

International Business (IMS) 3310

Course Information

<i>Course Number/Section</i>	IMS 3310. 002
<i>Course Title</i>	<i>International Business</i>
<i>Term</i>	<i>Spring 2022</i>

Professor Contact Information

<i>Professor</i>	Habte G. Woldu
<i>Office Phone</i>	(O) 972-883-6357
<i>Email Address</i>	wolduh@utdallas.edu
<i>Office Location</i>	JSOM 4.805
<i>Class time & Room</i>	<i>M, W. 1:00-2:15 pm, JSOM 2.112</i>
<i>Office Hours</i>	<i>M, W. 11:00 am – 12:00 pm CT (MS Teams)</i>
<i>Other Information</i>	Professor Habte Woldu's Profile Page

Teaching Assistant Contact Information

TA	Ethan Shawn
Phone	Available on MS Teams
Email Address	Ethan.Alborz@UTDallas.edu
Office Hour (T & Th)	10-11:30 am

Classroom Safety and COVID-19:

To help preserve the University's in-person learning environment, UT Dallas recommends the following:

Students are expected to adhere to the University's [CDC Updated Guidelines](#) issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status.

Accommodations for Students Who Must Isolate or Quarantine Due to COVID-19

To keep the UT Dallas community as safe as possible, the University requires students who test positive for COVID-19 or who are close contacts as determined by the campus contact tracing program to isolate or quarantine as applicable. Faculty will be notified by the Dean of Students' Office if a student in their class has been required to isolate (positive case) or quarantine (exposed). Pre-recorded lectures will be available for students during the period the students must isolate or quarantine. Faculty will follow and apply an attendance policy for in-person meetings, but the absences due to COVID-19 cannot be counted against an isolated or quarantined student.

Verifying COVID-19 Isolations or Quarantines

Students need to self-report COVID-19 positive results or exposures via an [online form](#) so that university campus tracers can verify, record, and take necessary campus precautions. When the professor is notified by students rather than by the Dean of Students' Office that the students are isolating or quarantining, the faculty should remind students to self-report via the form; students should not attend class until cleared by campus tracers.

Vaccinations are widely available, free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. You are encouraged to [get a COVID-19 vaccine](#) and register your vaccination status through the [voluntary vaccine report form](#). If you have received your COVID-19 booster, you may register your status through the [voluntary COVID-19 booster reporting form](#).

Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free. Please check the [Comets United](#) webpage for additional information.

[Student Safety](#) remains an important part of the UT Dallas' efforts to protect our community. All students will adhere to the Comet Commitment. Unvaccinated Comets will be expected to complete the mandatory [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#). All students are encouraged to read the [Recommendations for Students Returning to Campus](#) issued on August 2, 2021.

Visit [Comets United webpage](#) to obtain the latest information on the University's guidance and resources for campus health and safety.

[Previous Campus Communications](#): a list of university announcements made in 2020-2022.

[Registrar's Intranet](#): please log in with your UTD NetID and password to access this site. Information that faculty need about grading, scheduling, and other essential aspects of our responsibilities related to teaching are made available and updated regularly in the Registrar's Intranet. This source of information can only be accessed by logging in with your UTD NetID and password.

[FERPA Guidelines](#): you will be asked to log in before you access the FERPA Guidelines webpage on the Registrar's Intranet. Please contact the Office of the Registrar at records@utdallas.edu for the proper student consent forms and further instructions.

[Honorlock](#): Online proctoring tool will be available for fully online courses and for classes with enrolled international students who are not yet in the United States.

[UT System Resources for Creating Accessible Course Content](#): designed to assist faculty with developing course content

Student Resources

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[Student Safety](#)" protocols).

COVID-19 Resources

[Comets United webpage](#): check frequently

[FAQ](#): check out the FAQs and reach out to your instructor or academic advisor if answers are not included

[Student Resources](#): a variety of resources are available to help students to obtain counseling, health care, and academic support.

Course Information

Personal information will not be transmitted to the professor as well as to the TA via email and all correspondence related to academic activities will be conducted through official UTD mode of communication.

Pre-requisites, Co-requisites, & other restrictions

The International Business (IMS 3310) course, is designed for undergraduate students, who prior to taking the course, have had exposure to courses related to ECON 2301 and MATH 1326 or MATH 2414 or MATH 2419.

