

Spring 2025

<b>Meeting days:</b> Independent	<b>Instructor title and name:</b> Frank Marshall
<b>Meeting times:</b> Independent	<b>Phone:</b>
<b>Meeting location:</b>	<b>E-mail:</b> fmarshal@pointloma.edu
<b>Final Exam:</b> (day/time)	<b>Office location and hours:</b>
<b>Additional info:</b>	<b>Additional info:</b>

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Fermanian School of Business Mission**

**Character – Professionalism – Excellence – Relationships – Commitment - Innovation**

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

**COURSE DESCRIPTION**

Study in a special topic to be determined by the school.

**COURSE LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Explain the main drivers of globalization and the changing nature of the global economy (PLO 1, E3 & F4).
2. Recognize the economic, ethical, and business implications of cultural change (PLO 1, 4 & F4).
3. Evaluate the policy instruments used by governments to influence international trade flows (PLO 1, F1 & F2).
4. Investigate and present on differences among countries and how differences can affect the ability to conduct business in an international arena (PLO 1, 3, E3, F1, F2 & F4).
5. Collaborate effectively in a team to formulate strategies and structures of decision-making in international business which reflect ethics and integrity (PLO 2, 4 & 5).

In order to achieve these objectives, the professor’s goals are to assist you in: (1) using the information, concepts, and principles from this course to plan, prepare, and make informed decisions, (2) communicating your knowledge clearly in concise reports and presentations, and (3) building skills in problem solving, interpersonal communications, research, and fact-finding, all consistent with ethical values.

**REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

Meyer, Erin (2014). The Culture Map: Breaking through the invisible boundaries of global business

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**ASSESSMENT AND GRADING**

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<p><u>Sample</u> assignment distribution by percentage:</p> <p>Research the religious beginning in Portugal. 100 pts</p> <p>Research Entrepreneurship in Portugal. 100 pts</p> <p>Reach out to two companies in Portugal and ask them HR questions. 100 pts</p> <p>Research a famous Portuguese explorer. 100 pts</p> <p>Politics: research the history of Portuguese politics. 100 pts</p> <p>What does Portugal have to trade with other countries. 100 pts</p> <p>Research what countries Portugal has conquered or colonized? 100 pts</p>	<p><u>Sample</u> grade scale:</p> <p>A=93-100                      C=73-76</p> <p>A-=90-92                      C-=70-72</p> <p>B+=87-89                      D+=67-69</p> <p>B=83-86                        D=63-66</p> <p>B-=80-82                      D-=60-62</p> <p>C+=77-79                      F=0-59</p>
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**INCOMPLETES AND LATE ASSIGNMENTS**

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Turn in late for some points. Incompletes will only be assigned in extremely unusual circumstances.

**ARTIFICIAL INTELLIGENCE (AI) POLICY**

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You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

APA Style: How to Cite ChatGPT

**CONTENT WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **TRIGGER WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **LANGUAGE AND BELONGING**

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Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## LOMA WRITING CENTER

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The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

## SEXUAL MISCONDUCT AND DISCRIMINATION

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In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## SPIRITUAL CARE

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Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

***NOTE: The following policies are to be used without changes:***

## PLNU COPYRIGHT POLICY

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Recording Notification**

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In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

**Note:** The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

**PLNU Course Modality Definitions\***

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  - a. Synchronous Courses: At least one class meeting takes place at a designated time.
  - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

**Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

**FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

**COURSE SCHEDULE AND ASSIGNMENTS**

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Week 1	Read Ch 1 of The Culture Map	Jan 19, 2025

	Research the religious beginning in Portugal. Go back to the 1700s and work forward. What religion are most people in Portugal? How did religion begin in Portugal? Write a three page paper on the subject. Use at least 4 references.	
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<b>Week 2</b>	<p>Read Ch 2 of The Culture Map</p> <p>Research Entrepreneurship in Portugal. What does entrepreneurship look like in Portugal? Why did Portugal want to open the country to Europe and the Western entrepreneurs. Scanning the entrepreneurship landscape what type of business, product, or service is missing. Find a niche. Create a product or service to fill the niche. Write a four page paper including your product or service.</p>	<b>Jan 26, 2025</b>
<b>Week 3</b>	<p>Read Ch 3 and 4 of The Culture Map</p> <p>Human Resources in the United States limits what questions can be asked during an interview. Please reach out to two companies in Portugal and ask them what questions can be asked in Portugal. For example, can a candidate be asked about their religion, how many children he or she may have, is the candidate married. You decide what questions to ask. Also, ask if businesses in Portugal provide medical, dental, vision, and 401k benefits? And what percent of the benefits are paid by the employer.</p>	<b>Feb 2, 2025</b>
<b>Week 4</b>	<p>Read Ch 5 of The Culture Map</p> <p>Research a famous Portuguese explorer that made a significant contribution to the world. Who was the explorer and what was his significance to the world. How did this help to transform Portugal?</p> <p>Write no more than 2 pages about the explorer and his contribution.</p>	<b>Feb 9, 2025</b>
<b>Week 5</b>	<p>Read Ch 6 of The Culture Map</p> <p>Politics: research the history of Portuguese politics. List at least 5 significant events in the political landscape. Is Portugal a democracy? If yes, when and how did this occur? Write a two page paper on the politics of Portugal.</p>	<b>Feb 16, 2025</b>
<b>Week 6</b>		<b>Feb 23, 2025</b>

	<p>Read Ch 7 of The Culture Map</p> <p>Based on your research on explorers, week 6, what does Portugal have to trade with other countries. Is there balance of trade positive or a deficit? Explain. Look toward the next 5 years, how would Portugal become a major trade partner to the United States?</p>	
<b>Week 7</b>	<p>Read Ch 8 of The Culture Map</p> <p>Research what countries Portugal has conquered or colonized? Are these countries still part of Portugal? Is Portuguese spoken in any other country besides Portugal? If yes, why. Write a one page paper. Use two references.</p>	<b>Mar 2, 2025</b>
<b>Week 8</b>	<p>Now that you have experienced Portugal, Create a video of your experiences. Think of the video as a marketing video for Portugal, PLNU could use this as a promotional video for future Portugal trips. Include pictures from the trip. The video should be between 5 minutes and 7 minutes, Upload to YouTube and post a link to You Tube,</p>	<b>Mar 25, 2025</b>