| Syllabus |
|------------------|----------------------------------------------------------------------|
| **Course Information** | BUS 200-DL: Global Environment of Business  
Location: Distance Education/Blackboard  
Please refer to your online course: [https://mymasonportal.gmu.edu/](https://mymasonportal.gmu.edu/) |
| **Instructor** | Jeremy E. Plotnick  
Office Hours by appointment. |
| **Course Description** | This course is designed to introduce students to the ever-changing global business environment. As the world becomes increasingly interconnected, business serves as a core institution that mediates relations between individuals across national boundaries. The global environment shapes business as much as business shapes it. The course will provide an overview of the global environment of business through the study of the political economy, international institutions and theories of international trade, and cooperation around issues such as sustainability, natural resources, labor, human rights, distribution of income, and the environment. The course will address implications of each of these topics for business.  
This course meets the Global Understanding requirement of the Mason Core, and has also been designated a Green Leaf Course. |
| **Course Objectives** | Upon completion of the course, students will be able to:  
1. Evaluate global challenges using sustainability, ethics and corporate social responsibility frameworks.  
2. Explain global phenomena in terms of concepts from global finance, international trade, and theories behind diffusion of technology and innovation.  
3. Apply an analytical framework (e.g. PESTLE) to a foreign market.  
4. Synthesize knowledge of business, nations and culture into a global perspective. |
Mason Global Core Objectives:

1. Students will demonstrate understanding of global patterns and processes.
2. Students will demonstrate understanding of the interconnectedness, difference, and diversity of a global society.
3. Students will explore individual and collective responsibilities within a global society through focusing on the unique strategies and resources business can bring to bear to address these problems and issues.

School of Business undergraduate program learning goals:

1. Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
2. Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
3. Our students will demonstrate technical and analytic skills appropriate for success in business.
4. Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.
5. Our students will demonstrate knowledge and skills appropriate for specialization in their majors.

Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

<table>
<thead>
<tr>
<th>Course Methodology</th>
<th>This course will rely on assigned readings, video lectures, discussion forums, group activities, group and individual projects, quizzes, assignments and exams to facilitate learning.</th>
</tr>
</thead>
</table>
| Required textbook(s) and/or materials | Required Text: The Global Business Environment, 5th Ed. Janet Morrison  


| Computer Requirements | All students are expected to be able to comply with technology requirements for on-schedule completion of the course material. The technology requirements may be found at the following link: |
Basic Device Specs:

**Operating System:** Windows Operating System 10 or newer is required. Mac users are required to install a Windows partition on the hard drive to run the Windows operating system.

- It is the responsibility of Mac users to install and create this Windows partition as business courses require the usage of software that runs on Windows (partition may slow laptop performance)
- Examples of partitions that can be used are VMware Fusion or Bootcamp (https://www.apple.com/support/bootcamp/)

**Memory:** 8 GB (recommend 10GB or higher)

**Video/audio streaming capability:** Students must have an operative video camera and microphone that feed or stream audio and video in real time to or through the internet. Instructors may ask students to activate the camera and microphone for class activities.

**Hard drive free space:** at least 120 GB free space (recommend 250 GB free space or higher)

**Network Capability:** wireless capability required (recommend wired network capability also).

Exams will utilize Respondus Lockdown Browser and Monitor for virtual proctoring. All students are required to download Respondus prior to the mid-term exam. Instructions and download links are available in MyMason under the courses tab.

Note to students: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

| Safe Return to Campus | All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (https://mymason.gmu.edu). Students are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan). Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a “green” notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby |

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https://masononline.gmu.edu/what-technologies-do-i-need/
| **Course Website** | Blackboard 9.1 will be used for this course. You can access the site at http://mymasonportal.gmu.edu. Login and click on the “Courses” tab. You will see BUS200-DL NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (http://mymason.gmu.edu). Note the technology requirements for School of Business in your Blackboard course menu—it contains details of minimum technology requirements. |
| **Participation** | Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind. Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers. |
| **GMU Add/Drop Policy** | The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student’s responsibility to check to verify that they are properly enrolled as no credit will be awarded to students who are not. |
| **Rules and Expectations** | In correspondence/communication students will be expected to:  
   a) Be professional and respectful in correspondence  
   b) Make reasonable requests of the instructor. I will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, “Poor planning on your part does not constitute an emergency on my part”  

