



# **Course Syllabus**

## **Intercultural Management for International Business**

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**August – December 2021**

**IX Semester**

**Professors**

**Olivos Rossini, Mariella  
Tippin de Malpica, Stella**

## I. General course data

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<b>Name of the course</b>	Intercultural Management for International Business		
<b>Prerequisite:</b>	Intermediate English II	<b>Code:</b>	03880
<b>Precedent:</b>		<b>Semester:</b>	2021-2
<b>Credits:</b>	3	<b>Semester:</b>	IX
<b>Weekly Hours:</b>	4	<b>Course Format:</b>	Remote - Synchronous
<b>Major(s)</b>	(Electivo Formación) for Ec y NI, Ad y Fin and Marketing (Electivo Especialidad) for Psic Org, Psic Cons and Ley Corp	<b>Course Coordinator:</b>	Mariella Olivos

## II. Outline

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The globalization of national economies means the world is becoming increasingly interdependent. Arising from international trade, there are countless interactions taking place between people of diverse cultures in different ways. One way involves traditional oral and written communication, and others are more complex through the use of technology, phone, email, internet and videoconferencing. This course provides direct, individual international experience for students to interact with foreign students located in the USA and China. The topics of discussion cover the following themes: What is Intercultural management, why it is important, Culture and Stereotypes, Expatriates and Cultural Shock, Leadership across Cultures, Social Responsibility and Marketing Globally. These concepts will be reviewed in the local classes prior the links and will be related through company cases in Peru in order to prepare for the videoconferences and chat discussions. This course has the characteristics of a graduate seminar course; students will be asked to work in an international team.

## III. Course Objectives

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To prepare students for an increasingly globalized, interdependent world in which there are countless interactions taking place between people of diverse cultures. To give students practical experience interacting with and collaborating with colleagues in both Eastern and Western nations. To give students experience in both synchronous and asynchronous means of virtual communication and collaboration in order to achieve goals simulating what they could experience in the professional world. To understand intercultural encounters with partner universities from an intercultural communication framework.

## IV. Learning Outcomes

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At course completion, students will be able:

- To clearly increase intercultural competence in order to be successful in an increasingly globalized business world.
- To critically analyze cultures from national cultural model theories from theorists such as Hofstede and Trompenaars and describe those theories' implications on management sciences.
- To successfully demonstrate the basic technical and social skills necessary to collaborate internationally in the contemporary world.

- To clearly describe the behavioral systems in Anglo-Saxon regions as well as the Far East and how to relate these systems with national and regional differences, which has implications for international business and the work environment in Latin America.
- To clearly interpret and use the structure of how research on intercultural issues is presented in scientific journals.
- To critically examine and explain the social and professional behavior in other countries and cultures under the theoretical framework of contemporary interculturalists in order to develop trust and business relationships.
- To clearly identify the social and professional behavior that is acceptable in other countries.
- To practically conduct qualitative and quantitative research through the development of an original research project.
- To successfully collaborate in a virtual environment with international partners, adapting collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities.

## V. Methodology

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This course relates cross-cultural theories with management science. The methodology is that of a "blended course." The course offers students the opportunity to interact in virtual teams and to work in a collaborative learning environment with students and faculty from other countries using Information Communication Technologies (ICT) like videoconferences (VC), real-time chat (Zoom chat), forums, and other online communication channels.

The uniqueness of this course is that it offers students the opportunity to participate in Experiential Learning. This methodology involves their participation as members of international teams composed of students from partner universities:

ECU (East Carolina University), USA  
 HBPU (Hubei Polytechnic University), China

Local classes featuring lectures, classroom discussions, role-playing activities, and interaction via information communication technologies (videoconference, web chat) will be combined with synchronous and asynchronous web-based classes, which will utilize forums and social media in order to reach the learning outcomes.

- Videoconferencing sessions will cover a variety of themes related to Hofstede's Cultural Dimensions, national culture, business, and students' own experiences.
- Before the first videoconferencing session the professor will assign student teams comprised of a student from each of the participating universities. The number of students in each team will depend on final enrollment numbers, and each team will work on the international research assignment described below.
- In teams with partners from each of the participating universities, team projects will be carried out and presented on.

