

"Traveling – it leaves you speechless, then turns you into a storyteller. "

– Ibn Battuta

"One must learn by doing the thing, for though you think you know it-
you have no certainty, until you try."

- Sophocles circa 400 B.C

Course Syllabus – Spring 2020



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*During the semester, email is the best way to reach me
 Once we are in Spain, however, and you need to reach me in case of an
 emergency please contact me on my cell phone.*

Course Description

A recent in-depth look at the current state of business education by Datar, Garvin, and Cullen (2010) suggests that a major challenge as well as failure of business education has been the inability to fully incorporate a global perspective into the business curriculum. These authors state that:

"...business schools still have much work to do before they can claim to be equipping students with a global mindset. There are challenges of both knowledge and action. Not only must students gain an understanding of the world's many differing business and economic environments, but also, they must develop a set of conceptual, behavioral, and interpersonal skills that will allow them to navigate their way successfully through these environments, enabling them to work effectively with unfamiliar, culturally diverse customers, colleagues, partners, and suppliers." (p. 85-86)



This course seeks to enhance your global perspective through use of **experiential learning in a global context**. Before we travel to Spain, you will learn not only about the unique Spanish cultural and economical context but also about the growing phenomena of social innovation. Organizations like Patagonia, Ben & Jerry's, Seventh Generation, Homeboy Industries and Habitat for Humanity are successfully integrating triple bottom lines principles into their daily operations, accomplishing their financial, social and environmental goals. During the Spring semester, I will use a mix of mini-lectures, reading, interactive activities, case studies discussion, writing assignments and guest speakers to achieve our learning objectives. With this new acquired global perspective and knowledge on social innovation/sustainable business, we will travel to Barcelona in late May 2020. While in Barcelona you will meet a social enterprise facing a challenge. Using the Design Sprint¹ method, you will spend five days developing and prototyping a solution for that challenge.

In addition, while abroad, we will combine on-site visits to social enterprises and certified B – Corps as well as cultural activities to allow you to explore the unique idiosyncrasy of the Spanish cultural, political and business environment.

In the end, travel, in itself, is rewarding and educational, but within the context of an academic course, an international experience adds a dimension of understanding that is extremely difficult to achieve in a traditional classroom environment. Ideally, you will leave this course with an integrated view of key social innovation concepts as applied to an international setting, as well as respect and appreciation for the culture and the people of Spain.

Program Learning Goals

CSUCI's MV Smith School of Business has five Program Learning Goals – 1) Critical Thinking, 2) Oral Communication, 3) Written Communication, 4) Collaboration, 5) Conduct (Personal Ethics) and 6) Competencies in Discipline

Learning Objectives

Students who successfully complete this course will be able

1. Understand the distinctive features and elements of different organizational social innovation models in the US and in Spain.
2. Gain skills in lean entrepreneurship by experiencing abroad the Design Sprint methodology and apply it to a real organization with a real challenge.
3. Discover and use tools for creativity and innovation.
4. Identify and articulate characteristics of Spanish business, educational and cultural environments.

¹ <http://www.gv.com/sprint/>



5. Describe the social impact arena in Spain and analyze the socio-economic and legal factors that have nurtured this ecosystem.
6. Synthesize detailed reflective observations of the diverse Spanish cultural and economic reality.
7. Develop basic intercultural competencies required to conduct business in a global interconnected economy by exploring and contrasting Spanish vs. US culture dimensions.
8. Develop self-awareness and key empathetic leadership and team-building skills.

Other critical course objectives are team building, focused and precise business writing, public speaking and presentation skills, as well as in some web-based critical tools such as Google Docs and Google Presentations. Additionally, while in Spain, you will develop your entrepreneurial mindset by applying the Sprint methodology to a real organization.

My Teaching Philosophy & Expectations

The course will be a mix of lectures, discussion, group work, both in our main campus and in Spain including a team experiential learning project in Barcelona. We will hold ourselves (that's me and you) to a high standard, work hard and have a lot of fun. I believe in open communication so please know that I am always available to discuss class/content materials, group dynamics or specific situations, especially during our time abroad. Learning is a process and I hope you embrace this unique experience with an open mind.

