration by substitution.	1, 2, 3, 5	Calculation Discussions Homework
4	Integration techniques and differential equations: integration by parts, integration using tables, improper integrals, numerical integration, and differential equations.	1, 2, 3, 4, 5	Calculation Discussions Homework Final Exam

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)



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**2. Midterm Examination (40%)**

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a midterm exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

**3. Final Comprehensive Exam (45%)**

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam may include a combination of short answer and long answer essays and case studies.

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
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The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Midterm Examination	40%
Final Comprehensive Exam	45%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-



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60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.53 MAR 2011 Principles of Marketing

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

MAR 2011 – Principles of Marketing introduces students to the concept and techniques of marketing in the business setting. Top marketers share a common goal: putting the consumer at the heart of the market. Today's marketing is about creating customer value and building profitable customer relationships. This course introduces students to the concept and techniques of marketing in the business setting. Marketing starts with understanding consumer needs and wants, determining which target markets the organization can best serve, and developing a compelling value proposition by which the organization can attract and grow valued customers. The course provides practical examples and applications, showing the major decisions that marketing manager's face day to day.

#### Required Resources

Kolter, P. and Armstrong, G. (2016). *Principles of Marketing* (17<sup>th</sup> ed.). Pearson.

*Additional reading and primary source material may be provided at the instructor's discretion:*

Brea-Solís, H., Grifell-Tatjé, E., (2019). A business model analysis of Kmart's downfall. *International Journal of Retail & Distribution Management*, Vol. 47 Issue: 2, pp.111-128, <https://doi.org/10.1108/IJRDM-10-2018-0218>

Davari, A., Iyer, P., Guzmán, F., (2017). Determinants of brand resurrection movements: Why consumers want dead brands back?. *European Journal of Marketing*, Vol. 51 Issue: 11/12, pp.1896-1917, <https://doi.org/10.1108/EJM-02-2016-0096>

García-Díaz, C., Péli, G., van Witteloostuijn, A., & Xin, B. (2020). The coevolution of the firm and the product attribute space. *PLoS ONE*, 15(6), e0234007. Retrieved from <https://link.gale.com/apps/doc/A626469802/AONE?u=lin78088&sid=AONE&xid=94d020cc>

Hague, P. (2019). *The business models handbook: Templates, theory and case studies*. Kogan Page Limited. Retrieved from LIRN/Skillsoft [Books24x7 version]. ISBN: 9780749481889.

Hossain, M. S., Anthony, J. F., Beg, M. N. A., Hasan, K. B. M. R., & Zayed, N. M. (2020). Affirmative strategic association of brand image, brand loyalty and brand equity: A conclusive perceptual confirmation of the top management. *Academy of Strategic Management Journal*, 19(2), NA. Retrieved from <https://link.gale.com/apps/doc/A623446941/AONE?u=lin78088&sid=AONE&xid=051b84c>

Karimova, G. Z., & Shirkhanbeik, A. (2019). Marketing artificial intelligence: Creating the AI archetype for evoking the personality trust. *Academy of Marketing Studies Journal*, 23(4), NA. Retrieved from <https://link.gale.com/apps/doc/A617150229/AONE?u=lin78088&sid=AONE&xid=daf4a98>

Kim, J., (2019). Imperative challenge for luxury brands: Generation Y consumers' perceptions of luxury fashion brands' e-commerce sites. *International Journal of Retail & Distribution Management*, Vol. 47 Issue: 2, pp.220-244, <https://doi.org/10.1108/IJRDM-06-2017-0128>

Kotler, P. & Kartajaya, H. & Setiawan, I. (2018). *Marketing 4.0*. Retrieved from LIRN/Skillsoft [Books24x7 version]. ISBN: 9788416894840

Mrad, M., Chi Cui, C. (2017). Brand addiction: conceptualization and scale development. *European Journal of Marketing*, Vol. 51 Issue: 11/12, pp.1938-1960, <https://doi.org/10.1108/EJM-10-2016-0571>