Attendance of and active participation in every class is important to developing crucial skills in the subject matter and in professional mastery of the English language. Students who do not attend a minimum number of VC sessions and/or fail to present one or both team project(s) will not receive an international certificate of participation at the end of the course.

## VI. Evaluation

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The course uses accumulative and integral evaluation. The grade of the course is obtained by averaging permanent evaluation (50%), the midterm exam (20%) and the final exam (30%).

The permanent evaluation average is the sum of the following elements: active participation in class (factors to be taken into account include attendance, participation in videoconference discussions and real-time chats, and participation in classroom discussions and activities), reflection journals (2 series of journal entries, one completed after each VC session, uploaded at the end of each link with our partner universities), progress tests (2 in total), a group oral presentation (on the findings of a research article dealing with Latin American business culture, according to the rubric to be posted on UEVirtual), and team project presentations (2 presentations, one at the end of each link with our partner universities, according to the rubrics to be posted on UEVirtual).

The elements of the permanent evaluation grade shall be weighted per the following chart:

PERMANENT EVALUATION AVERAGE 50%		
Type of Evaluation	Description	Weight %
Active participation in class	Attendance and participation in class	10
Reflection Journal	One per partner university (2 total), each consisting of 8 one-paragraph entries and a final, synthesizing reflection.	10
Progress Tests	2 evaluations: <u>NEITHER</u> will be dropped.	30
Research Article Oral Presentation	Presentation of the findings of a research article assigned by the professor	10
Team Project Presentations	One per partner university (2 total)	40

The final average (FA) is obtained in the following way:

$$FA = (0.20 \times ME) + (0.50 \times PEA) + (0.30 \times FE)$$

**In which:**

- FA** = Final Average
- ME** = Midterm Exam
- PEA** = Permanent Evaluation Average
- FE** = Final Exam

## VII. Programmed Course Content

WEEK	CONTENTS	ACTIVITIES / EVALUATION
<p>1<sup>st</sup></p> <p>August 23 and 25</p>	<p><b>HOFSTEDE’S CULTURAL DIMENSIONS</b></p> <p>Course norms and expectations.</p> <p>Intercultural Management: what it is, why it is important.</p> <p>Intercultural competence in the business world.</p> <p>Culture and its characteristics: Definition of culture, key terminology.</p> <p>Hofstede’s Cultural Dimensions Model.</p> <p>High context vs. Low context cultures.</p> <p>Hofstede’s <a href="https://culturalatlas.sbs.com.au/peruvian-culture/">country cultural comparison scale website</a>.</p> <p>The Culture Map exercise.</p> <p><b>Required reading for next class (3):</b></p> <ul style="list-style-type: none"> <li>Hofstede’s cultural dimensions: Understanding workplace values around the world.</li> <li>Hofstede, G. J., Pedersen, P., Hofstede, G. (2002). <i>Exploring cultures: Exercises, stories and synthetic cultures</i>. Yarmouth, ME: Intercultural Press, pp. 3-6, 17-20, 22-23.</li> <li>Scroope, C. (2018). <i>Peruvian culture</i>. Retrieved from <a href="https://culturalatlas.sbs.com.au/peruvian-culture/">https://culturalatlas.sbs.com.au/peruvian-culture/</a></li> </ul> <p><b>CULTURAL DIMENSIONS APPLIED TO A BUSINESS SETTING</b></p> <p>Review of the cultural dimensions.</p> <p>Barriers to good intercultural communication.</p> <p>Case studies of managing intercultural conflict by using Cultural Dimensions.</p> <p>The Culture Map: Cultural dimensions in management.</p> <p>Baseline: The culture of Peru.</p> <p><b>Required reading for next class (2):</b></p> <ul style="list-style-type: none"> <li>Friedrich, P, Mesquita L., &amp; Hatum, A. (2005-2006). The meaning of difference: Beyond cultural and managerial homogeneity stereotypes of Latin America. <i>Management Research</i>, 4(1), 53-71.</li> <li>Romero, E. J. (2004). Latin American leadership: El patrón &amp; el líder moderno. <i>Cross Cultural Management: An International Journal</i>, 11(3), 25-37.</li> </ul> <p><b>Suggested reading for next class:</b></p> <ul style="list-style-type: none"> <li>Romero, E. J. (2004). Hispanic identity and acculturation: implications for management. <i>Cross Cultural Management: An International Journal</i>, 11(1), 62-71.</li> </ul>	<p>Overview of the syllabus and course description</p> <p>Lecture: The relevance of culture for business, Cultural Dimensions</p> <p>Using cultural dimensions as a theoretical framework.</p> <p><b>Forum:</b> “My Culture Map”: upload your profile and comment on others’. Due 08/25.</p> <p>Comparison of students’ “My Culture Map.”</p> <p>Discussion: Applying the cultural dimensions model to business.</p> <p>Lecture: Barriers to good Intercultural Communication.</p> <p>Case studies of intercultural conflict.</p> <p>Discussion: Peruvian culture.</p> <p><b>Outside-of-class activity:</b> Choose research articles for next week’s presentations.</p>
<p>2<sup>nd</sup></p> <p>August 30 and September 1</p>	<p><b>THE LATIN AMERICAN CONTEXT, PART 1</b></p> <p>Latin America as a geographical region.</p> <p>Hispanic identity.</p> <p>Hispanic culture: Behavior patterns in the Latin American workplace.</p> <p>Example Research Article Oral Presentation: The Meaning of Difference.</p> <p>Requirements for Research Article Oral Presentations.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>Your selected research article.</li> </ul> <p><b>Suggested reading for next class:</b></p>	<p>Discussion: The Latin American Cultural Region.</p> <p>Lecture: Latin American Business Environment.</p> <p>Oral Presentation criteria.</p>