Remember that we are guests in another country to various organizations. We are representing ourselves, CI, and the U.S. Please be respectful, be professional, be prepared and be actively engaged.

Mandatory Readings

- The New Spaniards (2nd Edition), John Hooper
- Selected SAGE Business Cases – Social Impact Collection – available online through the Library
- Selected readings - posted in CI Learn
- CIA Factbook Spain: <https://www.cia.gov/library/publications/the-world-factbook/geos/sp.html>

Recommended Readings & Materials

- El Pais (English Section) <https://elpais.com/elpais/inenglish.html>
- Introduction to Spain: <https://globaledge.msu.edu/countries/spain>



Assessment

Final grades will be based on the following assessments

	POINTS	PERCENTAGE
Attendance	50	5%
Participation & Questions	50	5%
Understanding SDGs	50	5%
Learn & Tell	80	8%
Spain in the News	25	3%
Meet a Spanish SocInn	25	3%
Weekly Journal	75	8%
Cases	100	10%
Experiential learning project (Spain)	370	37%
Conduct/Participation Abroad (Spain)	75	8%
Final Presentation & Video -(post-trip)	100	10%
Final Reflection (post-trip)	50	5%
TOTAL	1000	100%

Check CI Learn for full description of each activity.

Experienceship: Project-based Experiential Learning²

Experiential Learning is defined as *“The process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience”* (Kolb, D. 1984).

Experiential learning has been recognized as a powerful pedagogical tool as it helps students to learn by doing vs. traditional classroom-based pedagogy. In order to be effective experiential learning has to be

- **Applied** as the student develops an understanding of the curriculum and enhance his/her learning by putting the concept into practice.
- **Participative** as the student is involved in the process.
- **Interactive** as the student engaged with organizations in Spain.
- **Whole-person emphasis:** development of the student's interpersonal and other non –cognitive skills.

In collaboration with Corkscrew³, a U.K.-based educational company, I have designed an **“Experienceship”** in Spain that will allow you to gain a deeper

² Gentry, J (1990) Guide to Business gaming and Experiential learning

³ <https://corkscrew.io/>



understanding of the entrepreneurial process using the Design Sprint methodology. Corkscrew is a company who aims to develop learning environments for people and organizations to help them develop key “uniquely human skills” to thrive in V.U.C.A.⁴ (*volatility, uncertainty, complexity, and ambiguity*) environments that are becoming more and more the norm than the exception.

In our project, groups of 4-5 students will work together to develop a solution to a challenge faced by a social enterprise in Barcelona (Spain). In order to develop and validate a viable solution for this social enterprise, students will be trained in the Design Sprint methodology. I will be the lead instructor for each of these sessions and a Corkscrew consultant would be supporting me to facilitate the sessions and to guarantee a smooth communication with the social enterprise through the week.

This table presents a snapshot of each of the key activities for each of the weekdays while abroad. See Appendix 1 for a full detailed itinerary.

DAY	MORNING	AFTERNOON
Thursday	<ul style="list-style-type: none"> • Introduction to <i>Experienceship</i> & IceBreaker • Client Brief Presentation • Client Presents Challenge & Q&A 	<ul style="list-style-type: none"> • Project Management 101 • Problem Mapping Workshop • Problem Reframing and Selection
Friday	Challenge Solution Ideation <ul style="list-style-type: none"> • Team Generation Dynamics • Ideation Workshop • Solution Selection • Develop a Value Proposition 	Field trip to a local certified B Corp
Monday	Challenge Solution Selection <ul style="list-style-type: none"> • Screening Methodology • Final Selection 	Rapid Prototyping Workshop <ul style="list-style-type: none"> • Select Prototype for selected solution • Develop prototype to test value proposition
Tuesday	Test Solution / Customer Validation <ul style="list-style-type: none"> • Identify Customer • Validate Value Propositions 	Field trip to Barcelona City Council Innovation Lab
Wednesday	How to Pitch (Public Speaking Workshop) <ul style="list-style-type: none"> • Prepare Final Presentation • Rehearse and feedback session 	Final Presentation of solutions to Social Enterprise <ul style="list-style-type: none"> • Teams present business solutions to company • Q&A session with the company