In regard to honesty in work students will be expected to:  
   a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have.  
   b) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected
| Late Work Policy | Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication. Late work is not generally accepted in this class. **No credit** will be given for late assignments, quizzes, exams or discussion forums. |
| Writing Guidelines | Unless otherwise specified, all writing assignments should be formatted as follows: double-spaced, Times New Roman or Arial, 12-point font, and 1-inch margins. To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the *Publication Manual of the American Psychological Association*, 6th Edition or at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

To help manage citations and seamlessly create reference lists, Mason supports free software called Zotero at [https://www.zotero.org/](https://www.zotero.org/). This program offers: centralized bibliography management, ability to sync across computers, ability for teams to combine contributions to the references, and word plug-in that allows citation management within MS word. George Mason University has a writing center that can help you improve your English writing skills. More information is available at [http://writingcenter.gmu.edu/](http://writingcenter.gmu.edu/)

All papers should be prepared and submitted as MS WORD documents (.doc or .docx), unless otherwise instructed.

All assignments should use the following file naming convention: [Last name]_[first initial]_BUS200-[Section #]_[Assignment name] Ex. Doe_J_BUS200-C01_GlobalProfile.docx

For the naming conventions of discussion posts, please see the specific instructions for each discussion. |
| Business Library Liaison Information | **Jo Ann J. Henson, MLIS** Business and Economics Liaison Librarian

Fenwick Library Fairfax Campus: [http://infoguides.gmu.edu/business](http://infoguides.gmu.edu/business) |
| Mason Honor Code | **The complete Honor Code is as follows:**

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*

See Honor Code Recommendations in Appendix 1

*(From the Catalog – catalog.gmu.edu)* |
| Cheating Policy | Any form of cheating on an activity, project, or exam will result in zero points earned. |
“Cheating” includes, but is not limited to, the following: reviewing others’ exam papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.

| Plagiarism and the Internet | Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.

This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not.

Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. Review the Honor Code here.

| Individuals with Disabilities | Students with documented disabilities should contact the Office of Disability Services (703) 993-2474 to learn more about accommodations that may be available to them. (From the 2019-2020 Catalog – catalog.gmu.edu)

| Academic Integrity and Inclusivity | This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://oai.gmu.edu/

| Religious Observance | Students who will miss class for religious reasons should inform their instructor of anticipated absences as soon as possible.

| Counseling Center | George Mason University has a counseling center that can provide assistance for students who find themselves overwhelmed by life, want training in academic or life skills, or the like. More information is available at http://www.gmu.edu/departments/csdc/

| Notice of Mandatory Reporting | As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of
Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing cde@gmu.edu.

Student Privacy Policy

George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University’s student privacy policy https://registrar.gmu.edu/students/privacy/

E-Mail Policy

University rules preclude instructors from communicating with students through private email addresses. As such, all communications will take place through Blackboard or Mason email addresses.

For appropriate email formatting please see the Course Protocols PowerPoint in the Course Content section of Blackboard.

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.

Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

Students are also expected to maintain an active and accurate mailing address in order to receive communications sent through the United States Postal Service.

Email System: masonlive.gmu.edu

(From the 2017-18 Catalog – catalog.gmu.edu)

Course Grading & Evaluation

Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.00 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.50 – 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87.00 – 89.49%</td>
</tr>
<tr>
<td>B</td>
<td>83.00 – 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80.00 – 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77.00 – 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73.00 – 76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 – 72.99</td>
</tr>
<tr>
<td>D</td>
<td>60.00 – 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59.99%</td>
</tr>
</tbody>
</table>

Discussions 18%

Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the
**Discussion**

You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you disagree with and why, or not understand?

**Initial/Original Post**

Please post what you view as the appropriate responses to the above prompts. Your initial post should be 150-300 words. Please provide response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count. Support all posts with appropriate rationale and citations from readings; appropriately document sources.