	<ul style="list-style-type: none"> <li>• Arellano, R. (2012). <i>Somos más que siesta y fiesta: Doce mitos y verdades sobre América Latina</i>. Lima: Planeta, pp. 46-91.</li> </ul> <p><b>THE LATIN AMERICAN CONTEXT, PART 2</b> The Peruvian context and its implications on business with the contexts and implications of other nations. The Peruvian business environment: Myths and reality. “About Me” PPTs.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>• Hofstede Insights. (2020, April 15). Managing global virtual teams: 5 key factors. Retrieved from <a href="https://news.hofstede-insights.com/news/managing-global-virtual-teams-5-key-factors">https://news.hofstede-insights.com/news/managing-global-virtual-teams-5-key-factors</a></li> </ul>	<p><b>Upload Research Article Oral Presentation videos.</b> Due 09/01.</p> <p>Lecture: The Peruvian Business Context.</p> <p>Video: Myths and reality about Latin American business.</p> <p><b>Outside-of-class activity:</b> Upload your “About Me” PPT to UEVirtual.</p>
<p>3<sup>rd</sup> September 6 and 8</p>	<p><b>A LOOK AT THE SEMESTER’S TOOLS</b> Progress Test 1. The importance of note-taking. Questions and protocols for the first VC session. Tools for effective virtual interaction with international partners: Zoom and Zoom Chat. Reflection journal videos: protocols and requirements. Intercultural awareness and sensitivity. Identification and risk of stereotyping. Teamwork skills to be used with international partners. US culture: An overview.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>• University of California San Francisco. (2021). <i>US culture. Getting to know Americans</i>. Retrieved from <a href="https://isso.ucsf.edu/us-culture">https://isso.ucsf.edu/us-culture</a></li> </ul> <p><b>FIRST VIDEOCONFERENCE WITH ECU: INTRODUCTIONS</b> Introductions to the US students. Team Project guidelines.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>• Evason, N. (2016). <i>American culture: Business culture</i>. Retrieved from <a href="https://culturalatlas.sbs.com.au/american-culture/american-culture-business-culture#american-culture-business-culture">https://culturalatlas.sbs.com.au/american-culture/american-culture-business-culture#american-culture-business-culture</a></li> </ul>	<p><b>Progress Test 1 in class.</b></p> <p>VC and chat protocols.</p> <p>GU tools, guidelines, and goals.</p> <p>Practice with the Zoom Chat.</p> <p>Discussion: US culture.</p> <p><b>Outside-of-class activity:</b> Contact your ECU partner. Send them your “About Me” PPT.</p> <p><b>VC and chat with US students.</b></p> <p>Note-taking during VC.</p> <p>Debrief of the VC.</p> <p>Discussion of the required reading.</p>
<p>4<sup>th</sup> September 13 and 15</p>	<p><b>SECOND VIDEOCONFERENCE WITH ECU: FOUNDATIONAL TOPIC 1 (TBA)</b> To Be Announced.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>• Evason, N. (2016). <i>American culture: Communication</i>. Retrieved from <a href="https://culturalatlas.sbs.com.au/american-culture/american-culture-communication#american-culture-communication">https://culturalatlas.sbs.com.au/american-culture/american-culture-communication#american-culture-communication</a></li> </ul>	<p><b>VC and chat with US students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p>

