



## ECN410: COMPARATIVE ECONOMICS AND GLOBAL BUSINESS 1800 TO PRESENT

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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**COURSE DESCRIPTION:**

This course looks at the economies of five different regions/cultures around the world: Europe, Asia, Islam, Africa, and Latin America. Special attention will be given to the history, culture, and systems of each geographical and sociopolitical area.

**COURSE OVERVIEW:**

This course instructs students in the history of comparative economic systems from 1800 to the present. Students specifically focus on the history of business, technology, and innovation in a variety of comparative economic systems. Major topics include ethics, culture, industrial revolution, technology, and innovation, as well as government and the impact of business practices across time and the globe in these systems. The course thoroughly examines the Anglo-Saxon, U.S., European, and Asian economic models. The content cites many expert economists throughout the course, giving the student a broad academic view of economic systems, focusing especially on transition economies, and encouraging the student to analyze the future of our current and global economic systems.

**COURSE LEARNING OUTCOMES:**

1. Analyze the synergies and difficulties of European integration.
2. Compare and contrast the different economic systems present in Asia.
3. Evaluate the different special considerations for economies in predominantly Islamic countries.
4. Assess the challenges African countries have faced in the past and the opportunities those countries have in the future.
5. Explain how debt crises have helped shape the economies in Latin America.

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### PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

1. Armendáriz, B., & Larraín B., F. (2017). *The economics of contemporary Latin America*. Cambridge, MA: MIT Press. ISBN-13: 978-0262533157
2. Askari, H., Iqbal, Z., & Mirakhor, A. (2017). *Introduction to Islamic economics: Theory and application*. Singapore: John Wiley & Sons Singapore Pte. Ltd. ISBN-13: 978-1118732960
3. Baldwin, R., & Wyplosz, C. (2015). *The economics of European integration*. Kings Cross, London UK: McGraw Hill. ISBN-13: 978-0077169657
4. Bright, J., & Hruby, A. (2015). *The next Africa: An emerging continent becomes a global powerhouse*. New York, NY: Thomas Dunn Books. ISBN-13: 978-1250063717
5. Studwell, J. (2014). *How Asia works*. New York, NY: Grove Press. ISBN-13: 978-0802121325

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### MODULE 1

#### Readings

- Read Chapters 1, 2, 3, & 7 in *The Economics of European Integration*

- Edwards, J. (2018). A replication of 'Education and catch-up in the Industrial Revolution' (American Economic Journal: Macroeconomics, 2011). *Economics*, 12(3), 1-33A.
- Wallis, S. (2016). Five measures of growth that are better than GDP. World Economic Forum. Retrieved from <https://www.weforum.org/agenda/2016/04/five-measures-of-growth-that-are-better-than-gdp/>
- Lucas, R. E. (2004). The industrial revolution: Past and future. Economic Bulletin, Vol. XLIV, no. 8. Retrieved from <https://www.aier.org/research/industrial-revolution-past-and-future>
- Wolcott, S., & Hanes, C. (2015). *Research in economic history*. Bingley, U.K.: Emerald Group Publishing.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**MODULE 2**

**Readings**

- Chapters 4, 5, 6, & 8 from *The Economics of European Integration*
- Ince, O. (2016). Bringing the economy back in: Hannah Arendt, Karl Marx, and the politics of capitalism. *The Journal of Politics*, 78(2), 411-426.
- Shahrier, S., Kotani, K., & Kakinaka, M. (2016). Social value orientation and capitalism in societies. *PLoS ONE*, 11(10), E0165067.
- Almudi, I., & Fatas-Villafranca, F. (2018). Promotion and coevolutionary dynamics in contemporary capitalism. *Journal of Economic Issues*, 52(1), 80-102.
- Kahanec, M., & Guzi, Martin. (2017). How immigrants helped EU labor markets to adjust during the Great Recession. *International Journal of Manpower*, 38(7), 996-1015. Retrieved from <http://ftp.iza.org/dp10443.pdf>
- Khorana, S., Perdikis, N., & Kerr, W. (2015). Global economies of scale in the EU-India trade agreement: Are they the key to a return to economic growth? *Asia Europe Journal*, 13(1), 41-55.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking (85 points)**

**Our CSU-Global Writing Center offers services to help you:**

- Individual tutoring, using face-to-face, voice-to-voice, and text chat.
- APA Workshops with a group

**Individual tutoring**

You can stop by the CSU-Global Writing Center at <https://csuglobal.mywconline.com> to make an appointment with a faculty coach. Coaches are available Sunday-Friday, and appointments can be made from two weeks to two days in advance.

