

Course Syllabus: International Business (IMS) 3310 -DRAFT

Course Information

<i>Course Prefix, Number, Section</i>	IMS 3310. 002
<i>Course Title</i>	<i>International Business</i>
<i>Term</i>	<i>Spring 2023</i>

Professor Contact Information

Professor	Habte G. Woldu
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Class Days, Time & Room	M, W. 1:00 pm-2:15 pm, Room: JSOM 2.112
Office Hours	M, W 5:00 – 6:00 pm (MS Teams) or in-person by appointment
Other Information	Professor Habte Woldu's Profile Page

Teaching Assistant Contact Information

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Office Hour	Will be posted on eLearning

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.

Course Pre-requisites, Co-requisites, and/or 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.

Student Learning Objectives/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.

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/>

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

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)
<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=EAlalQobChMI6auQ1uiq9QIVCCIMCh07RARtEAAAYASAAEgLbtFD_BwE&gclid=aw.ds#section-3) https://velocityglobal.com/blog/globalization-benefits-and-challenges-s/?utm_source=google&utm_medium=cpc&utm_campaign=contact-us&gclid=EAlalQobChMI6auQ1uiq9QIVCCIMCh07RARtEAAAYASAAEgLbtFD_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 and can be added during the semester, when new business environments emerge.

Course Access

This course can be accessed using UT Dallas NetID account on the [UTD eLearning website](#).

- Course syllabus, PPT lectures, handouts, assignments, exams, announcements, etc. are posted on eLearning.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

Course Communication

In addition to in-class communication, this course also utilizes online tools for interaction and communication. Please check **announcements** on eLearning regularly, the announcements will also be send via email account. When sending an email from a valid UTD email account, please provide in the subject line **Course Prefix, Number and Section**.

Course and Instructor Policies

Grading Weight

Group Project –presentation and written paper report - peer evaluation	15 % 2 %
Class attendance (4%) and active participation in discussions (4%)	8 %
Homework	5%
Quiz 1	5 %
Quiz 2	5 %
Exam 1 (mid-term)	30 %
Exam 2 (final)	30 %

Grading criteria

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

Group Project

Groups

Groups will be formed for group project presentations **in class** and **paper report** purposes.

Students must sign up for groups by using a Sign-Up Sheet on e-learning. Each group can use the available group tools on eLearning under its own group area in the course to communicate and collaborate with one another. Look for mini-case files in group project profiles on e-learning.

Format

When analyzing your assigned mini-case, 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 theory, and choose the best solution of all possible available alternatives.

Guidelines:

- 1) Situation/background: briefly state your understanding of the subject/problem; identifying the environmental forces involved.
- 2) Focus on the main objective/s of the case by asking oneself which ones are worth attention.
- 3) Assess 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: refer to theories (if applicable) to defend the best alternative, which provides practical and acceptable options.
- 5) Draw a conclusion to your case presentation.

Written Paper Report

A 5-6 pages report (soft copy) will be submitted (via eLearning) on **the day of the presentation** and a **hard copy** supplied to the instructor before class presentation.

The written report should be typed and double-spaced following **the APA standard**. 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:

1. Cover page with mini-case title, school name, date of the present, first and last names of group members who **effectively participated** in the project (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).
2. Introduction of the main theme of the case.
3. The main problem/message the project seeks to convey.
4. The methods of research used in the analysis (narrative or quantitative analysis).
5. The finding/s of your project (what is/are the learning outcomes or takeaways of your report).

6. The relevance of the article to international business discipline or what can future international business manager learn from it.
7. Conclusion
8. Reference page

Assignment Submission Instructions

Locate the assignment (your Group Project) in your eLearning course. You will submit your assignment 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).

Important: For the group project assignment, **ONLY ONE DESIGNATED** student by the group members will submit the assignment for the group.

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

Presentation:

In-class presentation 20-25 minutes, divide work equally between among all group members, but presentation should be conveyed by a selected group project leader. 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 reflected the format of real business scenario.

Each presentation will be followed up by a 5-10 min Q&A session from students and instructor. Each presenting group should create 1-2 questions for the class and lead the post-presentation discussion about the topic. Make sure that you follow professional presentation standards when delivering the presentation in class.

Peer evaluation

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 and will be uploaded on eLearning on the day of the class presentation.

Points will be reduced if you don't submit the evaluations by the due date. Peer evaluation is based on:

1. Intellectual Input to the final project
2. Full participation and integrity
3. Creative and original ideas submitted to the group
4. Resourcefulness (providing data, references to support the discussion and arguments used in the paper)
5. Peer evaluation should be based on honest and critical comments on the level of participation of individual group member.