Course Description

In the new millennium, the drive of most businesses is to "go global." As ideologies no longer draw boundaries between countries, and the cold war between East and West is diminishing and trade and investment barriers are easing, we are witnessing the emerging of more countries into the global markets. However, with such expansion, there are opportunities as well as challenges that students of international studies need to understand. In this course, students will familiarize themselves with various controllable and uncontrollable business environments and will develop the skills of managing international business operations in the global diverse environments. Furthermore, students through various cultural dimensions will be able to understand the multicultural aspects of international businesses as well as the ethical responsibilities of international firms. The students' management of the course will be evaluated through the assessment of demonstrated oral and written skills that are reflected in class, case presentation and research papers.

Learning Outcomes

Upon finishing this course, students are expected to recognize and understand the following course learning objectives:

1. Determine the dynamics and direction of international trade and foreign direct investment.
2. Manage the knowledge of trade theories and technical methods that help explain the benefit and challenges of international trade and foreign direct investment.
3. Recognize the international organizations and institutions that affect international business operations.
4. Assess the multicultural aspects of international business and the cultural dimensions that can be used as tools to determine the cultural behavior of international business executives, employees and organizations.
5. Recognize the uncontrollable business environments that impact the international business operations

6. Argue about the importance ethics and responsibilities of multinational firms in foreign business operations
7. Recognize the broad knowledge needed for selecting, hiring and controlling of international human resource in order, to minimize failures of expatriates in their international business assignments.

Required Textbooks and Materials

Required Texts

Jeanne M. McNett, Michael Geringer J. and Donald Ball, *International Business*, 2st Edition, McGraw Hill Irwin, Inc., 2020. ISBN: 9781259685225

The textbook is available in stock at the UTD Bookstore and Off-Campus Books.

Suggested additional books on current global business environments and sustainability (not required):

1. Polman, Paul and Winston, Andrew, *Net Positive: How Courageous Companies Thrive by Giving More than They Take*, Harvard Business Review Press, 2021
2. Zakaria, Fareed, *Ten Lessons for a Post-Pandemic World*, W.W. Norton & Company, 2020
3. Meadows, Donella, *The Limits to Growth: The 30-Year Update*, 2004

Required Reading Materials & Videos

1. McKinsey & Company: “The coronavirus effect on global economic sentiment, December 2021”
<https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/the-coronavirus-effect-on-global-economic-sentiment?hdpid=6d2bf1e6-8cf7-4cec-8ae7-774d4c89c85d&hctky=11976315&hlkid=6023b3cd626b4c14a338c16ccc425bc5>
2. “A Conservative Estimate of 'The Wal-Mart Effect': Wal-Mart's Growing Trade Deficit with China Has Displaced More than 400,000 U.S. Jobs.” Economic Policy Institute, www.epi.org/publication/the-wal-mart-effect/. Robert E Scott, December 2015
3. Bolton, *Imitation Vs Innovation*
<https://www.sciencedirect.com/science/article/pii/S009026169390069D?via%3Dihub>
4. Soster, Robin L (2014) “The Bottom Dollar Effect” *Journal of Consumer Research*, 2014
<https://academic.oup.com/jcr/article/41/3/656/2907532>
5. Chironga Mutsa, Leke Acha, Wamelen Arend (2011) “Cracking the Next Growth Market : Africa” , HBR, May 2011
<https://hbr.org/2011/05/the-globe-cracking-the-next-growth-market-africa>

Update:

Signé, Landry, and Landry Signé. “Africa's Emerging Economies to Take the Lead in Consumer Market Growth.” Brookings, Brookings, 3 Apr. 2019,

www.brookings.edu/blog/africa-in-focus/2019/04/03/africas-emerging-economies-to-take-the-lead-in-consumer-market-growth/

6. “The world is flat” video
<http://video.mit.edu/watch/the-world-is-flat-30-9321/>