For your appointment, log in at [csuglobal.mywconline.com](https://csuglobal.mywconline.com), choose your video and audio options, and:

- upload your paper to the plain-text whiteboard to discuss the focus, organization, and development of your writing, or:
- email your paper to your coach to discuss APA

You and your coach can use face-to-face, voice-to-voice, and text chat options to talk about the project and make changes.

First visit? Register @ <https://csuglobal.mywconline.com/register.php>

Have an account? Log in @ <https://csuglobal.mywconline.com>

### **APA Workshops**

You can come to an APA Workshop. Our CSU-Global Writing Center faculty coaches talk about everything from using the *CSU-Global Guide to Writing & APA* template to in-text citations to the References page. You can ask coaches your questions about APA format through the interactive Zoom platform.

If this will be your first meeting using Zoom, log in a bit early to download the app:

### **APA Workshops**

Join from PC, Mac, iOS or Android: <https://csuglobal.zoom.us/j/614650560>

Or join by phone: +1 408 638 0968 or +1 646 558 8656 US Toll

Meeting ID: 614 650 560

International numbers available: [https://csuglobal.zoom.us/join?m=Ola-zP4bx\\_zHO6XPSMMJmqWXKdZg-VTA](https://csuglobal.zoom.us/join?m=Ola-zP4bx_zHO6XPSMMJmqWXKdZg-VTA)

### **Option #1: Poverty, Property and Underpinnings**

Critically evaluate and respond to each of the following in a 3-4-page paper:

1. The labor market in the European system faces challenges, as many parts of the world do. Discuss the extent and the ways that will shift the dramatic movement away from planning and toward markets and altering the systemic arrangements used in developing nations.
2. Determine if these changes will influence the levels of living in EU countries.
3. Unlike the market economic system, for which the competitive ideal serves as a theoretical underpinning, the socialist economic system has no theoretical underpinning. Evaluate your position against the European economic integration providing rationale for your argument.

### **Instructions:**

- Your paper should be 3-4 pages long, or approximately 300 words (excluding cover page and references).
- Your responses should be well supported.
- Your paper must include a minimum of three credible, non-text references and be formatted according to *CSU Global Guide to Writing & APA*.
- Use the CSU-Global library to find references.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

## Option #2: Comparing Economic Systems

Assume that you are in a position where you want to support pro-planned socialism. In a 3-4-page dialogue, respond to the following:

1. Take a position where you want to show the positives of pro-planned socialism and to critique capitalism.
2. Explain how pro-planned socialism and the capitalism market are different when it comes to labor and unemployment arrangements.
3. Support your arguments with clear evidence about your position, and make sure that you have academic support to your ideas and presentation.

### **Portfolio Milestone (25 points)**

Submit your Portfolio Topic to your instructor for preliminary approval. Provide reasons for your choice. Your submission should contain no more than one page of content, framed by a cover page and references page. This assignment is required and is worth 25 points.

## MODULE 3

### **Readings**

- Chapters 1-6 & 8 from the *Economics of Contemporary Latin America*
- Caceres, L. R., & Caceres, S. (2017). Labor productivity and social policy In Latin America. *The Journal of Developing Areas*, 51(2), 85-104.
- De Mendonça, H., & Da Silva Veiga, I. (2017). The open economy trilemma in Latin America: A three-decade analysis. *International Finance*, 20(2), 135-154.
- Levaggi, A. (2016). Latin America in the global political economy: Association, adaptation and resistance. *Insight Turkey*, 18(1), 221-228.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Critical Thinking (95 points)**

#### **Option #1: Brazil in Transition**

The global economy has its eyes on Brazil as one of the emerging economies, and possibly an economic power in the next 25 years. In a 4-5-page paper:

1. Explain the approach Brazil took to change its historical economic situation and become a prominent economic power.
2. Identify major changes in Brazil's political and economic behavior that led to this change.

