Instructor: Carmen M. Lee, PhD

Office Hours: Tues. and Thurs., 10:00-11:30 a.m.,

Wed. 2:00-3:15 p.m., & by appt.

Join URL: https://usc.zoom.us/j/92952688780

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[text or call with full name and class; responses typically within 24-hours]

Class Meeting Time: Mon. & Wed., 12:00-1:50 p.m.   **Class Location**: ANN 405

Course Description

The purpose of this course is to develop a global perspective on organizational communication issues. Focus will be placed on how globalization transforms organizations, as well as how organizations coordinate their activities internationally. The course explores both the theory and the practice of communication in an organizational environment. We will examine how various types of organizations (e.g., international governmental organizations, non-governmental organizations, multi-national corporations, etc.) promote cooperation and resolve conflict amongst their own employees, as well as with other organizations. Moreover, we will examine the roles cultural norms, rules, technology, and communication behavior play in the success of global organizations.

Course Learning Outcomes

The major objective of this course is to develop a global perspective on organizational communication issues. By the end of the semester, you will be able to:

- **Explain** how globalization affects ways of organizing and communicating;
- **Illustrate** the ways in which culture affects global organizations;
- **Discuss** the theoretical and practical issues related to the globalization process;
- **Apply** empirically derived knowledge to organizational situations;
- **Articulate** the opportunities and challenges global organizations face in the modern era.

Required Readings/Materials

Ritzer, G. (2020). *The McDonaldization of society: Into the digital age* (10th ed.). Sage.
     [Available at the USC Bookstore or Online via Chegg Books, Vital Source, Amazon]

All additional required readings/course materials will be made available on Blackboard (Bb).

Recommended Supplemental Materials

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th
     ed.). American Psychological Association. [Available at USC Libraries]

Modern Language Association (2021). *MLA Handbook* (9th ed.). The Modern Language Association of America.
     [Available at USC Libraries]

Course Structure

Mask Requirements. To protect the health and well-being of the University and wider community, USC has implemented a policy requiring all people, including students, faculty, and staff, to wear a face mask that covers the mouth and nose while indoors. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing a face mask the entire time you are in class.

There is a 'no eating or drinking allowed' classroom policy; however, students may *briefly* remove their masks to sip on a beverage, but masks must be worn between sips. **You are *encouraged* to step outdoors if you need a mask break**. Anyone attending class without a mask, or removing their masks for extended periods of time, will be asked to put one on or leave. Failure to comply with this policy is interpreted as disruptive classroom behavior and may be a violation of the USC Student Code of Conduct.

Announcements/Weekly Class Updates. Announcements and Class Updates are important for communicating course changes, clarifying material, and/or providing follow-up information. **It is important that you regularly check the Announcements and Weekly Class Updates on Blackboard (Bb).** The Announcements page will be reserved for permanent or time-sensitive institutional and course-related issues. Announcements are high priority points. In order to update you about minor course changes or follow-up on an issue or point raised in class, you should check the 'Weekly Class Updates' section.

Technology and Access Requirements. In order to take this course, you *must*: (1) have consistent access to a computing device, (2) have continuous broadband Internet access, and (3) have the ability to download and save files and documents on the computer or a USB drive. Resources and services available to students to ensure your success with learning can be found through USCs Student Toolkit and Information Technology Services.

Changes to Course Modality. This course has been designed to transition to fully online, should the need arise due to local, state or federal guidelines. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation methods.

Questions/Consultations. It is expected that you will have questions about many things that relate to the course, such as clarification about assignments, course materials, or assessments. You are more than welcome to email me, attend virtual office hours, Google voice/text me, and/or set up a Zoom appointment with me. Do not wait until the night before (or day of) an assignment due date to realize that you do not understand what is expected of you. If you experience difficulty in this course *for any reason*, please do not hesitate to contact me.