	<p><b>THIRD VIDEOCONFERENCE WITH ECU: FOUNDATIONAL TOPIC 2 (TBA)</b> To Be Announced.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>• Evason, N. (2016). <i>American culture: Family</i>. Retrieved from <a href="https://culturalatlas.sbs.com.au/american-culture/american-culture-family#american-culture-family">https://culturalatlas.sbs.com.au/american-culture/american-culture-family#american-culture-family</a></li> </ul>	<p><b>VC and chat with US students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p>
<p>5<sup>th</sup> September 20 and 22</p>	<p><b>FOURTH VIDEOCONFERENCE WITH ECU: FOUNDATIONAL TOPIC 3 (TBA)</b> To Be Announced.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>• United States Institute of Peace. (2002, October). <i>Special report: US negotiating behavior</i>. Washington, DC.</li> </ul> <p><b>FIFTH VIDEOCONFERENCE WITH ECU: FOUNDATIONAL TOPIC 4 (TBA)</b> To Be Announced.</p> <p><b>Required reading for next class (2):</b></p> <ul style="list-style-type: none"> <li>• Bremmer, I. (2021, January 16). The U.S. Capitol riot was years in the making. Here's why America is so divided. <i>Time</i>. Retrieved from <a href="https://time.com/5929978/the-u-s-capitol-riot-was-years-in-the-making-heres-why-america-is-so-divided/">https://time.com/5929978/the-u-s-capitol-riot-was-years-in-the-making-heres-why-america-is-so-divided/</a></li> <li>• Dimock, M., &amp; Wike, R. (2020, November 13). America is exceptional in the nature of its political divide. <i>Pew Research Center</i>. Retrieved from <a href="https://www.pewresearch.org/fact-tank/2020/11/13/america-is-exceptional-in-the-nature-of-its-political-divide/">https://www.pewresearch.org/fact-tank/2020/11/13/america-is-exceptional-in-the-nature-of-its-political-divide/</a></li> </ul>	<p><b>VC and chat with US students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p> <p><b>VC and chat with US students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p>
<p>6<sup>th</sup> September 27 and 29</p>	<p><b>SIXTH VIDEOCONFERENCE WITH ECU: FOUNDATIONAL TOPIC 5 (TBA)</b> To Be Announced.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>• Ginsberg, D. (2017, April 21). Evolution of business ethics in the US: From exploitation to ethics? <i>California Management Review</i>. Retrieved from <a href="https://cmr.berkeley.edu/2017/04/evolution-of-business-ethics/">https://cmr.berkeley.edu/2017/04/evolution-of-business-ethics/</a></li> </ul> <p><b>SEVENTH VIDEOCONFERENCE WITH ECU: ADVANCED TOPIC, DAY 2 (TBA)</b> To Be Announced.</p> <p><b>Required reading for next class (2):</b></p> <ul style="list-style-type: none"> <li>• Higgins, J. (2015, December 15). The rise and fall of the American melting pot. <i>Wilson Quarterly</i>. Retrieved from</li> </ul>	<p><b>VC and chat with US students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p> <p><b>VC and chat with US students.</b></p> <p>Note-taking during VC/chat.</p>