### **Instructions**

- Your paper should be 4-5 pages long (excluding cover page and references).
- You must include a minimum of three credible, non-text references and be formatted according to *CSU-Global Guide to Writing & APA*.
- Use the CSU-Global library to find references.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

## Option #2: Argentina in Transition

In the late 1980s and early 1990s, Argentina had staggering inflation rates reaching as high as a record 4,923.3%. In a paper, 4-5 pages long:

1. Explain the historical causes that led to Argentina's high inflation rate.
2. Discuss some of the measures that led to lowering the inflation rates.
3. Compare the historical events with the currency rates today, and evaluate the direction the currency is heading. Explain your position in comparison to historical trends.

### Instructions

- Your paper should be 4-5 pages long (excluding cover page and references).
- You must include a minimum of three credible, non-text references and be formatted according to *CSU-Global Guide to Writing & APA*.
- Use the CSU-Global library to find references.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

## MODULE 4

### Readings

- Chapters 7 & 9-12 from the *Economics of Contemporary Latin America*
- Burdekin, R., & Laney, L. (2016). Fiscal policy making and the central bank institutional constraint Una Vez Más: New Latin American evidence. *Public Choice*, 167(3/4), 277-289. doi:10.1007/s11127-016-0341-8.
- Krygier, R. (2017). Top U.S. trade partners in Latin America. *Americas Quarterly*, 11(2), 152.
- Lopez-Bermudez, B., Freire-Seoane, M. J., & de La Peña Zarzuelo, I. (2018). The impact of port governance and infrastructures on maritime containerized trade on the West Coast of Latin America. *European Journal of Government and Economics*, 7(1), 85-101

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Portfolio Milestone (25 points)

Submit an outline for the Portfolio Project selected and send to your instructor for review. Be sure to include at least three sources that will be used in support of your project. Your submission should be 1-2 pages long and framed by a cover page and references page. This assignment is required and is worth 25 points.

## MODULE 5

### Readings

- Read Journey 1-5 in *How Asia Works*.
- Lim, D., & Vreeland, J. (2013). Regional organizations and international politics: Japanese influence over the Asian development bank and the UN security council. *World Politics*, 65(1), 34-72.

- Passant, J., McLaren, J., Silaen, P., & Wickramasinghe, A. (2015). The Asian development model and mining reforms in Indonesia. *Australasian Accounting Business & Finance Journal*, 9(2), 59-78.
- Mamat, M., Ng, B., Azizan, S., & Chang, L. (2016). An attempt at implementing a holistic inclusive development model: Insights from Malaysia's land settlement scheme. *Asia Pacific Viewpoint*, 57(1), 106-120.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Critical Thinking (95 points)**

#### **Option #1: European and Asian Labor**

In a paper, 4-5 pages long, respond to the following:

1. Examine the differences in the treatment of labor between the European and Asian economic models.
2. Discuss how the different characteristics line up with theoretical capitalism and how they might differ from it.

#### **Instructions**

- Your paper should be 4-5 pages long (excluding cover page and references).
- You must include a minimum of three credible, non-text references and be formatted according to *CSU-Global Guide to Writing & APA*.
- Use the CSU-Global library to find references.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

#### **Option #2: European and Asian Models: Opportunities for Expansion**

In a paper, 4-5 pages long, respond to the following:

1. Prepare a position paper arguing whether you are for or against your company expanding into either Greece in the European market or China in the Asian market.
2. Compare and contrast the political environment in its support for foreign direct investment.
3. Explain in detail the advantages and disadvantages each economic system presents to an international business looking to expand into it.