- Osei-Frimpong, K., (2019). Understanding consumer motivations in online social brand engagement participation: Implications for retailers. *International Journal of Retail & Distribution Management*, Vol. 47 Issue: 5, pp.511-529, <https://doi.org/10.1108/IJRDM-08-2018-0151>
- Savastano, M., Bellini, F., D'Ascenzo, F., De Marco, M., (2019). Technology adoption for the integration of online–offline purchasing: Omnichannel strategies in the retail environment. *International Journal of Retail & Distribution Management*, Vol. 47 Issue: 5, pp.474-492, <https://doi.org/10.1108/IJRDM-12-2018-0270>
- Shields, A. C. (2020, March-April). Developing an Audience Profile. *Law Practice*, 46(2), 16+. Retrieved from <https://link.gale.com/apps/doc/A622802245/AONE?u=lim78088&sid=AONE&xid=1df5defa>
- Walter, E., & Gioglio, J. (2019). *The laws of brand storytelling: Win and keep your customers' hearts and minds*. McGraw-Hill. Retrieved from LIRN/Skillsoft [Books24x7 version]. ISBN: 9781260440195.

### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Distinguish between the marketing planning process, market segmentation and the development of key elements of a marketing strategy.
2. Explain and apply the fundamentals of marketing, including product, price, distribution, and promotion in a global environment.
3. Determine the roles of integrated marketing communications, advertising, and public relations in marketing.
4. Understand logistics, marketing distribution channels, and the major elements of the retail environment.
5. Demonstrate an ethical awareness of the responsibilities of marketers towards customers.

### Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5
1) Critically analyze and apply foundational principles, theories and current research in the study of International business.	X	X			
2) Examine situations and solve problems in business settings while incorporating (or integrating) diversity, multicultural perspectives as well as ethical approaches to decision-making.				X	X
3) Investigate emerging issues facing countries or businesses operating in an international setting.					
4) Evaluate International Business problems using established techniques of analysis.					
5) Appraise the political, economic and social context in which trans-national and international business operate, and evaluate the interactions between international businesses and their environment.		X			
6) Using best practices and international standards justify the need to be aware of and respectful to ethical issues and responsible citizenship as applied in the professional context of international business.					X
7) Integrate transferrable skills in oral and written communication, teamwork, guided learning and independent study.			X		
8) Foster scholarship and research in advancing international business.					



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- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. Summative final assessment will include one written project and a final comprehensive exam that require students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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### **Course Topics**

<b>Week</b>	<b>Topic</b>	<b>Learning Outcomes Addressed</b>	<b>Activities</b>
1	<b>Defining marketing and the market process:</b> review creating and capturing customer value, partnering to build customer relationships.	1, 2	Discussion Activities
2	<b>Understanding the marketplace and consumers:</b> analyzing the marketing environment, managing marketing information to gain customer insights, consumer markets and consumer buyer behavior, business markets and business buyer behavior.	1, 2, 5	Discussion Activities Assessment



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3	<b>Designing a customer-driven strategy and mix:</b> creating value for target customers, products, services and brands build customer value, understanding and capturing customer value, marketing channels, pricing strategies, retailing and wholesaling, communicating customer value, advertising and public relations, direct and online marketing.	1, 2, 3, 4, 5	Discussion Activities Written Project
4	<b>Extending marketing:</b> creating competitive advantage, the global marketplace and sustainable marketing, social responsibility and ethics.	1, 2, 3, 4, 5	Discussion Activities Final Exam

### Course Requirements

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Final Comprehensive Exam (45%)

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 4 (Friday for online courses), students will complete a final comprehensive exam on course material that has been presented during the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

3. Individual Written Project (40%)

Learning Outcomes: 1, 2, 3, 4, 5

Students are to develop a basic marketing plan including a SWOT analysis.

**Requirements**

- Your selected topic/focus must be approved by your course instructor.
- An acceptable analysis should be 1500 words (+/- 10%) integrating a minimum of 3 academic sources (evidenced by citations). (The word count should not include the title page, an abstract, reference pages, appendices, etc.)
- Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.
- Before submitting your paper, you should make sure it addresses all of the course learning outcomes as identified below and in the course syllabus.
- Your project must be APA formatted.

For more details, please refer to the Blackboard site for this course. The evaluation rubric to be used for assessment is also included. Please consult it to know what aspects you are going to be assessed on.