	<p><a href="https://www.wilsonquarterly.com/stories/the-rise-and-fall-of-the-american-melting-pot/">https://www.wilsonquarterly.com/stories/the-rise-and-fall-of-the-american-melting-pot/</a></p> <ul style="list-style-type: none"> <li>Daniller, A. (2021, March 18). Majorities of Americans see at least some discrimination against Black, Hispanic and Asian people in the U.S. <i>Pew Research Center</i>. Retrieved from <a href="https://www.pewresearch.org/fact-tank/2021/03/18/majorities-of-americans-see-at-least-some-discrimination-against-black-hispanic-and-asian-people-in-the-u-s/">https://www.pewresearch.org/fact-tank/2021/03/18/majorities-of-americans-see-at-least-some-discrimination-against-black-hispanic-and-asian-people-in-the-u-s/</a></li> </ul>	<p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p>
<p>7<sup>th</sup></p> <p>October 4 and 6 and 9</p>	<p><b>EIGHTH VIDEOCONFERENCE WITH ECU: ADVANCED TOPIC, DAY 2 (TBA)</b></p> <p>To Be Announced.</p> <p><b>No required reading for next class.</b></p> <p><b>NINTH VIDEOCONFERENCE WITH ECU: REFLECTIONS</b></p> <p>Final reflections on collaborating with ECU. Debrief and reflections on US culture. Review for the midterm exam.</p> <p><b>Required reading for next class, on October 18 (2):</b></p> <ul style="list-style-type: none"> <li>Scroope, C. (2017). <i>Chinese culture: Core concepts</i>. Retrieved from <a href="https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-core-concepts#chinese-culture-core-concepts">https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-core-concepts#chinese-culture-core-concepts</a></li> <li>Hofstede, G., &amp; Bond, M. H. (1988). The Confucius connection: From cultural roots to economic growth. <i>Organizational Dynamics</i>, 16(4), 5-21.</li> </ul> <p><b>MIDTERM EXAM</b></p>	<p><b>VC and chat with US students.</b></p> <p>Note-taking during VC.</p> <p>Debrief of the VC.</p> <p>Discussion of the required reading.</p> <p><b>Upload the reflection journal.</b> Due 10/06.</p> <p><b>Upload Team Project Presentation.</b> Due 10/06.</p> <p><b>VC and chat with US students.</b></p> <p>Note-taking during VC.</p> <p>Debrief of the VC.</p> <p>Review exercises in preparation for the exam.</p> <p><b>Exam on the Saturday of Week 7, time "To Be Announced."</b></p>
<p>8<sup>th</sup></p> <p>October 11 to 16</p>	<p><b>MIDTERM EXAMS</b></p>	
<p>9<sup>th</sup></p> <p>October 18 and 20</p>	<p><b>AN INTRODUCTION TO CHINA</b></p> <p>Reflections on midterm exam results. Chinese culture: An overview. Trade between Latin America and China.</p> <p><b>Required reading for next class (2):</b></p> <ul style="list-style-type: none"> <li>Zhu, Y., McKenna, B., &amp; Sun, Z. (2007). Negotiating with Chinese: success of initial meetings is the key. <i>Cross Cultural Management: An International Journal</i>, 14(4), 354-364.</li> </ul>	<p>Discuss midterm exam results.</p> <p>Discussion: Chinese culture.</p>