#### **Instructions**

- Your paper should be 4-5 pages long (excluding cover page and references).
- You must include a minimum of three credible, non-text references and be formatted according to *CSU-Global Guide to Writing & APA*.
- Use the CSU-Global library to find references.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

## MODULE 6

### Readings

- Part 4 “Where China Fits” from the *How Asia Works*
- Miller, C. (2016). The struggle to save the Soviet economy: Mikhail Gorbachev and the collapse of the USSR (New cold war history). Chapel Hill, NC: The University of North Carolina Press.
- Graziosi, A., & Sysyn, F.E. (2016). Communism and hunger: Introduction. *East/West: Journal of Ukrainian Studies*, 3(2), 5-10. Retrieved from <https://www.ewjus.com/index.php/ewjus/article/view/214/pdf>
- Woetzel, J. (2015). Five myths about the Chinese economy. *Mckinsey Quarterly*, (4), 60-65.

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking (95 points)

#### **Option #1: China’s Global Integration**

In a paper, 4-5 pages long, respond to the following:

Discuss how China’s dual economic systems allowed it to expand its global trade. You will need to discuss the following items:

1. The Chinese balance between both economic and political systems.
2. Treatment of China for its labor law issues as it is perceived by the international labor law standards (e.g., working hours, working conditions, and benefits).
3. How the currency rates affect the Chinese trade patterns.

#### **Instructions**

- Your paper should be 4-5 pages long (excluding cover page and references).
- You must include a minimum of three credible, non-text references and be formatted according to *CSU-Global Guide to Writing & APA*.
- Use the CSU-Global library to find references.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

#### **Option #2: China**

In a paper, 4-5 pages long, respond to the following:

- Critically evaluate the approaches, main obstacles, and issues of economic reforms of Russia (the former Soviet Union) and China.
- Assess the role of government in assuring the smooth transition from planned economy to market economy.
- Present at least two economists’ studies and criticize their arguments and findings about the Chinese usage of two economic systems.

#### **Instructions**

- Your paper should be 4-5 pages long (excluding cover page and references).
- You must include a minimum of three credible, non-text references and be formatted according to *CSU-Global Guide to Writing & APA*.
- Use the CSU-Global library to find references.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

## MODULE 7

### Readings

- Chapters 1, 2, 3, 8, and 13 of *Introduction to Islamic Economics: Theory and Application*
- Abdullah, A. (2016). Examining U.S. approvals of Islamic financing products and the Islamic theory of lawful profit. *International Journal of Islamic and Middle Eastern Finance and Management*, 9(4), 532-550.
- Kusuma, K.A., & Ryandono, M. (2016). Zakah index: Islamic economics' welfare measurement. *Indonesian Journal of Islam and Muslim Societies*, 6(2), 273-301. Retrieved from <http://ijims.iainsalatiga.ac.id/index.php/ijims/article/view/591/475>
- Agung Riyardi, & Purbayu Budi Santosa. (2016). Analysis of mixed economic system in Islamic perspective. *JEJAK: Jurnal Ekonomi Dan Kebijakan*, 8(2), 126-136.
- Arif, M. (2016). Monopoly and Ikhtikar in Islamic economics. *Shirkah Journal of Economics and Business*, 1(3), 299-310. Retrieved from <http://shirkah.or.id/new-ojs/index.php/home/article/view/37>

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

## MODULE 8

### Readings

- Chapters 1-5 and 10-12 from *The Next Africa: An Emerging Continent Becomes a Global Powerhouse*
- Boamah, F. E. (2018). Constitutional economics of Ghana's decentralization. *World Development*, 110, 256-267.
- Asongu, S. (2017). The comparative economics of knowledge economy in Africa: Policy benchmarks, syndromes, and implications. *Journal of the Knowledge Economy*, 8(2), 596-637.
- Umezurike, S. A., Iwu, C. G., Obokoh, L. O., & Umezurike, C. A. (2017). Neo-liberalization: The impact of Chinese exports on South Africa's sociopolitical economy. *Problems and Perspectives in Management*, 15(1), 124-131. Retrieved from [https://businessperspectives.org/images/pdf/applications/publishing/templates/article/assets/8187/PPM\\_2017\\_01\\_Umezurike.pdf](https://businessperspectives.org/images/pdf/applications/publishing/templates/article/assets/8187/PPM_2017_01_Umezurike.pdf)