Your course instructor will assign the due date.

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### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Individual Written Project	40%	50%
Final Comprehensive Exam	45%	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.54 PSY 376 Organizational Psychology**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

PSY 376 – Organizational Psychology examines the methodology and content of Organizational Psychology. This is the branch of psychology that examines people in the workplace and all the factors that affect how people behave at work. This course provides an overview of individual, group, and organizational issues that enhance the understanding of the world of business and research findings involved in the study of how people behave, think about, influence, and interact with each other at work, with an emphasis on factors that affect job performance.

#### **Required Resources**

Spector, P. (2016). *Industrial and organizational psychology: Research & practice* (7<sup>th</sup> ed.). New York: John Wiley & Sons.

#### *Additional Reading and Supplemental Texts:*

Dhir, S. (2019). The changing nature of work, leadership, and organizational culture in future ready organizations. Corporate culture, Management, Leadership, Job redesign, Organizational Behavior, Innovation, Change Management, Human Resources, VUCA. CMC Senior Theses. 2064. [Google Scholar, Open Access PDF [Google Scholar, Open Access PDF scholarship.claremont.edu] [https://scholarship.claremont.edu/cmc\\_theses/2064](https://scholarship.claremont.edu/cmc_theses/2064)

Doargajudhur, M. S., & Dell, P. (2019). Impact of BYOD on organizational commitment: An empirical investigation. *Information Technology & People*, 32(2), 246-268. [Google Scholar/Open Access/Kopernio]

Frank, M. R., Autor, D., Bessen, J. E., Brynjolfsson, E., Cebrian, M., Deming, D. J. & Wang, D. (2019). Toward understanding the impact of artificial intelligence on labor. *Proceedings of the National Academy of Sciences*, 201900949. [Google Scholar/Open Access/Kopernio]

#### **Course Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

1. Formulate and explore major topics and sub-specialties including critical theory and research finding that have defined the field of organizational psychology.
2. Determine complicated systems of individual and group psychological processes involved in the world of work.
3. Synthesize the basic principles of organizational psychology to personnel and human resources management within the organization.
4. Organize the ways in which individual career choices and work-life success can be improved through the benefits of organizational psychology



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### Alignment to Program Learning Outcomes

<b>Program General Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1. Communication and Interpersonal skills in order to support their future careers in a changing global environment and future professional development endeavours.	x			
2. Critical thinking and Reasoning in order to have a better understanding of how global competitive environments are changing business and international relations practices	x			x
3. Decision making and Problem-solving by applying critical thinking skills that will challenge their learning and encourage them to analyze, assess, select and apply the acquired knowledge needed to succeed in the contemporary world		x	x	x
4. Intercultural Competencies by demonstrating the ability to interact effectively and appropriately in diverse cultural situation, based on specific attitudes, intercultural knowledge, skills and reflections	x			x
5. Leadership and Global Citizenship by willingness to act collaboratively in bringing about change towards more sustainable futures at both personal and community levels.		x	x	
6. Research and Digital Technology by demonstrating the methods of scientific inquiry using Focus on empirical research approaches by quantitative and qualitative- interpretative methods with an emphasis on technological change				

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### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include a case study analysis that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

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performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

**Course Topics**

Week	Topic	Learning Outcomes Addressed	Activities
1	<b>O:</b> introduction to Industrial/Organizational (I/O) psychology, I/O as a profession and as a science, ethics, humanitarian work psychology, research methods in I/O psychology.	1,2	Discussion
2	<b>Assessment of jobs, performance and people:</b> review job analysis, performance appraisal, electronic assessments, and assessment methods for selection and placement of employees.	1,2,3	Discussion Case Study Midterm Examination
3	<b>Selecting and training employees:</b> review selection techniques, needs assessment, validation studies, utility of scientific selection, training methods, technology and selection, and methods of training.  <b>The individual and the organization:</b> review theories of employee motivation, feelings about work, job attitudes and emotions, productive and counterproductive employees' behavior, work-family conflict, and occupational health psychology.	1,2,3,4	Discussion Case Study
4	<b>The social context of work:</b> review work groups and work teams, group diversity, intervention in groups, leadership and power in organizations, women in leadership, change, organizational development and theory.	1,2,3,4	Discussion Final Comprehensive Examination

**Course Requirements**

1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

2. Written Analysis (35%)

Learning Outcomes: 1, 2, 3



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On Thursday of Week 2 (Friday for online courses), students will submit a written analysis on a topic approved or assigned by the course instructor. The analysis should be 1000 words (+/- 10%) with a minimum of 3 supporting references. The analysis should also be APA formatted.