	<ul style="list-style-type: none"> <li>Li, S. T. K. (1999). Management development in international companies in China. <i>Education + Training</i>, 41(6/7), 331-336.</li> </ul> <p><b>FIRST VIDEOCONFERENCE WITH HBPU: INTRODUCTIONS</b> High context vs. low context cultures. Introductions to the Chinese students.</p> <p><b>Required reading for next class (2):</b></p> <ul style="list-style-type: none"> <li>Scroope, C. (2017). <i>Chinese culture: Business culture</i>. Retrieved from <a href="https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-business-culture#chinese-culture-business-culture">https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-business-culture#chinese-culture-business-culture</a></li> <li>Nugent, C. (2021, February 4). The US and China are battling for influence in Latin America, and the pandemic has raised the stakes. <i>Time</i>. Retrieved from <a href="https://time.com/5936037/us-china-latin-america-influence/">https://time.com/5936037/us-china-latin-america-influence/</a></li> </ul>	<p>Lecture: Confucianism's effect on cultural dynamics and business.</p> <p><b>Outside-of-class activity</b> Contact your HBPU partner. Send them your "About Me" Ppt.</p> <p><b>VC with Chinese students.</b></p> <p>Note-taking during VC.</p> <p>Debrief of the VC.</p> <p>Discussion of the required reading.</p>
<p><b>10<sup>th</sup></b>  October 25 and 27</p>	<p><b>SECOND VIDEOCONFERENCE WITH HBPU: FOUNDATIONAL TOPIC 1 (TBA)</b> To Be Announced.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>Bush, T. &amp; Haiyan, Q. (2000). Leadership and culture in Chinese education. <i>Asia Pacific Journal of Education</i>, 20(2), 58-67.</li> </ul> <p><b>THIRD VIDEOCONFERENCE WITH HBPU: FOUNDATIONAL TOPIC 2 (TBA)</b> To Be Announced.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>Smith, C. (2014). <i>Working at a distance: A global business model for virtual team collaboration</i>. Aldershot, UK: Gower, pp. 1-37.</li> </ul>	<p><b>VC with Chinese students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p> <p><b>VC with Chinese students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p>
<p><b>11<sup>th</sup></b>  November 1 (replaced day) and 3</p>	<p><b>ICTs IN INTERCULTURAL MANAGEMENT</b> Information Management Theory. Reflections on virtual tools used for international business collaboration.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>Scroope, C. (2017). <i>Chinese culture: Communication</i>. Retrieved from <a href="https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-communication#chinese-culture-communication">https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-communication#chinese-culture-communication</a></li> </ul> <p><b>FOURTH VIDEOCONFERENCE WITH HBPU: FOUNDATIONAL TOPIC 3 (TBA)</b></p>	<p>Lecture: Information management theory.</p> <p>Discuss virtual tools for international teams.</p> <p><b>VC with Chinese students.</b></p>