**Responding to Others**

Responses to at least two classmates' postings should be approximately 200 words and should be thoughtful, substantial, polite and more extensive than a simple "well done" phrase or "I agree." Consider points of agreement, disagreement, assumptions, and value judgments. You will be able to respond to others after you submit your initial post.

**Instructions**

Each student will make at least one original post by Thursday 11:59 PM, EST, and react to at least two of your peers' posts by Sunday 11:59 PM, EST. Review the Discussion Board Participation guidelines (including rubric) in the syllabus, as appropriate.

| **Circular Economy (or Cradle to Cradle) Project – 10%** | Students will work in their groups to prepare a short assignment focused on applying the circular economy model to a specific company (or product). This will demonstrate an understanding of both the potential and current limitations of this important concept. |
| **Timed Essay 5%** | Students will have 30 minutes to write a short essay on a topic involving environmental sustainability and/or the circular economy. |
| **Weekly Quizzes 10%** | Students will complete a quick comprehension quiz on Blackboard for each assigned chapter and case in the textbook. Each quiz will consist of 20 multiple choice questions. Students will have one attempt at each quiz. There is a 45-minute time limit on quizzes. Quizzes will be due at the end of each week (Sunday PM). |
| **Exams 27%** | Students will complete a timed pre-mid-term, mid-term, and final exam. Each exam will be cumulative. Exams will consist of multiple choice, short-answer questions, and the mid-term and final will also include an essay question. Exams will cover all assigned material including readings, discussion forums, videos, and other media. |
| **Total Project – 25%** | Working in groups, students will first conduct a PESTLE analysis on two different national markets as potential expansion markets for an assigned |
US company (or a specific product type). Students will prepare several written documents covering elements of this project and a final written report summarizing their findings.
- Annotated Bibliography = 2.5%
- Company Overview = 5%
- Political Risk Assessment = 5%
- Final Project Report = 12.5%

<table>
<thead>
<tr>
<th>Group Discussion/Presentation</th>
<th>5%</th>
<th>Student groups will organize and record a discussion/presentation on the state of their group project. They will discuss their findings regarding key PESTLE factors as they relate to the countries and company (or product) they have been assigned to work on. This assignment will be executed using Collaborate Ultra.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total = 100% (1000 pts)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Need Help?**
Utilize the “Ask the Professor” discussion forum or email your instructor directly.

Expect to work 15-20 hours per week on assignments for this course.

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:01 AM each Monday EST**, and **ending at 11:59 PM on the following Sunday EST**.

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact me immediately so we can discuss and work out a resolution.