<div align="center">Course Requirements</div>

1. Class Participation
This course depends on each participant for its energy and vitality! Students are expected to: (1) read the assigned readings *before* class, (2) come to each class prepared to discuss the subject matter, and (3) actively participate in the class. Participation does not just mean talking! Good participation involves coming to class on time with questions about the readings to share with the class, volunteering answers to questions that are insightful, actively listening to others' contribution to discussion, and moving the discussion along toward a shared understanding.

Weekly attendance is expected and essential for participation credit. Based on both objective (quantifiable; e.g., class attendance, speaking in class, attending office hours/scheduled appointments) and subjective (qualitative; e.g., contributing meaningful questions/answers, illustrating comprehension of course material) assessment, participation scores shall be at the discretion of the Instructor. The 'average' participation score is 34 points; noteworthy participation will receive more points. Class participation is worth 10% of your grade.

Students who miss a class are expected to have read the material and actively find out what they missed. You should approach another classmate for missed notes and, if clarification is needed, meet with your Instructor. **Instructor lecture notes or PowerPoint slides are not provided to students in this course.**

2. Class Discussion Leaders
Classroom discussion is central to the learning experience; it helps to stimulate critical thinking, lively debates, and deeper reflection of course material. Moreover, discussions provide us with a way to test and explore new ideas. As the instructor, I will help guide class discussion; however, I ask each of you (in a dyad/group of 2-3 people) to take an active role in leading class discussions. Leading a class discussion on a topic provides students with the opportunity to, in greater detail, critically think and respond to course topics. You (and your group member/s) will sign up for a class period that is available for discussion leadership in the course.

As the discussion leaders, you are responsible for being "intimately" familiar with the assigned reading(s) of your specific topic and assist in providing an overview of the topic and its attendant research. Moreover, you will be required to: (a) develop discussion questions for the class based on the reading(s) for your topic; and (b) demonstrate a "real world" application of the concept/issue (i.e., making connections). **A more detailed description of this assignment can be found on Blackboard** (see 'Discussion Leader Assign.' tab)**.** I will expect

each discussion group to lead the discussion on that day for *at least* 30 minutes. Facilitation of class discussion <u>is worth 10% of your final grade</u>.

3. Take-Home Exams
There will be two (2) take-home exams: Midterm and Final. The exams will consist of "open-book/open-note" questions; you will be able to utilize sources to complete a series of short answer/essay questions. Short answer/essay questions might emerge from required readings, lectures, and/or out of our collective discussions. These questions are meant to test your understanding and to allow you to demonstrate your critical-thinking skills. Student will be given <u>10 days</u> to complete the exam and submit their answers on Blackboard. All exams should be completed individually by students (i.e., without the assistance of others). Exams are due on the following dates (by 11:59 p.m.): **Midterm Exam: March 05, 2022** (Week 8); **Final Exam: May 06, 2022** (Finals Week). Each exam is worth 70 pts.; take-home exams are <u>worth 35% of your final grade.</u>

<u>There are no make-up exams allowed</u>. In the rare event that an *extreme* emergency arises (i.e., you were in the hospital, there was a death in your family), it is your responsibility to inform your Instructor prior to the scheduled exam submission deadline. If your excuse falls within the spectrum of an extreme emergency, we will work toward a solution.

4. Global Organization Case Study
You will write a case study (10-15 pages) that provides an in-depth analysis of a global organization. Each student (with Instructor consent) will choose an organization to study. This assignment will be completed in two parts: Part I involves proving information about the organization's mission, history, structure, etc. Part II (along with a revision of the elements from the first part) involves providing an analysis of the communication challenges faced by the organization. A more detailed description can be found in the 'Global Organization Case Study' description on Blackboard (see 'Case Study Assign.' tab). **Part I is due <u>March 11, 2022</u>; Part II is due <u>April 29, 2022</u>**. The Global Organization Case Study is <u>worth 40% of your final grade</u>.

<u>Late Paper Submissions</u>
Unless otherwise stated, all papers are due on the dates outlined in this syllabus. However, I recognize that sometimes "life happens." All students are provided with **<u>one flexible opportunity</u>** (for the entire semester) to turn in a case study paper up to two days (48-hours) beyond the due date without penalty. You do not need to provide me with the reason: simply email me and tell me you would like to use your flex opportunity. Any paper submission beyond the allocated flex opportunity/due date will receive a **10% deduction for each day late**. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignment on time, please let me know. I will evaluate these instances on a case-by-case basis.