**3. Comprehensive Case Study Analysis (50%)**

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 4 (Friday for online courses), students will submit a written analysis on a case study assigned by the course instructor. The analysis should be 1500 words (+/- 10%) with a minimum of 3 supporting references. Student make sure their responses reflect content from course learning outcomes. The analysis should also be APA formatted..

**Academic Honesty Policy**

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- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Written Analysis	35%
Comprehensive Case Study Analysis	50%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F



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**Course Incompletes**

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#### **4. Examination System**

Every module/course has a number of assessments spread across the month of the course. All courses have two examinations – one usually given at the end of the Thursday of the second week and the other one is given on the Thursday of the fourth week. Additionally courses usually have a paper and/or a presentation which has to be held and handed in sometime during the duration of the module. The required assessments are clearly stated on each class syllabus which is handed in the first class to each student as well as being posted on Blackboard. The exams are mix of short and long answer questions and where appropriate cases. The student receives the result of his or her first exam the week following the exam, the paper and second exam is posted no later than 72 hours after the end of the module.

Students have the right to appeal their final grade in a course if they believe their grades reflect a capricious, arbitrary, or prejudiced academic evaluation, or reflect discrimination based on race, sex, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. The posted grade shall remain in effect until the appeal procedure is completed. A final grade appeal request from a student will be considered only within 30 days following the conclusion of the course.

The following procedure is used to handle the appeal:

- Step 1. The student appeals the final grade directly to his/her instructor within five (5) days after the grade is posted. If the student is not satisfied with the decision, he/she has to proceed immediately to Step 2.
- Step 2. The student contacts the Registrar/Head of Study or Academic Dean to appeal his/her final grade for on campus classes and the Provost or Dean of Curriculum & Design/Distance Learning for online classes by completing a Grade Appeal Form. The Registrar/Head of Study or Academic Dean or Provost/Dean of Curriculum Design /Distance Learning will render a decision within five (5) days. If the student is not satisfied with this decision, he/she proceeds immediately to Step 3
- Step 3. The student contacts the Provost for further review of the appeal request. The Provost will notify the student of a decision within five (5) days. If the student is not satisfied with this decision, he/she can request a review of the appeal by an Academic Appeal Committee. The Provost will determine if the facts of the case warrant review by committee.
- Step 4. If the Provost determines that a review by an Academic Appeal Committee is indicated, a committee shall be assembled to determine a final resolution. This Committee shall consist of two (2) or more faculty members. The Committee will render a final decision and advise the student of the outcome within five (5) days.

The decision of the Committee is final unless the appeal refers to a University of Roehampton (UoR) mark. In this case, the students will have the right to go through the UoR appeal system. This procedure is to be completed within 20 calendar days. If a grade change is approved, the University will ensure the change is recorded in the student's official academic record.

#### **US GRADING SYSTEM**

**Undergraduate/Graduate Grading Scale**

Letter Grade	Percentage Grade	Quality Points
A	93-100	4.00
A-	90-92	3.75
B+	87-89	3.25
B	83-86	3.00
B-	80-82	2.75
C+	77-79	2.25
C	73-76	2.00
C-	70-72	1.75



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D	60-69	1.00
F	59 or below	0.00
CR		Credit received
I		Incomplete
IP		In Progress
NC		No Credit
R		Repeat
TR		Transferred
W		Withdrawal
X or AU		Audit



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**5. Appendices**



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***Appendix 5.1: Sample DISSERTATION TOPIC OUTLINE***

**PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM**

Student Surname:

Student First Name:

Student ID Number:

Email address

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Programme:

Academic Year:

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Proposed dissertation title (be as specific  
as possible):

If your work has a geographical focus,  
please state here:

If your work focuses on a specific  
organisation, please give the name:

Do you think you will need to obtain ethical approval before you can start this dissertation? (e.g. work set in NHS, research of vulnerable groups)	Yes No Don't know
--	-------------------------

Please describe below the main focus/objectives of your dissertation:

Signature (supervisor)

Signature (student)

Once you have discussed this with your chosen supervisor and he/she is happy to supervise you please submit this form to the Head of Studies of your campus, via email or in hard copy.