Additional Suggested Readings/Texts/ articles and videos

1. Verbeke, A., Coeurderoy, R. & Matt, T. J, ‘The Future of International Business on corporate globalization’ Int Bus Stud (2018)
<https://link.springer.com/article/10.1057/s41267-018-0192-2>
2. Five Global Challenges the World Can’t Ignore in 2021
<https://www.wvi.org/fragile-context/context/5-crises-the-world-can%27t-ignore-in-2021>
3. Globalization: Benefits and Challenges https://velocityglobal.com/blog/globalization-benefits-and-challenges-s/?utm_source=google&utm_medium=cpc&utm_campaign=contact-us&gclid=EAIaIQobChMI6auQ1uiq9QIVCCIMCh07RARtEAAYASAAEgLbtFD_BwE&gclid=aw.ds#section-3
4. Marber, Peter (2004) “Globalization and its contents”, *World Policy Journal*, Winter 2004/2005
5. What Are the Advantages of International Trade?
<https://www.americanexpress.com/en-us/business/trends-and-insights/articles/advantages-international-trade/>
6. The coronavirus effect on global economic sentiment, December 2021
December 21, 2021 | Survey
<https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/the-coronavirus-effect-on-global-economic-sentiment?hdpid=6d2bf1e6-8cf7-4cec-8a74d4c89c85d&hctky=11976315&hlkid=db226953bf5f415999088c40da3b72eb>
7. Martin Marmolejo (2012) “Outsourcing: Opportunities, Myths and Realities”, July 2012
<http://www.understandglobalization.com/2012/07/13/outsourcing-opportunities-myths-and-realities/>
8. “Who, What and How China Targets*.” Is ‘Made in China 2025’ a threat to Global Trade? 2013.
<https://www.cfr.org/backgrounder/made-china-2025-threat-global-trade>
9. Khanna, Tarun. “China+ India: The Power of Two.” Harvard Business Review, 1 Aug. 2014,
hbr.org/2007/12/china-India-the-power-of-two,
<https://hbr.org/2007/12/china-india-the-power-of-two>
10. The Economist, Trade: And now, protectionism, Oct 15, 2011.

<https://www.economist.com/leaders/2011/10/15/and-now-protectionism>

11. Ahoudou W. Yessoufou, Vincent Blok and S. W. F. Omtaa (2017) The process of entrepreneurial action at the base of the pyramid in developing countries: a case of vegetable farmers

Latest Publications on Current Global Business Environments can be found on e-learning under Supplementary Readings

Class Materials

The course materials provided during the semester to supplement the learning experience may be downloaded by registered students only. Classroom materials may not be reproduced or shared with those not enrolled in the course or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Learning Student Resources

Students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Classroom Conduct Requirements Related to Public Health Measures

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester to the extent allowed by state governance. Texas Governor Greg Abbott's Executive Order [GA-38](#) prohibits us from mandating vaccines and face coverings for UT Dallas employees, students, and members of the public on campus. However, we strongly encourage all Comets to get vaccinated and wear face coverings as recommended by the CDC. Check the [Comets United: Latest Updates webpage](#) for the latest guidance on the University's public health measures. Comets are expected to carry out [Student Safety](#) protocols in adherence to the Comet Commitment. Unvaccinated Comets will be expected to complete the [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#).

Course Policies

Homework, Class Activities & Discussions, Quizzes, Group Projects, Mid-Term & Final Exams

There will be:

- one homework assignment to be uploaded on e-learning by the due dates provided on the course calendar.

- one project per group assignment provided
- two quizzes that will be taken during class or virtually class time (see the calendar in the syllabus).
- Midterm and final exams - will be composed of multiple-choice questions (MCQ) and essays.
 - The MCQ portion of the exams will be taken virtually or in class, allowed time 75 minutes.
 - The essay portion will be assigned a week prior to the exam and uploaded on eLearning by the due date (during the exam time).

Grading Weights

Class participation & discussion	10%
Group Project –presentation and paper - peer evaluation	15 % 5 %
Quiz 1	5 %
Quiz 2	5 %
Exam 1 (mid-term)	25 %
Exam 2 (final)	30 %

Grading criteria (The grading criteria are subject to change. The final grade will depend on the overall class and individual performance)

Scaled Score	Letter Equivalent
>=94	A
90-93	A-
86-89	B+
82-85	B
79-81	B-
75-78	C+
72-74	C
69-71	C-
65-68	D+
62-64	D
59-61	D-
< 59	F

Grading Scale

	Letter Equivalent
	A+
	A
	A-
	B+
	B
	B-
	C+
	C
	C-
	D+
	D
	D-
	F

Make-up exams

Make-up exams will be given only for justified situations; discuss it with the professor prior to exam and follow with an e-mail communication. Include TA in all communications.