Note: 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 Grading Remarks

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.

Class attendance and active participation in discussions

Class Attendance

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty.

For this class attendance will be taken randomly throughout the semester.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures. Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Homework

One homework assignment will be assigned on eLearning and submitted by the indicated deadline.

Quizzes

Two quizzes to be taken during class online on eLearning.

Midterm and Final Exams

Both exams will be taken in class during regular class time on eLearning. Exams will be composed of multiple-choice questions (MCQ) and essay. The essay will be assessed as a take-home essay, a week prior to the exam, and it must be uploaded during the exam time (essays sent by emails will not be accepted). Allowed exams time: 75 minutes.

Make-up exams

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

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 unless there is extraordinary situation. **Allowable late submission will be subject to 20% grade deduction.**

Assignment & Academic Calendar

Please note that the timelines below are tentative and subject to change. Lecture and assigned readings may overlap from one class to next. Any changes to the course schedule will be posted on eLearning.

	TOPIC/LECTURE	Reading Materials (Summary Report, Discussion)	DUE DATE / Activities
Week 1 1/17-1/22	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 Sign up to a group by 1/22
Week 2 1/23-1/29	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	
Week 2	Ch. 2 International trade and investment	Read the article (link below) before class and prepare to answer question: What Are the Advantages of International Trade? https://www.americanexpress.com/en-us/business/trends-and-insights/articles/advantages-international-trade/	Discussion Lecture
	Ch. 2 Continues		Lecture
Week 3 1/30-2/5	International trade and investment	Exercise on Ricardo's cost comparative advantage in class	Homework on eLearning, due date on 2/5 by 11:59 pm
	Ch. 3 Sociocultural Forces	Read the article before class: Bhaskar Pan, Different Cultures See Deadlines Differently https://hbr.org/topic/subject/cross-cultural-management	Discussion Lecture & Case Presentation

		<p>Case 1: The impact of Covid-19 (See case profile for details)</p> <p>Ref. All read before class, the article: The coronavirus effect on global economic sentiment, December 2021 -Survey</p>	<p>Upload Project 1 report paper, presentation ppt and peer evaluation on eLearning Due date: Feb. 1</p>
Week 4 2/6-2/12	Ch. 3 Continues Sociocultural Forces	<p>Case 2: Comparative advantage and off shoring of service jobs: The offshoring case of India. (See case profile for details).</p>	<p>Lecture & Case Presentation</p> <p>Upload Project 2 report paper, presentation ppt and peer evaluation on eLearning Due date: Feb. 6</p>
	Cultural Training	<p>Understanding your cultural values in perspective of your national culture values</p> <p>Case 3: Can Brazil Become a Global Competitor in Information Technology Outsourcing Business? (See case profile for details).</p>	<p>Class Cultural Survey, Discussion & Case Presentation</p> <p>Upload Project 3 report paper, presentation ppt and peer evaluation on eLearning Due date: Feb.8</p>
Week 5 2/13-2/19	<p>Quiz 1</p> <p>Ch. 4 Sustainability and Natural Resources</p>	<p>Quiz covers chapters 1-3</p> <p>Read before class The process of entrepreneurial action at the base of the pyramid in developing countries. Google for any article which discusses the concept of the “ bottom of the pyramid” Can bottom of the pyramid approach be a business model that brings solution to global challenges?</p>	<p>Quiz 1 in class, on eLearning on Monday, Feb.13</p> <p>Lecture, Discussion</p>
	Ch. 4 Continues Sustainability and Natural Resources		Lecture, Discussion
Week 6 2/20-2/26	Ch. 5 Political Forces That Affect Global Trade	<p>Case 4: When in Rome, Should You “Do as the Romans Do...and Feel Comfortable about It?” (See case profile for details).</p>	<p>Lecture & Case Presentation</p> <p>Upload Project 4 report paper, presentation ppt</p>