The material here is generic and will be updated as assignments are developed for the new iteration of this course.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Lessons</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 | **Module 1:** Introduction & The Business Enterprise | • Read Chapter 1  
• Watch Course Videos  
• Take Chapter 1 Quiz  
• Participate in the weekly discussion forums  
• Review PESTLE project instructions and establish contact with your group. |
| Week 2 | **Module 2:** Globalization and the Business Environment | • Read Chapter 2  
• Watch Course Videos  
• Take Chapter 2 reading quiz  
• Participate in weekly discussion forum  
• Submit PESTLE project team agreement |
| Week 3* | **Module 3:** Culture and Society | • Read Chapter 3  
• Watch Course Videos  
• Take Chapter 3 reading quiz  
• Participate in weekly discussion forums  
• Submit Annotated Bibliography (Group Project) |
|---|---|---|
| Week 4 | **Module 4:** Ecology and Climate Change  
//  
Start – Circular Economy | • Read Chapter 10 & Circular Economy article  
• Watch Course Videos  
• Take Chapter 10 reading quiz  
• Participate in weekly discussion forum  
• Take Pre-Mid-Term Exam |
| Week 5 | **Module 5:** Circular Economy | • Take Circular Economy reading quiz  
• Participate in weekly discussion forum  
• Take timed essay  
• Submit Circular Economy group project |
| Week 6 | **Module 6:**  
Global Corporate Social Responsibility and Ethics | • Read Chapter 11  
• Watch Course Videos  
• Take Chapter 11 reading quiz  
• Participate in weekly discussion forum  
• Submit peer evaluation |
| Week 7* | **Module 7:**  
The Legal Environment | • Read Chapter 6  
• Watch Course Videos  
• Take Chapter 6 reading quiz  
• Participate in weekly discussion forum  
• Submit Company/Product overview (Group Project) |
| Week 8 | **Module 8:**  
Review and Midterm Exam | • Review content from Modules 1 – 7  
• Watch Review Video  
• Take midterm exam |
| Week 9* | **Module 9:**  
The Political Environment | • Read Chapter 5  
• Watch Course Videos  
• Take Chapter 5 reading quiz  
• Participate in weekly discussion forum  
• Submit Political Risk Assessment (Group Project) |
| Week 10 | **Module 10:**  
The Global Economic Environment | • Read Chapter 4  
• Watch Course Videos  
• Take Chapter 4 reading quiz  
• Participate in weekly discussion forum |
| Week 11* | Module 11: International Trade and Globalization | • Read Chapter 7  
• Watch Course Videos  
• Take Chapter 7 reading quiz  
• Participate in weekly discussion forum  
• Group discussion/presentation |
|---------|------------------------------------------------|------------------------------------------------------------------|
| Week 12 | Module 12: Global Finance                      | • Read Chapter 8  
• Watch Course Videos  
• Take Chapter 8 reading quiz  
• Participate in weekly discussion forum |
| Week 13*| Module 13: Technology and Innovation           | • Read Chapter 9  
• Watch Course Videos  
• Take Chapter 9 reading quiz  
• Participate in weekly discussion forum  
• Submit Group Project |
| Week 14 | Module 14: Sustainable Business: The Prospects | • Read Chapter 12  
• Watch Course Videos  
• Take Chapter 12 reading quiz  
• Participate in weekly discussion forum  
• Submit peer evaluation |
| Week 15 | Module 15: Review and Final Exam               | • Review for exam  
• Watch Review Video  
• Take final exam |

*Elements of the Group PESTLE Project are due.
## Appendix 1

### Undergraduate Honor Code Recommendations

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
<td>1. Failure to cite/attribute sources</td>
<td>An F in the class; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion</td>
</tr>
<tr>
<td></td>
<td>2. Representing someone else’s work as the student’s own (e.g., copying and pasting)</td>
<td>An F in the class; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and at least one semester suspension, and relevant Academic Integrity seminar/training completion.</td>
</tr>
<tr>
<td><strong>Cheating</strong></td>
<td>1. On a minor assignment (e.g., homework, quizzes)</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and at least one semester suspension, and relevant Academic Integrity seminar/training completion.</td>
</tr>
<tr>
<td></td>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and at least one semester suspension, and relevant Academic Integrity seminar/training completion.</td>
</tr>
<tr>
<td><strong>Lying</strong></td>
<td>(e.g., providing fraudulent excuse documents, falsifying data)</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and at least one semester suspension, and relevant Academic Integrity seminar/training completion.</td>
</tr>
<tr>
<td><strong>Egregious Violation</strong></td>
<td>(e.g., stealing an exam; submitting coursework from another course as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)</td>
<td>An F in the Class; relevant Academic Integrity seminar/training completion; and at least one semester suspension</td>
<td>An F in the class and expulsion</td>
</tr>
</tbody>
</table>

*Note: The School of Business reserves the right to initiate termination proceedings for any student found guilty of an Honor Code violation by the Office of Academic Integrity.*
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<tr>
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<td>An F in the class and at least one semester suspension, and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and expulsion</td>
</tr>
<tr>
<td>Cheating</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class, Academic Integrity Seminar completion, and at least one semester suspension or expulsion, and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and expulsion</td>
</tr>
<tr>
<td>Lying</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion, and at least one semester suspension</td>
<td>An F in the class and at least one semester suspension (and relevant Academic Integrity seminar/training completion) or expulsion</td>
<td>An F in the class and expulsion</td>
</tr>
<tr>
<td>Egregious Violation</td>
<td>An F in the class, relevant Academic Integrity seminar/training completion; and at least one year suspension</td>
<td>An F in the class and expulsion.</td>
<td>An F in the class and expulsion</td>
</tr>
</tbody>
</table>

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