**Fermanian School of Business**

**BUS/LDR 6036 International Trip**

**3 Units**

**Spring 2025 Quad 2**

| | |
|---|---|
| **Meeting days:** Thursday remote | **Instructor title and name:** Frank Marshall |
| **Meeting times:** 5:30 to 8:00pm | **Phone:** 619-371-6148 |
| **Meeting location:** Rm 314 or remote | **E-mail:** fmarshal@pointloma.edu |
| **Final Exam:** (day/time) No final | **Office location and hours:** Online |
| **Additional info:** | **Additional info:** |

### 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**

In this course, students will travel abroad and have the opportunity to experience first-hand international business and leadership practices. Students will prepare for the experience by studying the culture and organizations on the itinerary. This experiential learning opportunity will allow students to build an international network, explore unique cultures, develop an appreciation for diversity, and experience the impact of a global perspective. Please be advised that this course is subject to a minimum number of enrollments required for it to be offered. In the event that the minimum enrollment is not met, the course may be canceled. Additionally, participants should be aware that there may be additional out-of-pocket expenses associated with travel or other off-site activities related to this course. These expenses are not included in the regular tuition fees and will be the responsibility of the individual participants.

**COURSE LEARNING OUTCOMES** ⊗

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

1. Analyze the cultural, economic, and political factors that influence business practices in the regions visited during the trip (PLO 1, 2, 4 & B1).

2. Evaluate the leadership strategies and organizational practices observed in international businesses to identify effective approaches to global management (PLO 1, 2, 4 & B1).

3. Illustrate an understanding of the destination country's cultural, historical, and social dynamics through active participation in and reflection on immersive experiences, including local customs, business practices, and community interactions (PLO 1, 2, 4 & B1).

4. Assess how cultural differences and global perspectives influence personal values, professional goals, and leadership development by critically reflecting on international experiences (PLO 1, 2, 4, & B1).

5. Demonstrate cultural competence and adaptability by interacting effectively with professionals and stakeholders in diverse international contexts (PLO 1, 2, 4, 6 & B1).

**COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

**REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

**Both books in Barnes and Noble account through Point Loma Nazarene**

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

Saramago, Jose (2022) Journey to Portugal: In Pursuit of Portugal's History and Culture

---

**ASSESSMENT AND GRADING**

| : <ul><li>Chapter readings (250 pts)</li><li>History Presentation (750 pts)</li><li>Culture Presentation (750 pts)</li><li>Finance Presentation (750 pts)</li><li>Export Import Presentation (750 pts)</li><li>Industries Presentation (750 pts)</li><li>People Presentation (750 pts)</li></ul> | A= (930-1,000 pts) 93-100%<br><br>A-= (900-929 pts) 90-92%<br><br>B+= (870-899 pts) 87-89%<br><br>B= (830-869 pts) 83-86%<br><br>B-= (800-829 pts) 80-82%<br><br>C+= (770-799 pts) 77-79% | C= (730-769 pts) 73-76%<br><br>C-= (700-729 pts) 70-72%<br><br>D+= (670-699 pts) 67-69%<br><br>D= (630-669 pts) 63-66%<br><br>D-= (600-629 pts) 60-62%<br><br>F= (0-599 pts) 0-59% |
|---|---|---|

**INCOMPLETES AND LATE ASSIGNMENTS**

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

## ARTIFICIAL INTELLIGENCE (AI) POLICY

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

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 International Trip, 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 culture. 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

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 International Trip, we will cover a variety of topics, some of which you may find triggering. These topics include Culture. 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.

## SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

## LANGUAGE AND BELONGING

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 other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

## SEXUAL MISCONDUCT AND DISCRIMINATION

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. 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 or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

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

## GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** offers:
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - **Research Help Guide** to help you start your research
  - The physical office is located on the third floor of the **Mission Valley Regional Center** off the student lounge
- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** and take time now to explore!
- Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**

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

## PLNU COPYRIGHT POLICY

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

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⊛

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 [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course.  By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you.  Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

## PLNU ACADEMIC ACCOMMODATIONS POLICY

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 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.