5. Case Study Presentations
Each student is expected to deliver a 5-minute 'informal' talk about their case study. The purpose of the presentation is to share one's work with others and will occur during the last week of class: April 27, 2022. Students are expected to attend to support your peers. The presentation is worth <u>5% of your final grade</u>.

<u>Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes</u>
For effective learning, students should receive timely feedback on assignments. Therefore, *every attempt* will be made to grade assignments and post grades within 10-14 days. Scores for all assignments are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to dispute a score. To dispute a score, you must submit your reason *in writing*. This policy is helpful for two reasons: First, if a score change is justified, it provides documentation for change in the record. Second, it gives you a chance to think through and present your argument carefully, to maximize your chances of success. Submit your brief, written argument to the course instructor and teaching assistant. If you fail to inquire/notify us of any discrepancy, missing score, or dispute a score within one week of the date the score is posted, no further changes will be made.

Assessment:
You will be assessed on the following requirements:

Requirements	% of Final Grade	Point Equivalent	Date Due
Class Participation	10%	40	*weekly*
Discussion Leadership	10%	40	*vary*
Take-Home Exams			
Midterm	35%	70	03/05/22
Final		70	05/06/22
Global Organization Case Study			
Part I: Organizational Description	40%	80	03/11/22
Part II: Communication Analysis		80	04/29/22
Case Study Presentation	5%	20	04/27/22
Total		***400 pts. possible***	

Grading
The following scale will be used to assign final course grades:

Points	%	Grade	Points	%	Grade
376-400	94-100	A	292-307	73-76	C
360-375	90-93	A-	280-291	70-72	C-
348-359	87-89	B+	268-279	67-69	D+
332-347	83-86	B	252-267	63-66	D
320-331	80-82	B-	240-251	60-62	D-
308-319	77-79	C+	0-239	≤ 59	F

NOTE: Grades are based on the work completed from the first and last day of class. Per USC policy, "No student is allowed to re-take a final examination or do extra work in a course after the semester has ended for purposes of improving his or her [or their] grade."

What does a letter grade mean?
Enrollment in this course does not mean you earned an "A" in this course. *Earning an A* might require more diligence than you are used to. Doing the bare minimum is not A-level work. Description of letter grades are below.

Letter Grade	Description
A	Excellence; demonstrates *extraordinarily* high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; failure to meet the minimum standards for passing the course.

Course Policies

Academic Integrity Policy
The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and

may be dismissed from the School of Communication. There are no exceptions to the school's policy (USC Catalogue, 2021-2022). In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course.

Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Additionally, acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as one's own is another form of academic dishonesty and equally unacceptable. Please familiarize yourself with all aspects of expected student conduct in SCampus in Part B, Section 11, "Behavior Violating University Standards and Appropriate Sanctions".

Student Accessibility Accommodations
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of Student Accessibility Services (OSAS). You need to make a request with OSAS for each academic term that accommodations are desired. To avoid any delay in the receipt of your accommodations, you are encouraged to do this **during the first week of class**. Students taking courses in the Annenberg School of Communication will need to share and discuss their letters with their Instructor and forward a letter to the Office of the Director (ATTN: OSAS). Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your Instructor with an accommodation letter from OSAS. Your cooperation is appreciated. Office of Student Accessibility Services contact information: (213) 740-0776 or https://osas.usc.edu.

Student-Athlete Travel Excuse Letters
Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to plan for a make-up of any missed assignments or exams.

Religious Observances
The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of classes to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

Email Policy
Email *can be* an effective communication tool. However, it also can produce more confusion than clarity and be an inefficient use of time. Emails should not be seen as an alternative to attending class lectures, office hours, or a scheduled appointment. Before emailing, make sure you consult the course syllabus, Blackboard, and your lecture notes to see if the answer to your question is there. **Although responses may be provided quickly, you should allow a 24-hour timeframe for a response during the week (36-hours on weekend).** If you do not receive a response within the expected timeframe, *please* follow-up via email or in class.