⁴ Bennet & Lemoine (2014) *What VUCA really means for you*. Harvard Business Review. Retrieved from <https://hbr.org/2014/01/what-vuca-really-means-for-you>



Reflective Journal

Reflection is a powerful tool for personal and professional growth, one that we often overlook. Learning to reflect takes time so I would like you to use this opportunity to not only reflect on your learning and traveling experience, but also, to learn the basics of reflection that can be applied in your future careers.

Be sure to read this Harvard Business Review and BCG articles first

- <https://hbr.org/2017/03/why-you-should-make-time-for-self-reflection-even-if-you-hate-doing-it>
- <https://www.bcg.com/publications/2017/leadership-talent-people-organization-rewards-ceo-reflection.aspx>

Reflection is also a key part of your international experience and thus a key part of this course. There are two components that make up your reflection grade:

1. Weekly reflection submitted on CI Learn during the semester
2. Individual Reflection a three-page reflection paper due at the end of the course upon our return from Spain.

I am the only person who will read your reflections. Your final reflection should indicate that you have reflected on events, experiences, activities, thoughts, or feelings related to the course. The entry should demonstrate that you are trying to put things together, that you are, for example: connecting previous learning from the regular session to your learning while in Spain, connecting information from within and outside the course, realizing something about yourself as a result of the trip and hopefully reflecting on something that is relevant to your professional career. Be sure to address:

- What did you personally gain as a result of this international experience? What did you learn?
- What surprised you about Spain? -positively & negatively -
- What should you *personally* have done differently to improve your experience in the course?

A high-quality reflection paper will demonstrate a good faith effort to think deeply about what you have learned and how you have grown as a result of the international experience.

Conduct & Participation while abroad

Sessions attendance, meeting attendance and showing up on time to class, appointments and site visits is expected and required. However, attendance



alone is not enough for full participation points. Active participation is encouraged and expected – that means you should ask and answer questions and try to facilitate discussion with other class members and our hosts and be respectful and professional in meetings and interactions with others.

Group Final Presentation

Upon our return from Spain, we will meet one final time (date TBD). Attendance is mandatory. Working in groups, students will prepare and present a 10-minute presentation to the class (plus 5 m Q&A). Exact details of the presentation will be provided but you can plan on the presentation highlighting both the intellectual content (that is, what did you group learned while working for the Spanish organization?) and the lessons learned from those experiences.



The following schedule of assignments are subject to change with notice.

TENTATIVE SCHEDULE

#		SUBJECT AREA	READINGS	ASSIGNMENT/ DELIVERABLE DUE ONLINE BEFORE CLASS	IN CLASS
1	01/28	Introduction & Course Overview		Student ID pictures and personal card (in class)	Expectations & Intros "What if" video
2	02/04	UNIT 1: Intro to Social Innovation	Link on Canvas	Final day to bring ID pictures Journal Entry Understanding SDG's	Spain the News Understanding SDGs discussion
3	02/11	UNIT 2: Social Innovation in the Private sector: CSR	Link on Canvas	Case 1 Write-Up Journal Entry	Spain the News Documentary Case Discussion
4	02/18	UNIT 2: Social Innovation in the Private sector: B Corps & SocEnt	Link on Canvas	Journal Entry	Spain the News Guest Speaker: Angelika M Daya Initiative's Founder
5	02/25	UNIT 3: Social Innovation in the Third Sector	Link on Canvas	Case 2 Write-Up Journal Entry	Spain the News Guest Speaker: Juanjo Manzano, Alma Natura's Founder Case Discussion
6	03/03	UNIT 4: Understanding Spain (!)	The New Spaniards	Journal Entry Case 3 Write-Up Learn & Tell	Spain the News Case Discussion
7	03/10		The New Spaniards	Journal Entry Learn & Tell	Spain the News Documentary Guest Speaker: Juan Diego Mujica, Lawyer
8	03/17		The New Spaniards	Journal Entry Learn & Tell	Spain the News Documentary
9	03/24	SPRING BREAK - watch Spanish Affairs 1			
10	03/31	CESAR CHAVEZ DAY - Campus Close			
11	04/07	UNIT 5: Spain- Social Innovation context	Link on Canvas	Reading summaries Journal Entry Case 4 Write-Up	Meet a Spanish SocInn Case Discussion
12	04/14		Link on Canvas	Reading summaries Journal Entry	Meet a Spanish SocInn Guest Speaker: Ana Munoz de Dios, Fundación Integra
13	04/21		Link on Canvas	Case 5 Write-Up Journal Entry	Meet a Spanish SocInn
14	04/28	UABC Students Visit - Presentation, case discussion & field trip			
15	05/05	Orientation Session - Journal Entry - These 2 sessions will cover all information regarding the trip: itinerary, accommodations, etiquette, security issues, transportation, currency/exchange, phones, emergency/medical plans.			
16	05/12	Sprint Method & Orientation Session - Journal Entry			