Extra Credit

Extra credit may be assigned at the discretion of the professor.

Late Work

To avoid last minute problems, submit assignments well before the due date. Late submissions will not be accepted. Late submission maybe accepted under an extra ordinary situation, but will be subject to 20% grade deduction.

Groups will be assigned at the beginning of the class and will be notified under Announcements. The instructor may also use a group sign-up sheet to form groups for group assignments or projects. Each group can use the available group tools in eLearning under its own group area in the course to communicate and collaborate within the group.

Groups will be selected for case study **presentations in class** and **project paper report** purposes.

See details on group project under Cases Profiles for Group Projects.

Participation in Group Projects:

All students are expected to participate in group activities and share the group assignment work. Instructor will ask each group member to evaluate all other group members' level of participation. A peer evaluation form will be submitted by each student.

Peer evaluation should be submitted immediately after the presentation of group projects on eLearning in the peer evaluation submission link. Points will be reduced if you don't submit the evaluations by the due date. Peer evaluation is based on individuals'

- a) Intellectual Input to the final project
- b) full participation and integrity
- c) creative and original ideas submitted to the group
- d) resourcefulness

- e) last but not least, peer evaluation includes honest and critical comments on the participation group members. Just assigning numbers, without critical comments is not a complete evaluation. Submitted/uploaded peer evaluation report is confidential and is not visible to group members.

Group Project grade will be assigned for all group members equally, however, if a group member didn't participate in the project fully, he/she may not be granted any grade or same grade, which is assigned for the group. In order to avoid confusion, group project paper report, should have a cover paper, which lists the names of EFFECTIVE group project participants (in other words, the group is responsible for excluding the name/s of group member/s who didn't contribute or participate in the project.

Assignment submission instructions

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. To submit your assignment, click the assignment name link and follow the on-screen instructions to upload and submit your file(s).
The reports

Please note: each assignment link will be deactivated after the assignment due time. After your submission is graded, you may click each assignment's "Graded" tab to check the results and feedback.

For the group project assignment, ONLY one DESIGNATED student by the group members will submit the assignment for the group and all group members will be able to view the results and feedback provided by the professor once it's been graded.

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please go to <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Comet Creed

"As a Comet, I pledge honesty, integrity, and service in all that I do."

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same.

Course Schedule:

DATES	TOPIC/LECTURE	Reading Materials (Summary Report, Discussion)	DUE DATE / Activities
Week 1 Jan 19 Class Meeting: Via Microsoft Teams	Overview of the coursework Introducing syllabus, assignments and group projects	An Overview of the global economy Going over the syllabus	Pre-lecture topics Q&A on the formats of group projects
Week 2 Jan 24 Class Meeting: Via Microsoft Teams	Ch. 1 The Challenging Context of International Business	Read the following article before class: Research on the challenges societies face at global and local levels. Suggested source: Verbeke, A., Coeurderoy, R. & Matt, T. J, 'The Future of International Business on corporate globalization' Int Bus Stud (2018) https://link.springer.com/article/10.1057/s41267-018-0192-2	Sign up to a group by Jan 24
Week 2 Jan 26 Class Meeting: Via Microsoft Teams	Ch. 2 International trade and investment	Read following article before class: What Are the Advantages of International Trade? https://www.americanexpress.com/en-us/business/trends-and-insights/articles/advantages-international-trade/	Lecture
Week 3 Jan 31 Class Meeting: Via Microsoft Teams		Case 1: The impact of Covid-19 (See case profile for details) Ref. All read before class, the article: The coronavirus effect on global economic sentiment, December 2021 -Survey	Upload Project 1 report paper, presentation ppt and peer evaluation on eLearning. Due date: Jan 30
Week 3 Feb 2 Class Meeting: Via Microsoft Teams	Ch. 3 Sociocultural Forces	Read the article before class: Bhaskar Pan, Different Cultures See Deadlines Differently, https://hbr.org/topic/cross-cultural-management May 26/ 2016	Take home survey questionnaire to be provided