	<p>To Be Announced.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>Scroope, C. (2017). <i>Chinese culture: Family</i>. Retrieved from <a href="https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-family#chinese-culture-family">https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-family#chinese-culture-family</a></li> </ul>	<p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p>
<p>12<sup>th</sup> November 8 and 10</p>	<p><b>FIFTH VIDEOCONFERENCE WITH HBPU: FOUNDATIONAL TOPIC 4 (TBA)</b></p> <p>To Be Announced.</p> <p><b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>Powell, B. (2015, May 28). Gender imbalance: How China's one-child law backfired on men. <i>Newsweek Magazine</i>. Retrieved from <a href="https://www.newsweek.com/2015/06/05/gender-imbalance-china-one-child-law-backfired-men-336435.html">https://www.newsweek.com/2015/06/05/gender-imbalance-china-one-child-law-backfired-men-336435.html</a></li> </ul> <p><b>SIXTH VIDEOCONFERENCE WITH HBPU: FOUNDATIONAL TOPIC 5 (TBA)</b></p> <p>To Be Announced.</p> <p><b>Required reading for next class (2):</b></p> <ul style="list-style-type: none"> <li>Robertson, C. J., Olson, B. J., Gilley, K. M., &amp; Bao, Y. (2008). A cross-cultural comparison of ethical orientations and willingness to sacrifice ethical standards: China versus Peru. <i>Journal of Business Ethics</i>, 81(2), 413-425.</li> <li>Fan, Y. (2000). A Classification of Chinese Culture. <i>Cross Cultural Management - An International Journal</i>, 7(2), 3-10.</li> </ul>	<p><b>VC with Chinese students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p> <p><b>VC with Chinese students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p>
<p>13<sup>th</sup> November 15 and 17</p>	<p><b>SEVENTH VIDEOCONFERENCE WITH HBPU: ADVANCED TOPIC, DAY 1 (TBA)</b></p> <p>To Be Announced.</p> <p><b>Required reading for next class (2):</b></p> <ul style="list-style-type: none"> <li>Girard, B. (2020, April 23). Racism is alive and well in China. <i>The Diplomat</i>. Retrieved from <a href="https://thediplomat.com/2020/04/racism-is-alive-and-well-in-china/">https://thediplomat.com/2020/04/racism-is-alive-and-well-in-china/</a></li> <li>BBC. (2021, February 9). Who are the Uighurs and why is the US accusing China or genocide? Retrieved from <a href="https://www.bbc.com/news/world-asia-china-22278037">https://www.bbc.com/news/world-asia-china-22278037</a></li> </ul> <p><b>EIGHTH VIDEOCONFERENCE WITH HBPU: ADVANCED TOPIC, DAY 2 (TBA)</b></p> <p>To Be Announced.</p> <p><b>No required reading for next class.</b></p>	<p><b>VC with Chinese students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p> <p><b>VC and chat with Chinese students.</b></p> <p>Note-taking during VC/chat.</p> <p>Debrief of the VC/chat.</p> <p>Discussion of the required reading.</p>

		<p><b>Upload the reflection journal.</b> Due 11/22.</p> <p><b>Upload Team Project Presentation.</b> Due 11/22.</p>
<p><b>14<sup>th</sup></b> November 22 and 24</p>	<p><b>NINTH VIDEOCONFERENCE WITH HBPU: REFLECTIONS</b> Final reflections on collaborating with HBPU. Debrief and reflections on Chinese culture. Progress Test 2. <b>Required reading for next class (2):</b></p> <ul style="list-style-type: none"> <li>• <i>To Be Announced</i></li> <li>• Acheson, K., &amp; Schneider-Bean, S. (2019). Representing the intercultural development continuum as a pendulum: Addressing the lived experience of intercultural competence development and maintenance. <i>European Journal of Cross-Cultural Competence and Management</i>, 5(1), 42-61.</li> </ul> <p><b>INTERCULTURAL COMPETENCE</b> Intercultural competence and employability. Expatriate life and Culture shock. Clackworthy's notion of a Cultural Learning Curve. The Cultural Pendulum model. <b>Required reading for next class (1):</b></p> <ul style="list-style-type: none"> <li>• Trompenaars, F. (1996). Resolving international conflict: Culture and business strategy. <i>Business Strategy Review</i>, 7(3), 51-68.</li> </ul>	<p><b>VC with Chinese students.</b></p> <p>Debrief the VCs with China.</p> <p><b>Progress Test 2 in class.</b></p> <p>Lecture: Intercultural competence.</p> <p>Lecture: Evolving models of intercultural interaction.</p> <p>Discussion: The cultural pendulum model.</p> <p>Case studies: Intercultural competence.</p>
<p><b>15<sup>th</sup></b> November 29 and December 1</p>	<p><b>TROMPENAARS</b> Trompenaars's view of Cultural Dimensions. Intercultural Management: Resolving conflict. Reflection on possible improvements in Intercultural Management. <b>No required reading for next class.</b></p> <p><b>FINAL EXAM</b></p>	<p>Lecture: Trompenaars.</p> <p>Discussion of conflict resolution in intercultural management.</p> <p>Review exercises in preparation for the exam.</p> <p><b>Exam during normal class period.</b></p>
<p><b>16<sup>th</sup></b> December 6 and 8</p>	<p><b>FINAL EXAMS</b></p>	

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\*\* = Suggested Reading

\*\*\* = Oral Presentation Article

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