# Global Business, Technology and the United Nations

**(Global Business/UN)** Course: HC 213

## SYLLABUS - Spring 2017

<table>
<thead>
<tr>
<th>Classroom Instructor</th>
<th>Patricia A. Szczerba  <a href="mailto:pszczerb@depaul.edu">pszczerb@depaul.edu</a>, 773-388-1713, appointments available</th>
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<tbody>
<tr>
<td>Co-Instructor at UN</td>
<td>Ambassador Ahmad Kamal, Pakistan (ret.), <a href="mailto:kamal@un.int">kamal@un.int</a>, phone not available, Appointments not available (Contact Pat Szczerba)</td>
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<tr>
<td>Dates</td>
<td>Thursday, March 30 to June 1, 2017 (10 weeks)</td>
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<tr>
<td>Time</td>
<td>5:45pm to 9pm</td>
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<tr>
<td>Location</td>
<td>Lewis Building, 25 East Jackson, video conference classroom 1311</td>
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<tr>
<td>Scopia online</td>
<td>Five SNL students can be located outside Chicago and participate with all connecting sites via Scopia desktop video conferencing application in real time. This is not a distance education course. See Course Technologies below.</td>
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### Video conference course with:

- DePaul students in classroom and via Scopia
- Ambassador Kamal in **New York City** (via video conferencing)
- Students and professors at: (via video conferencing)
  - University Panamericana, **Mexico City**
  - University Panamericana, **Guadalajara**

### Via video conferencing

- Students and professor Tom Scott, University Panamericana, **Mexico City**

### Prerequisites

- Email account, email skills, regular access to the Internet

### Competencies

- **H-5** Can analyze issues and problems from a global perspective.
- **H-1-C** Can explain the emergence, maintenance, or evolution of an economic or political system.
- **H-2-A** Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.
- **S-3-A** Can understand different perspectives on the relationship between technology and society, and describe the scientific principles underlying technological innovations.
- **FX** Can analyze the role of the multilateral system in facilitating global business.

Negotiate a competency
COURSE DESCRIPTION

In this course, SNL students will study global business issues with Ambassador Kamal in New York City via video conferencing and hold discussions with students and professors in Mexico City and Guadalajara also via video conferencing. Several SNL students can connect via Scopia desktop video conferencing to the Chicago classroom, New York and Mexico. Discussions will focus on global business and technology issues U.S. and Mexican companies face today and the global perspective. Discussion topics include: how corporations are using technology to facilitate their global operations; the work of the United Nations in helping implement corporate responsibility, human rights, international labor issues, including reducing child labor; best practices in cross-cultural business; and, other related global business issues. NOTE: Mexico is Illinois’ Number Two export country so many Illinois companies sell their products in Mexico. Mexican companies own a number of U.S. companies including Entenmann’s pastries, Boboli pizza crusts, Thomas’ English muffins, Sara Lee, no-contract cellphone service under the names TracFone, Straight Talk and Net10, and many more U.S. companies.

After the discussions with Ambassador Kamal in New York City, Pat Szczerba will chair SNL classroom and Scopia student discussions with students and professors in Mexico City and Guadalajara via video conferencing. Students will exchange their experiences with global businesses, their readings, and ideas on the issues presented in the discussions. Cross cultural issues between the U.S. and Mexico have application to other countries.

COLLABORATION PROJECT WITH STUDENTS IN MEXICO: on Climate Change

SNL students will work in small teams with students in Mexico City and Guadalajara on a climate change project via video conferencing, Google Docs and D2L. Each team will create a PowerPoint and paper on a climate change topic. This is a great opportunity to gain experience in collaborating with people in another country and using technologies.

COURSE TECHNOLOGIES: Special Features

Scopia: Five SNL students can be located outside of Chicago and can take this course via Scopia desktop video conferencing application. Chicago area students are not eligible to use Scopia. Scopia students need a computer and headset to listen and speak with the classroom students and people at all connecting sites. A camera is recommended but not required. Preferences will be given to students at the furthest distance and on a first come first serve basis. Students can be located anywhere in the world and are required to log into and participate in each class via Scopia from 5:45pm to 9pm CT each Thursday. Registered SNL students will receive the login and id before the course begins and conduct one test session with instructor Pat Szczerba. Students must connect and participate during the full class each Thursday. (This is not a distance education course.)

Video conferencing: This course is held in Lewis 1311, DePaul’s video conference classroom. DePaul classroom and Scopia students will connect to New York City and universities in Mexico via Scopia.

Websites: Student readings will be from websites and from DePaul’s online library.

Email: Three homework assignments will be sent by Ambassador Kamal via email and posted in D2L, graded by Kamal and returned to students via email.

D2L: Course schedule, homework assignments, and messages will be posted on D2L. Students in Mexico
City and Guadalajara will have access to readings and the Discussion Board but not to SNL student’s homework and grades. All students will work in teams set up in the Discussion Board.