Week 4 Feb 07	Cultural Training	Understanding your cultural values in perspective of your national culture values	In-class survey
Week 4 Feb 09		Case 2: Comparative advantage and offshoring of service jobs: The offshoring case of India. (See case profile for details). Exercise on Ricardo's cost comparative advantage in class	Upload Project 2 report paper, presentation ppt and peer evaluation on eLearning Due date: Feb 8
Week 5 Feb 14		Case 3: <u>Can</u> Brazil Become a Global Competitor in Information Technology Outsourcing Business? (See case profile for details).	Discussion Upload Project 3 report paper, presentation ppt and peer evaluation on eLearning Due date: Feb 13
Week 5 Feb 16	Ch. 4 Sustainability and Natural Resources	Read before class The process of entrepreneurial action at the base of the pyramid in developing countries: a case of vegetable farmers, 2017	Discussion: a) how can the story in article be relate to sustainability? b) can bottom of the pyramid approach be a business model brings solution to global challenges?
Week 6 Feb 21	Ch. 5 Political Forces That Affect Global Trade	Case 4: When in Rome, Should You "Do as the Romans Do...and Feel Comfortable about It? (See case profile for details).	Upload Project 4 report paper, presentation ppt and peer evaluation on eLearning Due date: Feb 22
Week 6 Feb 23	Ch. 6 Intellectual Property Rights and Other Legal forces		
Week 7 Feb 28	Quiz 1:	Quiz 1 (Ch. 1-3)	Take quiz 1 on e-learning Feb 28, 1-2:15 pm

	No face-to-face class during quiz 1		
Week 7 Mar 02	No face-to-face class. Use this time to work on the article	<p>Read Bolton's article carefully by paying attention to the questions provided as follow:</p> <p>a) Justify why innovation is not necessarily preferred to imitation?</p> <p>b) What are the basic differences between reflective and pure imitation?</p> <p>c) Argue why reflective imitation is a better strategy than innovation and pure imitation?</p> <p>d) Could imitation be successful in the western culture. Justify why yes or no.</p> <p>*The article is available on eLearning under "Imitation vs. Innovation: Lessons learned from Japan."</p>	<p>Compose a one-page reflection paper by adhering to the questions outlined in the left column.</p> <p>Bonus (10%) to be added to your midterm.</p> <p>Upload your essay by Mar 03, 11:59 pm</p>
Week 8 Mar 07	Ch. 6 Intellectual Property Rights and Other Legal forces	<p>Discussion in class:</p> <p>Is imitation strategy an act of illegal and unethical issue or culture-specific behavior? (Refer to Bolton's paper and your essay paper on Bolton).</p> <p>Is the extraterritorialities of American laws beneficial for American international companies doing business overseas?</p>	
Week 8 Mar 09	Midterm: Chapters 1-6 and Essays		MCQs and Essay Question (Essay part is take home):
Week 9 Mar 14-20	Spring Break		
Week 10 Mar 21	Ch.7 Economic and Socioeconomic Forces		<u>Lecture</u>

Week 10 Mar 23		Case 5: Is the U.S. Exit from the Pacific Climate a Smart Move? (See case profile for details).	Upload Project 5 report paper, presentation ppt and peer evaluation on eLearning Due date: Feb 22	
Week 11 Mar 28	Ch. 8 The International Monetary System and Financial Forces		Lecture	
Week 11 Mar 30	Ch. 12 International Markets – Assessment and Entry Modes pp. 308-327 (Part 1)		Lecture	
Week 12 Apr 04		Case 6: Is your Chocolate the Result of Unfair Exploitation of Child Labor? Ethical issues in the global market. (See case profile for details). <hr/> Case 7: Entering Cuba: Pip Dream or Real Opportunity? (See case profile for details).	Upload Project 6 report paper, presentation ppt and peer evaluation on eLearning Due date: April 3 <hr/> Due date: April 3	
Week 12 Apr 06	Bonus Module B Export and Import Practice		Upload Project 7 report paper, presentation ppt and peer evaluation on eLearning Due date: April 5	
Week 13 Apr 11	Quiz 2 (Ch. 7, 8) Quiz 2 in class	Case 8: Environmental Disasters and Ethics of International Companies: The case of Bhopal. (See case profile for details).	Upload Project 8 report paper, presentation ppt and peer evaluation on eLearning Due date: April 10	
Week 13 Apr 13	Ch. 13: Marketing Internationally	Reading: Cracking the Next Growth Market: Africa” (Available on eLearning).	Discussion in class	

