

**BUAD 493**  
**Global Applied Honors Research Seminar**

**Syllabus Spring, 2023**

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### **COURSE DESCRIPTION**

Students in this class will work on identifying and developing scalable analytic business solutions to support sustainability and inclusive growth. Specific problems that will be addresses and the validations of potential solutions will be based on field work in Indonesia.

### **LEARNING OBJECTIVES**

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

- 1) Analyze the impact of businesses on the environment and inclusion.
- 2) Analyze business ecosystems and identify the challenges and opportunities for growth faced by small and micro business and small holder farms.
- 3) Analyze the global business ecosystem and identify the challenges and opportunities for environmentally focused businesses.
- 4) Assess the business context in a country (including the economic/financial, technological/infrastructure, political/regulatory, and cultural/social/historical contexts) and describe how this context affects small and micro businesses and the environment.
- 5) Identify the ways in which businesses can be responsible global citizens and the opportunities for social entrepreneurship.
- 6) Think outside the constraints of an ethnocentric perspective by analyzing the deeper values that underlie cultural practices to understand how culture affects doing business in a country.

The course will also provide an opportunity for students to develop their ability to critically analyze unstructured problems and creatively develop implementable business solutions.

### **ORGANIZATION OF THE CLASS**

The class consists of a set of 14 classes. A set of sessions will be focused on developing a deeper understanding of the context. In these sessions we will discuss (i) Indonesian social, political, and economic systems, (ii) climate change and carbon, (iii) impact of plastics and garment production on the environment, and (iv) small and micro-enterprises and growth. The remaining sessions will be dedicated to project work. In these sessions we will also discuss research methods that are relevant for each of the projects.

During these 14 weeks students will work in teams on a project. They will spend a week in Indonesia gaining first-hand information for the project. The course will culminate with teams presenting their findings to the sponsoring firms.

## GRADING

The grade for this class is based on the following:

1) <u><a href="#">Class Participation and Attendance (Individual)</a></u>	10%
2) <u><a href="#">Report on Indonesia (Individual)</a></u>	10%
3) <u><a href="#">Research Paper on Topic Related to Project (Individual)</a></u>	25%
4) <u><a href="#">Project Work (Group)</a></u>	55%

At the end of the course, you will complete peer evaluations of the members of your team. Assessments of individual student contributions to group assignments are done by the instructor, based on his observations of the team's working dynamics, assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations. Please see Appendix I for the peer evaluation form.

### **Expectations Regarding Student Conduct on the International Field Trip**

During the trip, you are a representative of USC and your actions reflect upon the reputation of the school. Therefore, you are expected to behave professionally at all times and be an exemplary Ambassador of the USC Marshall School of Business.

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As is the case with all USC study abroad programs, all *USC Student Handbook* (<https://policy.usc.edu/studenthandbook/>) policies and the University Student Conduct Code are in effect during the international field trip, from the time you arrive at LAX at the start of the trip until the end of the trip. The University Policy on Alcohol and Other Drugs also applies throughout the international field trip. In addition, violations of these policies may subject you to university discipline and/or legal proceedings. Finally, violations of these policies during the trip will subject you to being required to return home early from the trip at your own expense.

## COURSE REQUIREMENTS AND ASSIGNMENTS

### **Class Participation and Attendance (Individual) (10%)**

Since this is an experiential learning course, high levels of engagement and participation are expected in the class sessions and during the international field study trip. Attendance is necessary to successfully learn the lessons in this course.

In grading your participation, I will look at both the quantity and quality of your involvement and participation. It is important that you make an effort throughout the course to contribute to the course discussions and learning in some meaningful way. Participation is obviously a function of preparation, skills, attitude, a willingness to engage, and of course attendance.

With regard to quality, the dimensions that matter include:

- Relevance -- does the comment bear on the subject at hand? Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.
- Causal Linkage -- are the logical antecedents or consequences of a particular argument traced out? Comments that push the implications of a fact or idea as far as possible are generally superior.
- Responsiveness -- does the comment react in an important way to what someone else has said?
- Analysis -- is the reasoning employed consistent and logical?

- Evidence -- have data from the readings, from personal experience, from general knowledge been employed to support the assertions made?
- Importance -- does the contribution further our understanding of the issues at hand? Is a connection made with other issues we have analyzed?
- Clarity -- is the comment succinct and understandable? Does it stick to the subject or does it wander?

During the field trip, please keep in mind that the interactions with the community and members of the business leaders reflect upon the reputation of USC and the Marshall School. We should be at our best in terms of professionalism and high quality of participation during these meetings

Given the experiential learning focus of the international field trip, attendance at all in-country on-site visits and activities is required.

### **Indonesia Country Report (Individual) (10%)**

The course project requires a deeper understanding of Indonesia. As a means of achieving this goal, each student is required to write a short paper (2 to 3 pages) on an aspect of Indonesia that is related to your project. Potential topics include economic policies, social structures, political institutions, economic development, educational systems, infrastructure, etc. The report is due on the 28<sup>th</sup> of Jan.

### **Research Paper on Topic Related to the Project (Individual) (25%)**

Through this individual research paper (max 10 pages), each student will delve into an important aspect of the course project. To develop good solutions, we need to learn about the broader context. For example, if the goal is to increase plastic recycling, we need to understand the plastic supply chain. Similarly, if the goal is to improve the performance of a micro-farmer, it useful to understand solutions that have been deployed in other regions of the world. The instructor will work closely with each student to define the scope of the individual research report. The expectation is that each team member will research a different aspect of the problem and these research findings will collectively enhance the value of the group project.