Computer Access
USC Annenberg has a policy that requires that all students enrolled in an Annenberg class bring their own laptop device to campus. Windows OS and Mac OS software necessary to complete assignments in this course are available on computers in the following USC Computing Centers: Ahmanson Information Commons at Leavey Library, King Hall (KOH 206), and Waite Phillips Hall (WPH B34). Moreover, all currently enrolled students (with a valid ID) are eligible for the USC Computing Center Laptop Loaner Program. It is your responsibility to ensure that you have access to a computer that can perform the necessary functions for completion of assignments.

Laptops/Electronic Devices
Laptops/Tablets may be used during class for course related purposes (e.g., note-taking and participation). Other electronic devices (e.g., cell phones, iPods, etc.) should be turned off/silenced and put away. If you need to use your phone for any reason, please excuse yourself from the classroom.

Intellectual Property
The syllabus, lectures, handouts, and Blackboard content fall under personal and university-wide intellectual property policies. Anything other than personal use (e.g., organized recording, duplication, or distribution) on your part represents a violation of copyright and fair use laws. Per SCampus "distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media (see Section C.1 Class Notes Policy)."

Recording Policy
Students may not record or distribute any portion of a classroom lecture, discussion, or review **without the prior and explicit written permission of the course instructor**. The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce (in whole or in part) lectures, course notes, or teaching materials provided by the instructor is forbidden. Students registered with the Office of Student Accessibility Services (OSAS) who are unable to take or read notes have the right to audio record class lectures for their personal study only. Lectures recorded for this purpose may not be shared with other people without the consent of the Instructor. Furthermore, permission granted for recording of a lecture, discussion, or review also requires the observation of privacy guidelines and regulations for students in the class whose presence or statements might also be recorded.

Incomplete Work (IN)
A mark of incomplete is used to reflect work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its completion should be initiated by the student and agreed by the Instructor prior to the final exam. Incompletes will be given only when all University requirements pertaining to them are met. Marks of IN must be completed within one year from the date of the assignment of the IN (USC Catalogue, 2021-2022).

Turnitin.com
Students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no personal identifying information is included.

Classroom Comportment
Students are expected to engage in behaviors that enhance the learning environment. The Instructor is responsible for optimizing learning for not only individual students, but for all students in the course. Thus, disruptive behaviors will not be tolerated. These behaviors include: not listening, pretending to listen while secretly texting or using electronic devices, speaking without being recognized, making fun or otherwise berating/disparaging the remarks of another person, etc. **Disruptive behaviors *may* adversely affect your overall course grade.**

Learning Experience Evaluations
Learning Experience Evaluations will be conducted on the last day of the class. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. Comments on personal characteristics of the instructor are not appropriate and will not be considered. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

Additional Resources

Counseling and Mental Health [24/7 on call]: (213) 740-9355 or https://studenthealth.usc.edu/counseling/
Counseling and Mental Health Services provides access to different counseling services, such as drop-in or one-on-one appointments, group counseling via Telehealth and workshops for health with anxiety, sleep, relationships, etc.

National Suicide Prevention Lifeline [24/7 on call]: (800) 273-8255 or suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) [24/7 on call]: (213) 740-9355(WELL), or studenthealth.usc.edu/sexual-assault. Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX: (213) 740-5086 or equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment: (213) 740-5086 or 821-8298 or usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

USC Support and Advocacy: (213) 821-4710 or studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC: (213) 740-2101 or diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

LiveSafe Mobile Safety App: http://dps.usc.edu/services/safety-app/
Managed by the USC Department of Public Safety and the USC Department of Emergency, this free downloadable app [Google or Apple] can be used to initiate contact with emergency responders around both USC campuses. The features include: immediate "push button" calls to DPS, easy reporting for suspicious activity or crimes in progress, and location services to notify friends of your route through campus.