		<p>The role of China in Africa – https://www.youtube.com/watch?v=MrVzFSXqn3w</p> <p>Assuming Africa is the next market frontier, discuss:</p> <p>a) What would be the recommended market strategy in entering the African market?</p> <p>b) Do you think Africa is tapping its potential resources and moving into sustainable development in an increasing uncertain global environment?</p> <p>c) identify the competitive advantage the African continent possesses</p> <p>d) what are the challenges for investors?</p>		
Week 14 April 18		<p>Case 9: Jayden White: Should He Accept an Expat Assignment?. (See case profile for details).</p> <hr/> <p>Case 10: Global Debate-Why aren't more women Selected for International Assignments? (See case profile for details).</p>	<p>Upload Project 9 report paper, presentation ppt and peer evaluation on eLearning Due date: April 17</p> <hr/> <p>-Upload Project 10 report paper, presentation ppt and peer evaluation on eLearning Due date: April 17</p>	
Week 14 April 20	Ch. 14 Managing Human Resources in an International Context			
Week 15 April 27		<p>Final Exam Review Revision Session Chapters (7, 8 ,12, 13, 14, Bonus Module A, B & Essay) Essay Question (take-home)</p>		

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Case Profiles for Group Projects:

Case 1: The Impact of Covid-19 on the global business:

<https://www.weforum.org/agenda/2020/06/ongoing-impact-covid-19-global-supply-chains/>

Many economists and sociologists are extremely worried by the effect of Covid-19 on the society, but there is now a universal agreement that pre-existing supply chain is not going to function the way it used to be even the post pandemic upcoming time. One of the new emerging ideas calls for the need for a sound, robust and secured supply chain that could balance the demands for cost efficiency. Under such assumption, undoubtedly one expects that companies will seek diversified supplier base system, while looking to develop a flexible, but cost efficient, supply chain.

For the longer term, however, companies will need to undertake a more holistic analysis, which may lead to more drastic changes, such as moving supply chains nearby, or to different countries, as well as increasing the digitalizing of supply chains, with a view of creating a more sustainable operation for the future. A holistic analysis should be based on facts and include the modelling and testing of different scenarios. This would mean that firms and including countries will have to plan a supply chain system that quickly reverts and adjusts elements of the supply chain. This would mean that the global trade needs to deviate from the current pattern of trade practice which was built on cost efficiency principles and adopt a system which may not be cost efficiency but guarantees long-term and sustainable supply chain of products and services.

Based on this reiterated short narration and the full story which is included in the above link, argue how the change will affect a) the world trade conditions b) the relationship between long-term trade partners (for example, U.S. and China; U.S. and USMCA (former NAFTA) and developed and developing countries c) argue to what extent Covid-19 will impact on how the global workforce will work in the future (home-base work supported by technology vs. traditional office work)

**Case 2: Comparative Advantage: Should the United States be Sending Service Jobs to India
Pg. 37-38**

India might not have many industrial resources, but it has almost four times higher population size than the United States. Hence, global companies, such as Amazon, IBM and American Express as well as a range of more medium size firms, with the objective of capturing India's comparative advantage in human resource, are entering the Indian market. In fact, research indicates that Western firms, specifically U.S. owned MNCs are enjoying higher return from businesses that are engaged in outsourcing and offshoring. However, the American society is divided on these forms of business practices. Some view outsourcing and offshoring positively due to the fact that American firms, thanks to these new forms of business practices, are gaining higher profits, while others see such practices as a threat to the U.S. competitiveness and domestic jobs. After reading the full article, found on pages 39-40, discuss in your report, why there is no one solution to such complex issue and demonstrate your position by presenting sound and research-based arguments. While you are expected to come up with an original (your own) solution which is acceptable for the average American citizen, your research paper should address the three questions presented at the end of the article.