**Videotaping:** The New York discussions will be videotaped and posted in D2L for review.

**COURSE SCHEDULE**

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>5:45 to 7:15pm</td>
<td>Discussion with Ambassador Kamal and students and professors in Mexico City and Guadalajara</td>
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<tr>
<td>7:15 to 7:30pm</td>
<td>Break (this time is approximate as discussions may run overtime)</td>
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<tr>
<td>7:30 to 9pm</td>
<td>Discussion with students and professors in Mexico City and Guadalajara</td>
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<tr>
<td></td>
<td>After the break Pat will chair the discussion with students and professors in Mexico.</td>
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1. March 30  
2. April 6  
3. April 13  
4. April 20  
5. April 27  
6. May 4  
7. May 11  
8. May 18  
9. May 25  
10. June 1

1. Course Overview with Pat Szczerba  
2. First video conference connection to New York and Mexico  
3. International Labor Issues; Prof. Scott: his work in recruiting in England and Mexico  
4. Human Rights in Business  
5. Climate Change; begin climate change team projects: PowerPoint  
6. Global Economic Analysis and Forecast  
7. NAFTA  
8. Students present their Climate Change study: PowerPoint  
9. Global Business Technologies  
10. Next Steps for Businesses and the UN

**LEARNING OUTCOMES**

By the end of the course, the student should be able to:

- Develop experience in the videoconference format, gain an understanding of global business issues with students at two universities in Mexico, and become adept at working with course technologies—email, D2L, Google Docs, and understand video conferencing.
- Synthesize information and articulately ask questions and state positions.
- Analyze key business issues in Mexico from research and dialogues with professors and students in Mexico.
- Experience cross-cultural business communication with students and professors in Mexico.
- Understand issues in collaborating with students in Mexico on climate change.

**H-5**  
Students will analyze and be able to describe global business issues including sustainability, corporate responsibility, human rights, labor rights, climate change, economic conditions and forecasts, and cross-cultural communication.

**H-1-C**  
Students will describe and analyze the emergence of economic globalization, how it has changed in recent years and current trends
- Discuss the roles of the U.S. and Mexico in today’s economic globalization.
- Extrapolate how major global business issues facing the U.S. and Mexico apply to other countries.
H-2-A  Students will understand and describe the social problems involved in climate change and analyze the effectiveness of civil society organizations in addressing it.
- Analyze the role organizations in the U.S. and Mexico are addressing climate change.

S-3-A  Students will understand the different perspectives on the relationships between technologies—email, D2L, video conferencing, Polycom, Scopia, etc.—and describe their underlying principles. Students are NOT just reading about technologies, but will experience and work with these technologies.
- Describe and evaluate the role of Internet Protocol, Polycom, Scopia and related technologies in facilitating global business communication.
- Describe the role of the International Telecommunication Union (ITU) in establishing technology standards.
- Evaluate the learning experiences in using course communication technologies.

FX  Students will be able to describe and analyze the role of the multilateral system in facilitating global business.
- Describe the recent collaborations many global corporations are making with the UN system to work on climate change, human rights, sustainability, labor issues, technology, etc.

LEARNING STRATEGIES AND RESOURCES

- There is no textbook for this course. Students will read government documents and scholarly articles on our discussion topics and engage in dialog with students and professors in Mexico.
- Students can watch the video of the discussions with Ambassador Kamal posted in D2L.

LEARNING DELIVERABLES

In order to get to see and know each other, students at all three universities will provide their photo and bio that will be shared with all classes and Ambassador Kamal. Instructor Pat Szczerba will take student photos or students can provide their own photo in the first class and students will fill out a student bio form. Students in Mexico will fill out the same bio form which will also be posted in D2L. These bios and photos will help students see and learn about each other. Students in all three universities will also sit in the same seats and have seating charts so they can see and learn the names of students in the other universities.

Students will deliver three types of assignments:

- Pat will assign weekly readings and grade around 20-25 questions that will prepare students for each weekly class discussion.
- Ambassador Kamal will give two short written papers, and a final course evaluation paper (1½ to 3 pages each) to be emailed to him, graded and emailed back to the student; each will be based on the video conference discussion and sometimes a little additional research. Students have the option to watch the class video posted in D2L.
- Climate change team collaboration project with students in Mexico and Guadalajara.
  - Each student will write 3 slides and a 2-page paper on their selected topic.
  - Each person will select a task to do to put together the team’s projects.
  --- Tasks: put together team names into a listserv; collect the PowerPoint slides and put them together and design a title slide; collect the 2-page Word reports and put them into one
Word document and design a title page; put the team’s bios and photos into one Word document; post the team’s 2 final documents—their PPT and Word paper—into D2L.
- Last class with Mexico: students will present their PowerPoint presentations.