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Portfolio Project (300 points)

#### **Option #1: System Analysis**

This option for the Portfolio Project requires students to compare and contrast two primary economic systems (for example, the European model and the Asian model). The analysis should include a review of the history, institutions, and performance of each model.

Use and cite at least five credible, published, non-textbook sources (see the CSU Library Econ Guide <http://csuglobal.libguides.com/economics>)

The completed project should include the following elements:

1. Examine the historical evolution of economic models in both countries.
2. Describe the current state of economic condition of your selected models (to include but not be limited to GDP growth and income distribution).
3. Evaluate the different rules-and-regulation influences on international trade; make sure to cite at least two examples to support your answer.
4. Summarize your findings; include at least two policy recommendations for future improvements for each model based on the analysis of the other model.
5. Support your arguments with clear and precise data (e.g., growth rates, balance of trade, unemployment rates, and poverty rates). A website with easy access to searches and graph generation is <http://www.tradingeconomics.com>.

### **Instructions:**

- Papers should be 8-10 pages long (excluding cover page and references).
- Include a minimum of six references (in addition to course materials like the textbook or articles). At least two of these should be scholarly, peer-reviewed articles. The CSU-Global Library is a good place to search for credible, scholarly sources. Also, you can use <http://www.tradingeconomics.com>, which has a lot of useful information about economic indicators.
- Your paper should be formatted according to *CSU-Global Guide to Writing & APA*.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

### **Option #2: System Application**

This option for the Portfolio Project requires analysis of the similarities and differences that a business originating under one economic model would need to be aware of if it planned on expanding into a country (or countries) under a different economic model (e.g., a business based in a country under the Asian economic system expanding into a country under the European economic system). The paper should include (but not be limited to) the following:

1. Summarize the integration of the selection of economic models in business operations.
2. Determine the influence of business operations to facilitate the economic expansion or shrinkage using the model's regulations.
3. Examine the ability of the business to operate in two different models and still be successful.
4. Discuss the different economic systems approaches to regulation and the implications of the system change from your selected model region to the other model.

5. Explain the differences in labor markets and other resource markets between the different models.
6. Evaluate the differences in monetary regimes and access to capital between the different models.

**Instructions:**

- Papers should be 8-10 pages long, excluding cover page and references.
- Students should use and cite a minimum of six credible published, non-textbook sources (in addition to course materials like the textbook or articles). At least two of these should be peer-reviewed articles. See the CSU Library Econ Guide <http://csuglobal.libguides.com/economics>
- The CSU-Global Library is a good place to search for credible, scholarly sources.
- Also, you can use <http://www.tradingeconomics.com>, which has a lot of useful information about economic indicators.
- Your paper should be formatted according to *CSU-Global Guide to Writing & APA*.
- Be sure to discuss and reference concepts taken from the assigned textbook reading and relevant research. The CSU-Global Library is a good place to search for research sources, <http://csuglobal.libguides.com/economics>.

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## COURSE POLICIES

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### Course Grading

20% Discussion Participation  
0% Opening Exercises  
8% Mastery Exercises  
37% Critical Thinking Assignments  
35% Final Portfolio Project

Grading Scale	
A	95.0 - 100
A-	90.0 - 94.9
B+	86.7 - 89.9
B	83.3 - 86.6
B-	80.0 - 83.2
C+	75.0 - 79.9
C	70.0 - 74.9
D	60.0 - 69.9
F	59.9 or below

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/repurposing your own work (see *CSU-Global Guide to Writing & APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the library and internet resources.

### **Citing Sources With APA Style**

All students are expected to follow the *CSU-Global Guide to Writing & APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the “send” button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.