Case 3: Can Brazil Become a Global Competitor in the Information Technology outsourcing Business, Pp. 56

India after being a destination for western firms' newest forms of business practices such as outsourcing and offshoring for some time, in return, it is going overseas by outsourcing its IT. One of the destinations is Brazil. Brazil has recently begun building its IT infrastructure with the objective of attracting IT services from other countries. India, which has become the hub for IT, is interesting to in entering the Brazilian market. However, like in many developing countries, there are opportunities and challenges for the Indian IT that need to be weighed carefully before India jumps into the Brazilian outsourced IT service market. After reading the article thoroughly, evaluate the feasibility of the Brazilian IT for the would-be outsourced Indian IT. In order to come up with a sound recommendation, assess the Brazilian business environments for screening the business environments ranging from Brazilian need for IT and other relevant factors such as, economic, financial, political, legal, cultural and competition as related to IT business. In your report, the responses to the questions appearing at the end of the article should be integrated.

Case 4: When in Rome, Should You "Do as the Romans Do"

"When you are in Rome, do as the Romans do", applies to business representatives as well as tourists. Being attuned to a country's business etiquette can make or break a sale, particularly in countries where 1000-year-old traditions can dictate the rules for proper behavior. Some of the issues could be contrary to western traditional value system. They may include following the rituals practiced in other countries. For example, division of work based on countries' traditional expectation of gender role, violating ethical codes related to Foreign Corrupt Practices Act related issues such as paying bribes, etc. In your project, argue about the complexity of the issues and justify why international **investors will have a dilemma** on how to solve the challenge. In your discussion, you may refer to the questions posed at the end of the article "Global Debate: When in Rome, Should You "Do as the Romans Do:... and Feel

Comfortable about it”. P. 73. You may identify the cultural values of various countries by acquainting yourself with research studies of Hofstede, Adler, Hall, etc.

Sources: David Axtel, *Dos and Taboos*; Rick’s, D., *International Business Blunders*; CIA sources on *Country Risk Assessment*; Moody’s *Investor Service*; Adler, Nancy, *International Dimensions of Organizational Behavior*

Case 5: Global Debate- Is the U.S. Exit from the Paris Climate Accord of a Smart Move?

After reading the article on Pg. 117, textbook, discuss the case by reflecting on the outlined questions listed under the bottom of the article.

Case 6: Chocolate: is your treat the result of unfair labor and the exploitation of child labor

While Chocolate is one of the popular consumer products that is consumed by millions of consumers around the globe, a survey on child labor in West Africa indicates that two-thirds of workers who work in the cocoa production are the below the age of 14 and the working conditions are equated with slavery-like. To make it worse, 34% of the total children involved in child labor will never go to school. The children are forced to work under such harsh conditions due to economic or kidnapping reasons. Discuss why this practice which is conducted by large corporations such as Nestle is unethical and explore in detail, the factors that attribute to such situation and suggest the steps that need to be taken in order to improve the working conditions and the possible compensation that should be provided for the children, who have no options available for them. In your report, incorporate the three questions posed at the end of article Pp. 149-150

Case 7 Entering Cuba: Pipe Dream or Real Opportunity? P. 356

Since 2014, the United States and the Cuban governments are in the process of normalizing their long-standing political tension. Some economists and international business experts believe that the passing away of the Castro brothers will certainly lead to the end of the US-Cuban trade embargo and the political tension and will be followed by trade boom and tourism between both countries. The U.S is expected to benefit from the export of construction, agricultural and food processing technologies, while Cuba will benefit from the export of fruits, artifacts, the famous Cuban Cigar and Havana Rum. Furthermore, Cuba will benefit tremendously from thousands of Americans who are waiting for such opportunity. The opening of Cuba for investors will also have a positive impact trickled down to the Caribbean Island countries, as Cuba, being the largest island can serve as a gate way to the other smaller countries.

However, Cuba after being isolated for almost 60 years, has inherited serious challenges that can impair trade between the two countries and make capital investment almost impossible in the near future. On the other hand, experiences from the former central and east European countries indicate that the first market movers, despite the challenges, will usually have easier access and will enjoy government support. Hence, the rule of the game for investors is not to

wait until things completely normalize, but to face the challenges and go through the learning curve.

After reading the article: “Entering Cuba: Pipe Dream or Real Opportunity? P. 356, Textbook, identify three areas of investment that can be prospectively beneficial for American investors. Discuss the challenges U.S. investors may face in the current business environment. In your paper and presentation, incorporate the questions outlined at the bottom of the article to make your case.