## **Appendix 5.2: THESIS GUIDELINES**

### **1. Rationale - BACHELOR RESEARCH PROJECT (THESIS) AND GRADUATE THESIS**

The thesis provides students with the opportunity to apply the understanding, knowledge, analytical and conceptual tools and personal skills gained from the taught courses to an in-depth study of a specific strategic problem or situation. It consolidates the learning, knowledge and skills that have already taken place as well as developing the capability of the student to undertake and complete an academic thesis. It can thus be seen as the culmination of the entire programme.

## **2. Thesis**

### **2.1. Undergraduate (UG) & Postgraduate (PG)**

- Undergraduate students start this process in the 3<sup>rd</sup> year of their program with the Capstone Course CA 497. Graduate students start with the class Methods of Research and Analysis BA 589 which is offered within the first six months of the student's program.
- Content: The research proposal is expected to address a research problem of practical and/or academic interest, normally in an organization to which the student has access through a part-time job, family links, etc. The thesis has to be an empirical research in a real organization or non-governmental organization.
- This must be addressed by critically examining existing material and carrying out a relevant literature review which informs the research hypotheses of the primary research. The primary research methodology may involve surveys, face-to-face, in-depth interviews, semi-structured interviews, focus groups or any combination.
- The report length is 10,000 words for UG and 12,000 – 14,000 maximum for PG students.
- Thesis Supervision: Each student will be allocated a thesis supervisor or tutor following the submission of a draft research proposal to assist with the initial discussion of the feasibility of the proposed study.
- Thesis Supervisors will have the appropriate expertise in the subject as well as a good knowledge of the topic of the thesis and of the research methods proposed.
- The main form of tutor support will be 6 hours minimum of face-to-face individual supervision supplemented by an appropriate amount of e-mail support. The student will be provided with the opportunity for guidance at all key stages of the Thesis. A supervisory meeting record must be filled in to keep track of the meetings and of what decisions are agreed.
- A dedicated Blackboard site will be created to provide further support. This will also provide a forum for mutual help and support among the students themselves.
- Each student will be provided with a "Thesis Graduate Handbook" which is updated annually.
- Thesis supervisor will not be permitted to supervise more than five theses at the same time.
- There has to be one tutor per student, but it is also possible to have an internal tutor (responsible for the academic development of the thesis) and an external tutor, an executive or manager of the company that the thesis is based on.
- Time limit: UG and PG students will have to finish their thesis before finishing their last SIU course.
- A 6 months extension can be granted exceptionally if there are justified circumstances. There is an official SIU policy the administration would follow.
- Thesis defense or Viva: this will take place during the two weeks following the hand-in. The student will be asked to provide an overview of the thesis and to answer questions on any aspect of it, for example, sources of material for the literature review, choice of methodology, managerial implications from the results, what he/she might do 'next time'. Three members of the staff will participate in the viva. The tutor must be one of them.
- The thesis both undergraduate and graduate are only marked pass/fail.

### **2.2. SIU Thesis and University of Roehampton (UoR) Thesis**

Students can use the same work for both, but there must be a difference between the two. As the SIU Thesis allows for more length, it is expected that the SIU Thesis will have additional material not included in the UoR Thesis.



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**a) Statement of Commitment**

All students and tutors have to sign the Statement of Commitment after the Thesis proposal has been approved by the thesis supervisor.

**b) Thesis submission**

Once the thesis and oral viva is complete, all documents specified in the Thesis Manual have to be uploaded onto the Blackboard either undergraduate or postgraduate course shell. Additionally, the thesis in paper plus the marking sheet for both the thesis and the viva must be sent in a hard copy to the University of Roehampton and one hard copy would be kept in the Library Archive at the Schiller International University.