<b>Activity</b>	<b>Due Date</b>
Define project scope – 1 page	2/13/2024
Preliminary update	2/27/2024
Periodic updates	Weekly/ or as needed
Final report	4/10/2024

### **The Course Project (Group) (55%)**

**(Memos: 10%, Presentations 15%, Report 30%)**

Project teams, consisting of 3 or 4 students, will be formed based on your preferences and project requirements. I will try to create balanced teams. I, therefore, cannot guarantee that you will get your first or second preference. Each team will be responsible for organizing itself and gathering further information pertaining to the project. I will provide more specific guidance and direction throughout the semester.

Teams are required to meet regularly and provide the instructor updates every two weeks.

You have to make a near-final presentation in class, a final presentation to the client, and turn in a final report. The report is expected to be about 25-30 double-spaced pages or annotated power point presentation (in addition, appendices should be attached). Apart from being reviewed and evaluated by the instructor, it will also be sent to the sponsoring organizations.

The following is the schedule for the project. The timeline is to help you make steady progress during the term. Memos can be bullet points – the goal is to avoid busy work and try to focus on what is most useful for successfully completing the project.

Date	Activity/ Deliverable	Description
1/24/2024	Memo #1 Problem statement reframing	Elaborate on the context and background of the project, statement of the problem along with a preliminary plan for solving the problem that outlines data needs. (2 to 3 pages).
2/7/2024	10-minute presentation of Problem & Approach (in class)	
2/21/2024	Memo # 2: Deliverables, Progress, Data needs, Field Trip Plans	Outline your deliverable, data needs, and progress made to date. What information have you gathered? What are your plans for the field trip? (3 to 5 pages)
3/27/2024	Memo # 3: Post Trip Updates	What did you achieve during the field trip? Updates to problem scope, data needs, and plans. (3 to 5 pages)
4/10/2024	Memo #4: Outline of Deliverables	Outline with some sections completed and others as placeholders
4/24/2024	In-Class Presentations – 30 minutes (with Q & A)	
5/8/2024	Final Project Report Due	Final report can be an annotated power point presentation or a document – whatever makes most sense for your project.

At the end of the semester, each team member will be asked to assess the relative contributions/efforts of all the other member of their team in order to reward excellence and avoid free riders.

**All project related memos and reports are group based. Please submit them on Blackboard by the due date.**

## DATA & TECHNOLOGY

For this project you will need to conduct primary and secondary research. For secondary research, the USC library system can be a useful resource. It has substantial amounts of online and print reference material related to international business. During the field trip you will be conducting primary research. You may also have the opportunity to collect primary data through on-going interactions with our sponsors.

Gaining a quick understanding of the types of information you will need is crucial. Some of this information may be available through secondary sources. Determining early, what is available through secondary sources will allow you to identify gaps in your data needs and plan your primary data collection. Primary data collection can be time consuming and is relatively more challenging. The ability to effectively collect data needed to arrive at defensible conclusions is a valuable skill.

For your project work you may need to use different software tools. Marshall has site licenses for a variety of software that students can access free of charge. A list of available software is located [here](#). You are responsible for ensuring that you have the necessary computer equipment and reliable internet access. You are invited to explore what lab or loaner options exist. Contact the Marshall HelpDesk (213-740-3000 or [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu)) if you need assistance.

## USE OF AI

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with your project work and individual reports. You should also be aware that AI text generation tools may present

incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

## OPEN EXPRESSION

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/open-expression-statement)" (<https://www.marshall.usc.edu/open-expression-statement>).

## USC STATEMENTS ON ACADEMIC CONDUCT & SUPPORT SYSTEMS

### **Academic Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

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](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

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## CLASS SCHEDULE

Date	Discussion Topics	Comments/ Readings
1/10/2024	Introduction – Projects, Field Trip, Deliverables	Project assignments
1/17/2024	Overview of Indonesia + Problem Framing Techniques	<a href="https://www.worldbank.org/en/country/indonesia">https://www.worldbank.org/en/country/indonesia</a>  <a href="https://www.cia.gov/the-world-factbook/countries/indonesia/">https://www.cia.gov/the-world-factbook/countries/indonesia/</a>
1/24/2024	Growing Small Enterprises + Collecting Qualitative Data	<a href="https://www.mckinsey.com/industries/public-and-social-sector/our-insights/unlocking-growth-in-small-and-medium-size-enterprises">https://www.mckinsey.com/industries/public-and-social-sector/our-insights/unlocking-growth-in-small-and-medium-size-enterprises</a>  <a href="https://pdf.usaid.gov/pdf_docs/PNADY362.pdf">https://pdf.usaid.gov/pdf_docs/PNADY362.pdf</a>
1/31/2024	Project work in class	
2/7/2024	Project update presentations	
2/14/2024	Environment +Carbon Cycle	Carbon Footprints: methods and calculations Future proof your climate strategy
2/21/2024	Project work on your own - no class	
2/28/2024 – End of term	Project work + Presentations, in class	I will work with each team separately on the content most relevant for their project.

## ACADEMIC CONDUCT AND SUPPORT SYSTEMS

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**Appendix I**  
**PEER EVALUATIONS**

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations.

**Peer Input/Evaluation Form**

*Complete one form for each of your teammates/group members, including yourself.*

**Name of group member:**

<i>Assess your teammate's contributions on a scale of 1-5 (5 is excellent)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Attended and was engaged in team meetings from beginning to end					
Asked important questions					
Listened to and acknowledged suggestions from every teammate					
Made valuable suggestions					
Took initiative to lead discussions, organize and complete tasks					
Contributed to organizing the assignment					
Contributed to writing the assignment					
Reliably completed tasks on time in a quality manner					
Demonstrated commitment to the team by quality of effort					
Was cooperative and worked well with others					
I would want to work with this team member again.					
Describe your teammate's (or your) contributions to the assignment:					
How might your teammate (or you) have made <b>more effective</b> contributions to the assignment?					
Your name:			Date:		