Business Writing: Particular emphasis will be placed in this class on building up an ability to write homework papers in a "business format," that is, presenting an introduction, facts, analysis, and then arriving at a decision. Papers are based on the video conference discussions (they are videotaped and available in D2L); limited research. Students will develop critical thinking and a logical manner in writing presentations that can carry weight and conviction with the reader. Focus is on this business writing style.

Grading Policy: The total grade for each homework assignment will be divided into three portions, one-third for the quality and formatting of the presentation, one-third for the factual accuracy of research, and one-third for the strength and persuasiveness of the opinions expressed. Extra weight will be given for any visible improvement of work manifested over the quarter.

Grading Scale

A  94-100
A-  90-93
B+  88-89
B   84-87
B-  80-83
C+  78-79
C   74-77
C-  70-73
D   60-69
F   59 or less

Final Grades

• 35% 3 short business papers
• 25% Weekly questions
• 35% PowerPoint and Word paper on team climate change (your work, not the team)
• 5% Attendance

CLASS POLICIES

Class Participation: Class participation is essential in this course, and therefore, timely and regular class attendance is mandatory. Class attendance will be marked during the first minute of each class. Attendance will be graded. Except for serious emergencies and medical reasons, which must be brought to notice immediately over email, absences will not be "excused" during this course. It should be clearly noted that almost one-third of the Final Grade is dependent on attendance.

DEPAUL UNIVERSITY POLICY ON PLAGIARISM

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Studies":

PLAGIARISM

Plagiarism is a serious form of academic dishonesty involving the presentation of the work of another as one’s own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s.

Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another’s work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor’s discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University.

For further information about the University’s policies on academic integrity please consult the Student Handbook (page 32).

DEPAUL UNIVERSITY POLICIES

This course includes and adheres to the college and university policies described in the links below:

- Academic Integrity Policy (UGRAD)
- Academic Integrity Policy (GRAD)
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants
- APA citation format (GRAD)

Course Resources

- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office
Writing Boot Camps

Towards the end of each quarter SNL faculty hold Writing Boot Camps at all campuses. Watch your email for the announcements.

COURSE INSTRUCTORS

Patricia Szczerba lived in New York City for nine years and represented a NGO at the United Nations where she worked on human rights, environment, development and other UN issues, and for 20 years was editor of Global Issues for the Universal Almanac, later published as The New York Times Almanac. She designed the Global Issues section and researched and authored chapters on World Population, World Health, AIDS, Antarctica and the United Nations and International Organizations. At DePaul she facilitated SNL becoming associated with the United Nations Department of Information (DPI) in 2007 and was named SNL’s representative to the UN. For 14 years she conducted travel courses to the annual three day NGO conference at the UN in New York and in Paris, France and Bonn, Germany.

In 2012 she began a pilot program with a professor and students at University Panamericana in Guadalajara where SNL students spoke with students in Mexico via video conferencing. This successful collaboration was expanded to include University Panamericana in Mexico City the following year. Since 2013, this collaboration has included professors and students at University Panamericana in Mexico City and Guadalajara.

Pat also authored and teaches two online courses: Human Rights in Business and Society and Business, Technology and Our Global Future. Pat taught in an SNL program at St. Gabriele’s College in Bangkok, and taught human rights in an international business summer institute at University Panamericana in Guadalajara in 2013 to students from Canada, Germany, Austria and Mexico and human rights in business to Human Resource professionals during a 2014 summer business program at University Panamericana in Mexico City.

Ambassador Ahmad Kamal, Pakistan (ret.) online CV: http://condor.depaul.edu/pszczerb/KamalCV.html was educated in Pakistan at Jesuit schools, earned his BA Diploma de l’Institut d’Etudes Politiques, University of Paris, France (in French) and his MA at Fletcher School of Law & Diplomacy, Medford, USA; he also studied at the London School of Economics. Ambassador Kamal was a career diplomat in Pakistan’s Foreign Service where he served in numerous diplomatic posts including Moscow, USSR; Paris, France; Brussels, Belgium; New Delhi, India; was Pakistan’s Permanent Representative to the United Nations at Geneva, Switzerland; and was Pakistan’s Permanent Representative to the United Nations at New York headquarters where he was elected to numerous leadership posts. Ambassador Kamal was elected to chair the Economic and Social Council, chaired the UN’s global program to prepare for the 2000 Y2K roll over, and headed numerous other UN committees. Currently retired from Pakistan’s Foreign Service, he was a Senior Fellow of the United Nations Institute of Training and Research (UNITAR). Ambassador Kamal’s diplomatic career has focused on trade negotiations, disarmament, diplomatic training, technology, UN-business connections, and related UN issues.

Ambassador Kamal currently teaches in person at New York University: Wagner School of Public Service masters and PhD students, and Seton Hall undergraduates; and via video conferencing at George Mason University. He lectures in person and via video conferencing at Fairleigh Dickinson University, Manhattanville, Notre Dame, Stonybrook, and Skidmore.