			and peer evaluation on eLearning Due date: Feb. 20
	Ch. 5 Continues Political Forces That Affect Global Trade		Lecture & Discussion
Week 7 2/27-3/5	Ch. 6 Intellectual Property Rights and Other Legal forces	Read Bolton’s article carefully by paying attention to the questions provided as follow: a) Justify why innovation is not necessarily preferred to imitation. b) What are the basic differences between reflective and pure imitation? c) Argue why reflective imitation is a better strategy than innovation and pure imitation. d) Could imitation be successful in the western culture. Justify why yes or no. *The article is available on eLearning under “Imitation vs. Innovation: Lessons learned from Japan.”	Compose a one-page reflection paper by adhering to the questions outlined in the left column. This is an extra credit for Midterm (will be uploaded to midterm while taking an exam). Extra Credit is worth up to max 10% of the midterm grade.
	Ch. 6 Continues Intellectual Property Rights and Other Legal forces	Discussion in class: Explain what extraterritoriality of a law means. Is the extraterritorialities of American laws beneficial for American international companies doing business overseas?	Lecture & Discussion
Week 8 3/6-3/12	Midterm	Midterm covers Chapters 1-6 and Essay.	Midterm is on Monday, March 6
	Ch.7 Economic and Socioeconomic Forces		Lecture
3/13-3/16	<i>Spring Break (no Classes)</i>		

Week 9 3/20-3/26	Ch. 8 The International Monetary System and Financial Forces		Lecture & Case Presentation
		Case 5: Was 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: March 22
Week 10 3/27-4/2	Quiz 2 Ch. 12 International Markets – Assessment and Entry Modes pp. 308-327 (Part 1)	Quiz 2 in class covers Ch. 7&8	Quiz 2 in class, on Monday, March 27 Lecture follows
		Case 6: Is your Chocolate the Result of Unfair Exploitation of Child Labor? Ethical issues in the global market. (See case profile for details). Case 7: _Entering Cuba: Pip Dream or Real Opportunity? (See case profile for details).	Case Presentations Upload Project 6 report paper, presentation ppt and peer evaluation on eLearning Due date: March 29 <hr/> Upload Project 7 report paper, presentation ppt and peer evaluation on eLearning Due date: March 29
Week 11 4/3-4/9	Bonus Module B Export and Import Practice (pg. 464...)		Lecture
	Bonus Module B continues	Case 8: Environmental Disasters and Ethics of International Companies: The case of Bhopal. (See case profile for details).	Lecture & Case Presentation Upload Project 8 report paper, presentation ppt and peer evaluation on eLearning Due date: April 5

<p>Week 12 4/10-4/16</p>	<p>Ch. 13: Marketing Internationally</p>		<p>Lecture</p>
	<p>Read before class</p>	<p>Reading: Cracking the Next Growth Market: Africa” (Available on eLearning). The role of China in Africa – https://www.youtube.com/watch?v=MrVzFSXqn3w Assuming Africa is the next market frontier, discuss: a) What would be the recommended market strategy in entering the African market? b) Do you think Africa is tapping its potential resources and moving into sustainable development in an increasing uncertain global environment? c) identify the competitive advantage the African continent possesses d) what are the challenges for investors?</p>	<p>Discussion in class</p>
<p>Week 13 4/17-4/23</p>	<p>Ch. 14 Managing Human Resources in an International Context</p>	<p>Case 9: Jayden White: Should He Accept an Expat Assignment?. (See case profile for details).</p>	<p>Case Presentation</p> <p>Upload Project 9 report paper, presentation ppt and peer evaluation on eLearning Due date: April 17</p> <p>Lecture & Discussion</p>
<p>Week 14 4/24-4/30</p>	<p>Ch. 14 Managing Human Resources in an International Context Continues</p>	<p>Case 10: Global Debate-Why aren’t more women Selected for International Assignments? (See case profile for details).</p>	<p>Lecture Case Presentation</p> <p>Upload Project 10 report paper, presentation ppt and peer evaluation on eLearning Due date: April 24</p>

Week 15 5/1-5/7	Final Exam Review Final Exam is on Wednesday, May 3	Final Exam covers chapters 7, 8 ,12, 13, 14, Bonus Module A, B & Essay	Essay Question (take- home)

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

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, 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.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, 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.

NOTE: if the instructor records any part of the course, then the instructor will need to add the following syllabus statement:

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

Classroom Citizenship

- i. Class begins on time. Please maintain class decorum and be respectful towards fellow student in the class.
- ii. Using your phone during class is not permitted. No texting. No pictures or video during class time, it distracts me and it is a violation of privacy.
- iii. Use of your computer is allowed as long as it is not interrupting the class or distracting other students.
- iv. Use of tables is allowed as long as they are used to read the textbook or the class notes

Comet Creed

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:

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

Academic Support Resources

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

Please see <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 review the catalog sections regarding the credit/no credit or pass/fail grading option and withdrawal from class.

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

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