Case 8: Environmental Disasters and Ethics of International Companies: The case of Bhopal

Harry Johnson, CEO of international Chemical, called a meeting of the newly formed crises management committee, which consist of the vice president of manufacturing; the Venice president-legal; the vice president of health, safety, and environment; the chief financial officer; and the public relations officer. Johnson had formed the committee after Union Carbide’s Bhopal disaster to examine International Chemical’s contingency plans. Because the two companies have similar international organizations and produce similarly toxic products, he asked the members to review the information they had on the Bhopal disaster and make recommendations as to what each person’s area would do should their company have a similar accident. Johnson also asked the vice president of health, safety, and environment to begin the meeting by giving the committee a synopsis of the series of events that occurred during the first days after the disaster.

Discuss the possible causes of the accident. What are the steps one should have followed in order to avoid the disaster? Should international corporations be engaged in the production of such toxic materials for profit? Do multinational organizations have the responsibility of bringing awareness to the people who lack adequate knowledge about the negative effect of such business operation?

Sources: Berenbeim, Ronald, "Can Multinational Businesses Agree on How to Act Ethically?" Business and Society Review, Number 9/8, 1997

Case 9 Jayden White: Should He Accept an Expat Assignment p. 405

Mr. Jayden White, a 32 years old manager with Techtonics International had just returned to his office early on a Thursday. His boss, at a lunchtime meeting, informs him that he is offering him the opportunity to move to Shanghai, China, where he would be in charge of establishing the company’s new office for the East Asia regions. Mr. White has worked for Techtonics for the last ten years and has been one of the “rising stars” for the company and he has been in charge of 2100 sales personnel with total sales of \$700 million. His boss has told him that he needs to decide within a week and if he did so, he will be moved with 4-6 months. Mr. White is excited about the opportunity and has dreamed about such opportunity as he was exposed to international cultures and is familiar with the lifestyle in a foreign country through his college time internships and living in various countries when was younger. However, Mr. White, has many questions in his mind: What happens to his wife who is currently working as an accountant for a domestic firm? In addition, he is also thinking about his children, who are currently 5 and 8 years old. Mr. White happens to have a good friend who has worked overseas and is knowledgeable about expatriate’s life in various countries. Hence, if you were a good friend of Mr. White,

- a. What recommendations you would give regarding whether he should accept the international assignment that has been offered to him?
- b. What issues should he focus on in making such a decision?
- c. What kind of benefit package should he negotiate if he decides to accept the position?

Case 10: Global Debate-Why aren't more women Selected for International Assignments?

Discuss the case by reflecting on the three questions underlined under the bottom of article on Pp. 389-390, Textbook.

Group Project Presentation & Report Format:

Group Project Presentation:

In class presentation 20-25 minutes, divide work equally between all group members. Team performance will be graded on the base of methods of analysis, quality of presentation, and effectiveness as a team.

Creative presentation style is encouraged; however, contents and messages should reflect the format of real business scenario.

In group case presentation, it is important that relevant and key aspects of the issue/problem be highlighted. Students are expected to identify the main theme of the case, apply an appropriate research method and choose the best solution of all possible available alternatives. Each group will follow the following guidelines:

- 1) Situation/background: briefly state your understanding of the subject/problem; identifying the environmental forces involved.
- 2) Focusing on the main objective/s of the case by asking oneself which ones are worth attention.
- 3) Assessing alternatives: comparative approach along with pros and cons of all situations. It is important that your arguments are supported by quantitative approach via data collection, processing and presenting them (data) in tabular form and graphs.
- 4) Recommendation: defend the best alternative, which provides practical and acceptable options.
- 5) Drawing a conclusion to your case presentation.

Group Project Paper - written paper should be typed (5-6 pages) and double spaced; paper will be submitted on the due date as indicated in the course calendar. Attach graphs, tables, and other methods to illustrate the problem. Sources/bibliography should be provided, a minimum of 5 relevant research papers from peer reviewed journals (use APA in-text citation and list all cited sources in a reference page by adhering to APA citation rule). Please check for grammar and flow of your paper before you post it as a final project report.

The project report paper should include:

- a) Introduction of the main theme of the case
- b) The main problem/message the project seeks to convey
- c) The methods of research used in the analysis (narrative or quantitative analysis)
- d) The finding/s of your project (what is/are the learning outcomes or takeaways of your report)

- e) The relevance of the article to international business discipline or what can future international business manager learn from it.
- f) Conclusion
- g) Reference page