Grading

Final grade will be calculated on the weighted value of all components. Final grades will be given on the basis of the guidelines provided by school. The professor reserves the right to change the method for determining course evaluation at any time.

A+: 1000-980	A: 979-930	A-: 929-900
B+: 899-880	B: 879-830	B-: 829-800
C+: 799-780	C: 779-730	C-: 729-700
D: 699-600	F: <600	

Note this is also the general CSUCI policy on grades, which can be found here: <http://senate.csuci.edu/policies/2012-2013/senate-policy-12-07.pdf>

In-Class Protocol

Cell phones and pagers are allowed in class only when they are silent/vibrate. If you need to answer an urgent call please leave the room. If your cell phone disturbs any part of the class you will be asked to leave the class and lose any points associated with that day. No exceptions.

Laptops are not allowed in the class unless you are using it to take class notes or to complete any of the assigned in-class exercises. No exceptions.

Writing Standards

The standard of writing is that of an upper division class. Students should have already achieved correct grammar and punctuation skills; those who have not should catch up by asking for help from the Writing & Multiliteracy Center <https://www.csuci.edu/wmc/>. Poor writing will count against your assignments' grade. References/Bibliographies and writing must be APA style. **I do not accept handwritten assignments.** Please, review this brief guide <https://www.csuci.edu/writing-ci/guide/business-and-economics.htm>

Academic Dishonesty

By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism,



unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at

<http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm>).

If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office. For additional information, please see the faculty [Academic Senate Policy on Academic Dishonesty](#), also in the CI Catalog.

Specifically, plagiarism or cheating on test and exams will result in an "F" (0 points) on the test or exams, very likely resulting in a lower or possibly a failing final grade in the course. No retakes. Plagiarism on homework or other course deliverables will result in a 0-point grade for that assignment. In the case where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course.

The Internet is a great source of information and I encourage you to use it for research. However, do not copy another author's writing word for word, except for brief passages to support your thesis. When using another writer's work, accurately identify it with a proper citation.

I encourage you to review this [UC Davis guide](#) to learn to distinguish between collaboration and plagiarism: *a and our CSUCI guide for faculty and students (see especially pp. 3-4 on "Strategies to Prevent Academic Dishonesty")*.

Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

Disability Statement

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can [apply for DASS services here](#). Faculty, students and DASS will work together regarding classroom accommodations. Please discuss approved accommodations with me ASAP!

Digitally Accessible Course Materials--ALLY

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that



focuses on making digital course content more accessible to all students. You will now be able to [download most course files in the format that fits best with your learning needs](#); PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit [Ally Support](#). Should you have any questions or experience issues while using ALLY, please contact [Shared Services Solution Center](#) at (805) 437-8552.

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, go to: <http://go.csuci.edu/tutoring>.

Civil Discourse

All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from Academic Senate [Resolution SR 16-01](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

Emergency Intervention and Basic Needs

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the Basic Needs Program at CI: <https://www.csuci.edu/basicneeds/>.



Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit our website at <https://www.csuci.edu/caps>.

Title IX and Inclusion

Title IX & Inclusion manages the University's equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus' response to the University's nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit <https://www.csuci.edu/titleix/>.

Preferred Pronouns

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center. Visit, <https://www.csuci.edu/registrar/preferred-name.htm> for instructions.

Disclaimer

The information contained in this syllabus, other than mandated by the University, may be subject to change with advance notice.

**APPENDIX 1- Full Itinerary (subject to change with notice)**

May 26th Tuesday	20.30 (PST) - Departure from LAX ⁵
May 27th Wed	16:25 (Spain Time) - Arrival at Barcelona Airport Bus to Hostel in Downtown Barcelona, Sant Jordi Hostel Sagrada Familia 20:00 - Welcome Dinner
May 28th Thursday	8:00 - Breakfast at Hostel 9:00-13:00 Working session at LearnLife – Social Enterprise presents Business Challenge to Students. <ul style="list-style-type: none"> • Introduction to Experienceship & IceBreaker • Client Brief Presentation • Client Presents Challenge & Q&A 13.00 – 14.00 – Lunch (on their own) 14.00 -17.00 Working session at Learnlife – Challenge Problem Mapping <ul style="list-style-type: none"> • Team Generation Dynamics • Problem Mapping Workshop • Problem Reframing and Selection 17.30 – 19.00 Social Activity (Cooking Class) 21:00-22:00 - Dinner at Hostel
May 29th Friday	8:00 - Breakfast at Hostel 9:00-13:00 - Working session at Learnlife (Challenge Solution Ideation) <ul style="list-style-type: none"> • Ideation Workshop • Solution Selection • Develop a Value Proposition 14.00 – 15.00 – Lunch (on their own) 16:30-19:00- Visit a certified B – Corp 20:00-22:00 - Social Activity (Tapas Tour)
May 30th Saturday	9:00 - Breakfast at Hostel 10.00 -13:00 - Guided Tour of Barcelona 14.00 – 15.30 – Lunch (on their own) 16:00-18:00 - Free time 19:00 - 20:30 Social Activity (Flamenco Event) 20.00 - Dinner at Hotel
May 31st Sunday	8:00- Breakfast at Hostel 10:00-13.00 Visit Sagrada Familia 14:00 – 15.30- Lunch (on their own)

⁵ Departure time is tentative till final booking is confirmed through the Travel Store.



	16:00-18:00 Social Activity (Picasso Museum) 21:00-22:00 Dinner at Hostel
June 1st Monday	8:00 - Breakfast at Hostel 9:00-13:00 - Working session at Learnlife (Challenge Solution Selection) 13.00 – 14.00 – Lunch (on their own) 14:00-17:00 - Working session at Learnlife (Rapid Prototyping Session) <ul style="list-style-type: none"> • Rapid Prototyping Workshop • Select Prototype for selected solution • Develop prototype to test value proposition 20:00-21:00 - Dinner at Hostel
June 2nd Tuesday	8:00- Breakfast at Hostel 9:00 – 13.00 Working session at Learnlife (Test Solution / Customer Validation) <ul style="list-style-type: none"> • Identify Customer • Validate Value Propositions 13:00 – 14.00 – Lunch (on their own) 15:00 – 17:00 Barcelona City Council Innovation Lab 20:00-21: 00 - Dinner at Hostel
June 3rd Wednesday	8:00: Breakfast at Hostel 9:00-13 :00 Working session at Learnlife <ul style="list-style-type: none"> • How to Pitch (Public Speaking Workshop) • Prepare Final Presentation • Rehearse and feedback session 13:00 – 14.00- Lunch (on their own) 14:00-16:00 – Final Presentation of solutions to Social Enterprise <ul style="list-style-type: none"> • Teams present business solutions to company • Q&A session with the company 21:00 - Final Farewell Dinner at Restaurant El Nacional
June 4th Thursday	8:00 - Breakfast at Hostel 15:20 - Departure from Barcelona 18:30 - Arrival at LAX