**COURSE MODALITY DEFINITIONS**

1. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

**PLNU ATTENDANCE AND PARTICIPATION POLICY⊛**

**MBA/MAOL Courses that are online or hybrid:**

**Synchronous Attendance/Participation Definition**

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**USE OF TECHNOLOGY)**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

**FINAL EXAMINATION POLICY**

There is no final exam

## COURSE SCHEDULE AND ASSIGNMENTS

| DATE PRESENTED | CLASS CONTENT OR ASSIGNMENT | ASSIGNMENT DUE DATE |
|---|---|---|

January 16, 2025.  The culture Map  Ch 1 and 2
                     Journey to Portugal Ch 1 and 2

January 30, 2025 History and Culture Presentations
                     The culture Map  Ch 3 and 4
                     Journey to Portugal Ch 3 and 4

February 13, 2025 Finance and Export Import Presentations
                     The culture Map  Ch 5 and 6
                     Journey to Portugal Ch 5

February 27, 2025 Industries and People Presentations
                     The culture Map  Ch 7 and 8
                     Journey to Portugal Ch 6

Portugal Trip

March 20, 2025. Wrap up.  What worked. What could have been better?

Below is the link to sign up for presentations and chapter readings

Presentation and Book chapter Signups

**Chapter presentations:**

**Create 5 bullets to share with the class on the chapters you are reviewing. Tell us what you learned from the chapters. How can we apply this information to our Portugal Trip? How can we incorporate this information**

**into business plans? The chapters should be able to be covered in 15 minutes.**

**Presentation Outline**: Here is how to organize your presentation as this will be the majority of your grade.  Prepare for 45 minute presentation on your selected topic with 15 minutes for questions and answers.

**Preparation**

1. **Plan Your Content:**
   - Focus on the points outlined for your topic
   - Allocate time based on the importance of each
2. **Create the Slides:**
   - Use visuals (charts, images, graphs) and minimal text (bullet points, not paragraphs).
   - Aim for 10–15 slides total, depending on complexity.
3. **Prepare for Questions:**
   - Anticipate questions your audience might ask.
   - Prepare a couple of backup slides or notes for deeper explanation, if needed.


**Structure and Timing**

**1. Introduction (5-7 Minutes)**

- **Slide Content:**
  - Title slide: Presentation title, your name, date.
  - Objective slide: Overview of what you'll cover.
  - Background/context slide: Why the topic matters.
- **Delivery Tips:**
  - Greet the audience, introduce yourself briefly.
  - Set the stage with a hook (e.g., a surprising fact or question).
  - Explain the agenda.

**2. Main Content (30 Minutes)**

- **Slide Content:**
  - Divide the content into the sections for the topic
  - Include visuals and examples for each section.
  - Use transition slides between sections to signal progress.

- **Timing per Section:**
  - Allocate about 6-8 minutes for each section.
- **Delivery Tips:**
  - Speak clearly and pace yourself.
  - Engage the audience with rhetorical questions or a quick poll.

## 3. Conclusion (5 Minutes)

- **Slide Content:**
  - Recap the key takeaways.
  - Provide a call to action or final thought.
- **Delivery Tips:**
  - Summarize concisely without introducing new information.
  - Thank the audience and transition to Q&A.

## 4. Q&A (5-10 Minutes)

- **Slide Content:**
  - Have a placeholder slide for Q&A (e.g., "Questions?").
- **Delivery Tips:**
  - Encourage questions by saying, "I'd love to hear your thoughts or answer any questions."
  - If no one starts, ask a question yourself to break the ice.

**Tips for Audience Engagement**
- Use storytelling or real-life examples to illustrate points.
- Ask the audience for their opinion or experience related to the topic.
- Keep slides visually engaging with consistent formatting and minimal text.

Presentations content:

History

- Founding and Early Civilization
- Colonization and Independence Movements

- Influential Leaders and Figures
- Wars and Conflicts
- National Identity and Symbols

Culture-

- Music
- Traditional Festivals and Holidays
- Cultural Attire and Fashion Evolution
- Cuisine and Culinary Traditions
- Language, Dialects, and Expressions
- Religious Beliefs and Spiritual Practices

Finance

- Historical Overview of Economic Growth
- Currency History and Stability
- Gross Domestic Product
- Foreign Investment and Global Partnerships
- Create a visual representation of Foreign Investment
- Effects of Tourism on the Economy

Export or Import Country

- Trade Balance: Surplus or Deficit
- Historical Changes in Export and Import Trends
- Role of Small and Medium Enterprises (SMEs) in Exports
- Foreign Trade and Export-Import Balance
- Create a map of exports and imports
- Future Trade Prospects and Challenges

Industries

- Environmental and Sustainability-Driven Industries
- Industry Vulnerability and Adaptation to Economic Crises
- Historical Development of Key Industries-List top 10 industries
- Government Support and Industry Regulation
- Economic Evolution

People

- Demographic Overview and Population Growth
- Migration and Immigration Patterns
- Use Geert Hofstede model for power distance
- Gender Roles and Cultural Expectations
- Youth and Generational Perspectives
- Social Norms and Etiquette