USC Emergency, University Park Campus [24/7 on call]: (213) 740-4321 or dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety, University Park Campus [24/7 on call]: (213) 740-6000 or dps.usc.edu
Non-emergency assistance or information.

ITS Customer Support Center (CSC): **(213) 740-5555 or** http://itservices.usc.edu/students/
The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

Annenberg Student Success Fund: https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Course Schedule*

	Date	Topic	Readings
Week 1	Jan. 10	Introduction to the Course	Syllabus
	Jan. 12	Organizational Communication: An Overview	----------
PART I: GLOBAL ORGANIZATIONS			
Week 2	Jan. 17	**No Class – Martin Luther King's Birthday**	
	Jan. 19	Introduction to Globalization	BbParker (2005, pp. 1-14 only)
Week 3	Jan. 24	Three Perspectives on Globalization	BbParker (2005, pp. 14-25 only)
	Jan. 26	The Convergence-Divergence Debate	BbGupta &Wang (2011)
II. CONVERGENCE & DIVERGENCE			
Week 4	Jan. 31	Typology of Organizations	----------
	Feb. 02	The Lexus and the Olive Tree	BbFriedman (Chpt. 3 & 4)
Week 5	Feb. 07	McWorld and Globalization	BbBarber (1992), TRitzer (Chpt. 1)
	Feb. 09	McDonaldization of Society (Efficiency & Calculability)	TRitzer (Chpts. 2 & 4)
Week 6	Feb. 14	McDonaldization of Society (Predictability & Control)	TRitzer (Chpts. 3 & 5)
	Feb. 16	McDonaldization of Society (cont.)	----------
Week 7	Feb. 21	**No Class – President's Day**	
	Feb. 23	Case Study Assignment Discussion	----------------
III. CULTURAL VARIATIONS AND THE GLOBAL ORGANIZATION			
Week 8	Feb. 28	National Culture and Organizations	BbHofstede (1983)
	Mar. 02	Cultural Variability: Individualism-Collectivism	BbWagner et al. (2012)
		DUE: Take-Home Midterm [Fri., 03/05 by 11:59 p.m.]	
Week 9	Mar. 07	Cultural Variability: Power Distance (PD)	BbArdichvili & Kuchinke (2002)
	Mar. 09	Cultural Variability: Uncertainty Avoidance (UA)	BbSwierczek & Ha (2003)
		DUE: Global Organization Case Study: Part I [Fri., 03/11 by 11:59 p.m.]	
Spring Recess (March 13 – March 20)			
Week 10	Mar. 21	Cultural Variability: Masculinity-Femininity (MAS)	BbBessis (2004)
	Mar. 23	McDonaldization of Society (Inefficiency)	TRitzer (Chpt. 6)
IV. COMMUNICATION & GLOBAL ORGANIZATIONS			
Week 11	Mar. 28	Communication Competence in Organizations	BbJablin & Sias (2001)
	Mar. 30	Knowledge Sharing and Organizational Trust	BbBhagat et al. (2002)
Week 12	Apr. 04	Language in Global Organizations: Problems and Policies	BbBanks & Banks (1991)
	Apr. 06	Language in Global Organizations (cont.)	----------------
Week 13	Apr. 11	Conflict & Global Organizations	----------------
	Apr. 13	Conflict *within* Global Organizations	BbJoshi et al. (2002)
V. IMPACT OF GLOBAL ORGANIZATIONS			
Week 14	Apr. 18	Global Corporate Social Responsibility (CSR)	BbStohl & Stohl (2010)
	Apr. 20	Global Corporate Social Responsibility (cont.)	----------------
Week 15	Apr. 25	Impact of the Coronavirus on Globalization	TRitzer (Epilogue)
	Apr. 27	Case Study Presentations & Course Wrap-Up	----------------
		DUE: Global Organization Case Study: Part II [Fri., Apr. 29]	
Finals Week		Take-Home Final due (Friday, May 06, 2022)	

*Course schedule/content subject to change   TCourse Textbook (Ritzer)   BbBlackboard Reading