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**Appendix 5.2 A: Sample DISSERTATION STATEMENT OF COMMITMENT**  
**DISSERTATION STATEMENT OF COMMITMENT**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

Prof. \_\_\_\_\_ (Heidelberg)<sup>2</sup>  
Dissertation Advisor/Tutor,

C E R T I F I E S

That Mr./Ms. \_\_\_\_\_  
student from Schiller International University, has committed to develop the project  
titled

as the Dissertation of the \_\_\_\_\_<sup>3</sup> studies that  
the student is at present undertaking.

The above mentioned tutor confirms that the theme of the project has been previously examined and  
that it has been preliminary classified as SU1TABLE for the purpose and scope of the subject.

In the same way the student commits to the development of the project in accordance with the  
objectives and quality standards required within the subject.

Correspondingly the tutor commits to orientate, help and support the student with the development  
of the business project in accordance with the terms and regulations established by Schiller  
International University and the University of Roehampton.

Signed: Prof. ....

The Advisor/Tutor

Signed: Mr./Ms.: ....

The student

<sup>2</sup> Campus Location

<sup>3</sup> Name of the program in which the student is enrolled



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**Appendix 5.3: Sample DROP ADD FORM**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

**DROP ADD FORM**

First Name: \_\_\_\_\_ Family Name: \_\_\_\_\_

Degree/Major: \_\_\_\_\_ Graduation Date: \_\_\_\_\_ Date: \_\_\_\_\_

I am registered for the following courses:

Course Number	Credits	Course Number	Credits
1.		4.	
2.		5.	
3.		6.	

I would like to **DROP** the following course(s)

Course Number	Instructor	Credits
1.		
2.		
3.		

I would like to **ADD** the following course(s):

Course Number	Instructor	Credits
1.		
2.		
3.		

After the above changes my TOTAL NUMBER OF CREDITS is:

--

I understand that I will receive an F (failed =no credit) if after the end of the drop add period it is found out that I do not have the pre-requisite(s) for a course I added.

Student's Signature: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_

**For Office Use Only:**

1. \_\_\_\_\_ Tally Sheet

4. \_\_\_\_\_ Class List

2. \_\_\_\_\_ Computer

5. \_\_\_\_\_ Instructor informed

3. \_\_\_\_\_ Registration Form

Date: \_\_\_\_\_



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**Appendix 5.4: Sample COURSE WITHDRAWAL FORM**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

**COURSE WITHDRAWAL FORM**

First Name: \_\_\_\_\_ Family Name: \_\_\_\_\_  
Degree/Major: \_\_\_\_\_ Date: \_\_\_\_\_

I understand that I will receive a "W" (= withdrawal) for a course I drop BEFORE and an "F" (= failed) for a course I drop AFTER the midterm week, unless I have a passing grade with the missing assignments having 0 points.

Student's signature: \_\_\_\_\_

\_\_\_\_\_

Course Number	Course Title	Instructor

Advisor's signature: \_\_\_\_\_



Dear \_\_\_\_\_

\_\_\_\_\_ Please put a "W" (=withdrawal) down on your grade sheet.  
\_\_\_\_\_ The student submitted this form after the midterm exam. Please complete:

In \_\_\_\_\_ the student's grade is \_\_\_\_\_.  
(Course number / title) (Grade)

Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to the registrar.

For Office Use Only:

\_\_\_\_\_ Registration Form  
\_\_\_\_\_ Class List:

Instructor \_\_\_\_\_  
Date: \_\_\_\_\_



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**Appendix 5.5: Sample REPORT OF INCOMPLETE GRADE**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

**Report of Incomplete Grade**

Campus: Heidelberg

**This form is to be completed by the instructor issuing the “I” grade, signed by all parties, and filed in the department with a copy to the student.**

Student's name \_\_\_\_\_ SID# \_\_\_\_\_

Year & Semester Enrolled \_\_\_\_\_

Course Number and Title \_\_\_\_\_ Credit hours \_\_\_\_\_

The student must complete and submit the following work by \_\_\_\_\_ (date).

**The following work must be completed either by the above date or within 30 days for the “I” to be removed and replaced by the appropriate grade.** Specific information for any exams to be taken and for grading should be attached to the department copy of this form. The 30-day period starts on the last day of final exams of the term when the student was enrolled in the course. If the “Incomplete” grade is not replaced within 30 days, it changes to a “F.”

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Describe what portion of the course remains to be completed and how the final grade will be determined after the required work has been completed and graded.

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Date \_\_\_\_\_ Student's signature \_\_\_\_\_

Date \_\_\_\_\_ Instructor's signature \_\_\_\_\_

Date \_\_\_\_\_ Approved by Academic Dean or Head Studies or Campus Director \_\_\_\_\_

4/13/2015—Form approved by the Office of the Provost



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**Appendix 5.6: Sample THESIS EXTENSION FORM**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

**APPLICATION FOR AN EXTENSION TO MAXIMUM PERIOD OF REGISTRATION FOR THE THESIS**

If you wish to extend your maximum period of registration you should complete this form. Provided that you are within your registration period, and you have the approval of your adviser, you may be allowed to extend your maximum period of registration for a six-month period your current registration expiry date. Extensions must be applied for in advance. **All periods of extension must be paid for at the relevant part-time or full-time rate. (Consult the Office of the Registrar for applicable fees.)**

Please type this form or complete it in black ink and in block capitals and, when the necessary signatures have been obtained, return it to your Academic Adviser, the Academic Dean, or the campus Registrar.

**SECTION 1: REGISTRATION DETAILS**

Program:

- ☐ MAIRD  
☐ MBAIT  
☐ BS IB

- ☐ MIB  
☐ MIM  
☐ BA IE

- ☐ MBA  
☐ BA IRD

Date of initial registration:

Mode of Study:

- ☐ Part-time ☐ Full-time

Student SIU: \_\_\_\_\_ UoR: \_\_\_\_\_ Name: \_\_\_\_\_  
ID#: \_\_\_\_\_

Title of research:

**SECTION 2: EXTENSION REQUEST**

Current registration expiry date:

I wish to extend my registration to the following date (THIS DATE MAY NOT EXCEED SIX MONTHS FROM THE CURRENT REGISTRATION EXPIRY DATE)

Extended registration expiry  
date:



*Please give an outline of your progress so far and your intended timetable for completion. You must justify why the additional time is required and how you will make best use of this time.*

*Continue on a separate sheet if necessary*

--

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*I recommend that the candidate's registration be extended for the period requested and believe that the candidate has outlined a workable timetable for completion*

Director/Chair of  
Studies (Advisor)

Signed:

Date:

Program:
----------

Academic  
Director:

Dean/Campus

Date:

Signature:



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**Appendix 5.7: Sample PETITION FOR GRADUATION**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

<b>Petition for Graduation</b>	
<u>Completion and submission of this form is required to process your degree and transcripts upon completion of your program. Please complete and secure the appropriate signatures, Thank you</u>	
<i>Graduate Clearance Form should be turned in prior to or no later than the last week of your last class</i>	
Expected Graduation Date (not Graduation Ceremony):	
Program of Study:	
First Name:	Last Name:
Current Mailing Address (street/city/state)	
Email:	Schiller Email:
Cell phone:	Home phone:
International Student:	International Student: Will you apply for OPT:
International student: I have (student/graduate) met with the Registrar regarding OPT application:	
Alternate Contact (Required) Family member that can receive an important message or document for you.	
Name:	Relationship:
Cell phone:	Email:
Mailing Address:	
Student/Graduate Signature (Type if emailing)	
Do you plan to participate in the Graduation Ceremony?	Campus: Heidelberg
<b>SIU Administration Selection: (Required Signatures)</b>	
Financial Aid Officer:	Date:
Business Manager:	Date:
Registrar:	Date:
Registrar: The student above will complete all required class by this date:	
(The following must be completed prior to receiving the CS signature)	
Resume Submitted: Yes/No	Resume Approved by CS Department:
Career/Student Services:	Date:
Notes:	
Graduate folder paperwork submitted (Exit, Survey, Placement form)	
APPROVED to Process:	If No HOLDING For: