

Course Syllabus

Course Information

Course Prefix, Number, Section	IMS3310.008.24SP
Course Title	International Business
Term	Spring 2024
Days & Times	Tuesday and Thursday (11.30am – 12.45pm)
Classroom	JSOM 1.117

Professor Contact Information

Professor	Hubert Zydorek
Office Phone	972 – 883 – 5037
Email Address	Hubert.Zydorek@utdallas.edu
Office Location	JSOM 3.613
Office Hours	After class or by appointment Individual In-person or Virtual Meetings – by appointment.
Teaching Assistant (TA)	Manasi Sanjay Khopade manasisanjay.khopade@utdallas.edu (Copy TA on all communication re: this course)

UTD Campus Health - Guidelines and Resources

The information contained in the following link lists the University's Health resources for students. <https://www.utdallas.edu/covid/>

Course Description

This course provides context for international and global business, presents an overview of worldwide patterns of trade and investment, and examines financial, managerial, and marketing problems confronted by multinational firms. The course will cover pre-COVID-19 economic activity around the world and examine how COVID-19 has impacted global business until today. In addition, students will identify challenges and opportunities for global businesses and discuss expansion of businesses to emerging economies. Furthermore, students will learn about the importance of culture when conducting business around the world by comparing and contrasting various cultural dimensions for multiple countries. Students in this course will be evaluated through various means such as exams, written assignments, homework, participation and group projects.

Student Learning Objectives/Outcomes

1. Understand the need for international/global business skills
2. Recognize the complexity of conducting global business
3. Identify dynamics and direction of international trade and foreign direct investment
4. Compare and contrast various trade theories that explain the benefits and challenges of international trade and foreign direct investment
5. Examine the role of international organizations and institutions that affect international business operations.
6. Explain multicultural aspects of international business and discuss various cultural dimensions
7. Describe sustainability and its impact on business operations
8. Examine ethical and social responsibilities of multinational firms in foreign business operations
9. Identify objectives of international business assignments and explain the role of expatriates in today's global business environment

Required Textbooks and Materials

M. W. Peng (2023). *Global Business* (5th ed.). Boston: Cengage Learning. ISBN: 978-0-3577-1640-3, Loose-leaf Edition ISBN: 978-0-3577-1641-0). e-books are fine. Versions for other markets and older editions will create significant confusion and undermine your learning.

Textbooks and some other bookstore materials can be ordered online through Off-Campus Books <http://www.offcampusbooks.com> or the UT Dallas Bookstore <http://www.bkstr.com/texasatdallasstore/home>.

Additional readings will be assigned throughout the semester. Students have access to various Library Databases that include electronic access to international business newspapers and magazines. See **Resources** folder on eLearning.

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 <https://ets.utdallas.edu/elearning>

Course Access and Navigation

The course can be accessed using the UT Dallas NetID account at: <https://elearning.utdallas.edu>. Please see the course access and navigation section of the site <https://ets.utdallas.edu/elearning/students/current/getting-started> for more information. To become familiar with the eLearning tool, please see the Student eLearning Tutorials <https://ets.utdallas.edu/elearning/students/current/tutorials>. UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The eLearning Support Center <https://ets.utdallas.edu/elearning/helpdesk> services include a

toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Turnitin

Turnitin is the world's most widely recognized and trusted resource for helping prevent Internet plagiarism. It will be used by students to submit their essays and other assignments on e-learning. Please make sure you are able to access Turnitin with appropriate browser supported by the program. For additional information, please check the following link:

<https://www.utdallas.edu/oit/helpdesk/article.php7?busObReclId=9460dc183c6fa51223e37a436282d8d72867cf88a4>

Communication

In addition to in-class communication, this course also utilizes online tools for interaction and communication. For more details, please visit the eLearning Tutorials webpage <https://ets.utdallas.edu/elearning/students/current/tutorials> for video demonstrations on eLearning tools.

Course Format

Class Engagement and Participation

Active participation and preparation for class is essential. Students engage in learning through in-class discussion, group projects, homework and readings. Additional tasks such as summary of films or articles may be assigned throughout the semester. Discussion will be based on issues related to textbook reading assignments, lectures, and current articles from leading international periodicals: Business Week, The Economist, Management of International Business Studies, International Management Journal and The Wall Street Journal.

Class Participation

Regular class attendance and participation is expected.

Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. 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 (and/or labs). 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](#).

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](#).

Group Project (See rubric)

Groups

Students will be assigned to groups and cases based on alphabetical order in the first week of the semester. Each group will select a leader who will ensure the team meets throughout the semester, prepares quality written report on time and is ready to present during assigned date/time. It is critical that team members have each other's contact information and know each other's preferred time to meet in person or virtually. More about responsibilities of Team Leaders is covered in **Course Introduction** and will be emphasized during the first week of the semester. Active participation from all members during the project is required. In case of team conflict, the *Team Leader* should meet with the group and discuss the root cause of the conflict and possible ways to resolve it. If a team is unable to resolve the conflict, the *Team Leader* should meet with the instructor and discuss the situation. Groups are encouraged to schedule meetings with instructor (in class or virtual) to discuss questions regarding their mini-cases.

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 look at the context/background and identify the main theme of the case, apply appropriate research methods/theories (if applicable), and choose the best solution of all possible available alternatives. Descriptions of these mini-cases are short and students are expected to conduct additional research by using industry and academic sources. Students are expected to support their arguments/recommendations with quality data.

Recommended Guidelines:

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

Written Report

A 15-page report (soft copy) will be submitted (via eLearning/Turnitin) **on the day of** the presentation. The written report should be typed and double-spaced and follow the University's writing standards. Business students should follow the **APA standard**. Graphs, tables, and other methods may be used to illustrate the problem and support your findings. Sources/bibliography should be provided at the end of the paper. Proper citation is required. It is preferred that sources of your research come from academic (recent research papers documented in prime business, economic and international journals) and industry research. Please be advised that your report should have enough space on both margins for instructor's remarks and notes. Additional writing links:

<https://libguides.utdallas.edu/citation-resources-guide>

<https://libguides.utdallas.edu/citation-resources-guide/apa>

<https://www.utdallas.edu/studentsuccess/writing-and-speaking/writing-center/>

Presentation

Plan your time for a 15-minute presentation. All group members are required to present and each team member should be allotted equal presentation time. Team performance will be graded based on quality of analysis and presentation (See Rubric in eLearning). Creative presentation style is encouraged; however, contents and messages should reflect the format of a real business scenario. Each presentation will be followed up by a short 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. Please consult with the instructor if you have any questions regarding the delivery of your presentation.

IND-HW (*highlighted in yellow throughout the syllabus*) – are individual homework assignments that need to be submitted to eLearning (appropriate folder) by the indicated deadline. There will be no extensions to homework deadlines and it is up to each student to verify the document is properly submitted.

Items to consider when submitting homework:

- Ensure proper editorial review is conducted
- Ensure the most current version is submitted (no updates to submitted version)
- Submit before the assignment is due (don't wait until the last moment to submit the assignment)
- Use **Internet Browsers** that comply with BlackBoard (eLearning) to submit if the one you are using is giving you problems
- Ensure that your document has your name, date, class number and section, and page numbers

Homeworks will not be individually graded. You will receive 1 point for submitting quality response, ½ point if the assignment is incomplete or 0 if the quality is poor.

Assignments & Academic Calendar

Topics, Reading Assignments, Due Dates, Exam Dates

DATES	TOPIC	CONTENT/STUDENT LEARNING OBJECTIVES	ACTIVITIES/ASSIGNMENTS
1/16 1/18	Course Introduction	Course Introduction/Syllabus Overview Self-introduction Group project distribution Review Library Databases Expectations and QA	Students: <ul style="list-style-type: none"> - Review syllabus - Review library resources/databases - Handout/recording - Obtain textbook
1/23	Economy	Overview of the US/Texas Economy	Lecture/Discussion <i>Group activity:</i> <ul style="list-style-type: none"> - How the world is changing due to COVID-19 - How IB is impacted by the pandemic
1/25 1/30	Chapter 1 – Introduction	LO 1-1 Explain the concepts of international business and global business. LO 1-2 Give three reasons why it is important to study global business. LO 1-3 Articulate one fundamental question and two core perspectives in the study of global business. LO 1-4 Describe the importance of globalization, semiglobalization, and risk management. LO 1-5 State the size of the global economy and its broad trends and understand your likely bias in the globalization debate.	<i>In-class/Group/HW</i> IND-HW 1 (Due 2/2): Watch one of the World Economic Forum presentations (https://www.weforum.org/events/world-economic-forum-annual-meeting-2024/) <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>

2/1 2/6	Chapter 2 – Formal Institutions: Politics, Laws and Economics	LO 2-1 Explain the concept of institutions and their key role in reducing uncertainty. LO 2-2 Articulate the two core propositions underpinning an institution-based view of global business. LO 2-3 Identify the differences among democracy, totalitarianism, and authoritarianism. LO 2-4 Outline the differences among civil law, common law, and theocratic law. LO 2-5 Describe the importance of property rights and intellectual property rights.	<i>In-class/Group/HW</i> The Economist: World Economic Indicators IND-HW 2 (Due 2/9): Answer Any 3 Review Questions Chapter 2. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>
2/8 2/13	Chapter 3 – Informal Institutions: Cultures, Ethics and Norms	LO 3-1 Describe culture and its four main manifestations: language, religion, social structure, and education. LO 3-2 Discuss how cultures systematically differ from each other. LO 3-3 Explain the importance of ethics and ways to combat corruption. LO 3-4 Identify norms associated with strategic responses when firms deal with ethical challenges LO 3-5 Recognize the importance of cross-cultural communication in today's business environment.	<i>In-class/Group/HW</i> IND-HW 3 (Due 2/16): Answer Any 3 Review Questions from Chapter 3. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>
2/15 2/20	Chapter 4 – Resources and Capabilities	LO 4-1 Define resources and capabilities. LO 4-2 Articulate how a value chain analysis helps managers make decisions between outsourcing an activity and keeping it in-house. LO 4-3 Explain what a VRIO framework is.	IND-HW 4 (Due 2/23): Answer Any 3 Review Questions from Chapter 4. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>
2/22 2/27	Chapter 5 – Resources and Capabilities	LO 5-1 Use the resource-based and institution-based views to answer why nations trade. LO 5-2 Describe classical and modern theories of international trade. LO 5-3 Discuss the importance of political realities governing international trade.	IND-HW 5 (Due 3/1): Answer Any 3 Review Questions from Chapter 5. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>
2/29	Test 1 Chapters 1,2,3,4,5	Part 1 – 50 Multiple Choice Questions Part 2 – Essay submission	

3/5	CASE 1	<u>Case 1:</u> China's Investment in Africa: The Case of Ethiopia	Case 1: project presentation and paper submission by Group 1
3/5	CASE 2	<u>Case 2:</u> UN Global Compact and Sustainable Development Goals (SDGs)	Case 2: project presentation and paper submission by Group 2
3/7	CASE 3	<u>Case 3:</u> Doing Business in China	Case 3: project presentation and paper submission by Group 3
3/7	CASE 4	<u>Case 4:</u> Environmental Disasters and Ethics of International Companies: The case of Bhopal	Case 4: project presentation and paper submission by Group 4
3/9		Midterm Grades Submitted (TEST 1 ONLY)	
3/11 – 3/15		Spring Break – No Classes	
3/19 3/21	Chapter 6 – Foreign Direct Investment (FDI)	LO 6-1 Use the resource-based and institution-based views to answer why FDI takes place. LO 6-2 Describe how FDI results in ownership, location, and internalization (OLI) advantages. LO 6-3 Identify different political views on FDI based on an understanding of its benefits and costs to host and home countries.	<i>In-class/Group/HW</i> IND-HW 6 (Due 3/22): Answer Any 3 Review Questions from Chapter 6. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>
3/26 3/28	Chapter 8 – Global and Regional Integration	LO 8-1 Make the case for global economic integration. LO 8-2 Outline the evolution of the GATT and the WTO, including current challenges. LO 8-3 Make the case for regional economic integration. LO 8-4 Describe regional economic integration efforts in Europe. LO 8-5 Describe regional economic integration efforts in the Americas. LO 8-6 Describe regional economic integration efforts in the Asia Pacific and Africa.	<i>In-class/Group/HW</i> IND-HW 7 (Due 3/29): Answer Any 3 Review Questions from Chapter 8. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>
4/2 4/4	Chapter 10 – Foreign Market Entry	LO 10-1 Explain how institutions and resources affect liability of foreignness. LO 10-2 Match the quest for location-specific advantages with strategic goals (where to enter). LO 10-3 Compare and contrast first-mover and late-mover advantages (when to enter). LO 10-4 Outline the comprehensive model of foreign market entries (how to enter).	<i>In-class/Group/HW</i> IND-HW 8 (Due 4/5): Answer Any 3 Review Questions from Chapter 10. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>

4/9	CASE 5	<u>Case 5:</u> Nike and Child Labor in Pakistan	Case 5: project presentation and paper submission by Group 5
4/9	CASE 6	<u>Case 6:</u> Female Executives in International Business: How do Corporations Reverse the Myth “Many Nations Are Not Ready to Accept Female Executives”?	Case 6: project presentation and paper submission by Group 6
4/11	CASE 7	<u>Case 7:</u> Should you accept an expat assignment to Saudi Arabia?	Case 7: project presentation and paper submission by Group 7
4/11	CASE 8	<u>Case 8:</u> Marketing Globally or Internationally?	Case 8: project presentation and paper submission by Group 8
4/16 4/18	Chapter 14 – Marketing and Supply Chain Management	LO 14-1 Articulate three of the four Ps in marketing (product, price, and promotion) in a global context. LO 14-2 Explain how the fourth P in marketing (place) has evolved to become supply chain management. LO 14-3 Outline the triple As in supply chain management (agility, adaptability, and alignment). LO 14-4 Discuss how institutions and resources affect marketing and supply chain management.	<i>In-class/Group/HW</i> IND-HW 9 (Due 4/19): Answer Any 3 Review Questions from Chapter 14. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>
4/23 4/25	Chapter 15 – International Human Resource Management	LO 15-1 Explain staffing decisions with a focus on expatriates. LO 15-2 Identify training and development needs for expatriates and host-country nationals. LO 15-3 Outline compensation and performance appraisal issues. LO 15-4 Describe labor relations in both home and host countries.	<i>In-class/Group/HW</i> IND-HW 10 (Due 4/26): Answer Any 3 Review Questions from Chapter 15. <i>Submit 1 page reflection (double-spaced, posted to e-learning)</i>
4/30		REVIEW FOR TEST 2	
5/2	Test 2 Chapters 6,8,10,14,15	Part 1 – 50 Multiple Choice Questions Part 2 – Essay submission	
5/16		Final Grades posted by 5/16	

Mini-Case Profiles:

Case 1: China's Investment in Africa: The Case of Ethiopia

In 2013 China invested in Ethiopia more than in any other country. The total investment in Ethiopia surpassed \$1 Billion. China's plan is to invest much more in the upcoming years on projects ranging from infrastructure, energy and telecommunications. Discuss the history of China's involvement in Africa's economies focusing on Ethiopia. Evaluate trade as well as foreign direct investment between the two countries and provide examples of completed or undergoing projects in Ethiopia that are funded by the Chinese. What are China's motivations for investment expansion into Africa? Have they been successful? How may recent elections in Ethiopia impact international trade and investment in the country? Discuss opportunities and challenges in this relationship.

Case 2: UN Global Compact and Sustainable Development Goals

The United Nations is an international organization founded in 1945 to challenge the issues facing the world. In the 21st century challenges this organization is confronting include peace and security, climate change, human rights, disarmament, terrorism, humanitarian and health emergencies, gender equality, governance, food production. One of their main initiatives is sustainable development. Discuss United Nations' Global Compact and Sustainable Development Goals they have set to accomplish over the next several years/decades. Review their Sustainable Development programs and discuss how they impact international business environments. Examine opportunities and challenges that exist for companies/non-profits/academia/govt's to partner on these initiatives and provide example(s) of partnerships for these initiatives.

Case 3: Doing Business in China

Doing business in China is complex and requires preparation as well as a lot of due diligence. Evaluate China's economic, political, legal and investment climate as an opportunity to conduct business for an American company. Discuss opportunities and challenges that American companies may encounter including the importance of cultural intelligence. "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. Anyone interested in being a successful businessperson should be aware of the following considerations: Local customer, etiquette and protocol, body language and facial expressions, choices of words. What are the common mistakes committed by Americans/Westerners when conducting business in China? Use Hofstede's cultural dimensions to explain the reasons for creating such conflicts.

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

Case 4: 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 history of the company including its Indian operation. Evaluate 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? What happened after the disaster? Who was held responsible?

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

Case 5: Nike and Child Labor in Pakistan

A 1996 issue of *Life* magazine showed a picture of Tariq, a 12-year-old child, who was surrounded by parts of a Nike soccer ball that he would spend most of his day stitching together in exchange for 60 cents. Within days, activists across North America were protesting at Nike outlets, holding up Tariq's photo. Nike subsequently undertook a range of initiatives to address these concerns, including development and application of a demanding code of conduct to improve labor conditions among the more than 650,000 workers at its supplier's plants worldwide. Nike's efforts have earned them praise from a range of charities, social organizations, and others. Nevertheless, a mere decade after the initial *Life* magazine debacle, Nike again found itself in the middle of

a public controversy over its activities in Pakistan, a reflection perhaps of the challenging and multidimensional nature of social responsibility efforts with respect to managing international labor issues. Discuss use of child labor in soccer ball(sport clothing) production around the world. Research Nike's situation in Pakistan and its actions after the issue was uncovered. Discuss background, history and outcome of Nike in Pakistan. Child labor is condemned around the world, but is fair for a multinational company to terminate relationships with suppliers when incidents arise regarding the use of child workers, regardless of the implications to the community as a whole? If parents in economically-deprived areas willingly allow their children to work in order to survive, should it be inappropriate for international companies to allow this? Do international companies have an obligation to help to rectify these problems? If not, why not? If so, to what extent and in what form? Is child labor still taking place in the world today?

Sources: David Montero, "Nike's Dilemma: Is Doing the Right Thing Wrong?" *Christian Science Monitor*, December 22, 2006, p.01., "Nike Cuts off Saga for Labor Violation", *Taipei Times*, November 22, 2006, p.10. Johns Wu, "Nike Sacks Saga Sports",

Case 6: Female Executives in International Business: How do Corporations Reverse the Myth "Many Nations are not ready to Accept Female Executives"?

For a number of reasons, women are being hired and promoted as executives by American business. The United States is almost alone in this development. Some Western European countries are moving slowly toward a policy of more female inclusion for executive management positions. However, elsewhere in the world, notably Latin America, Africa, Asia, and Eastern Europe, women are given very few executive opportunities. Suppose you are the chief executive officer (CEO) of an American multinational firm. On your staff and in the U.S. operating division of your company are several bright, able and dedicated female executives. It is also clear that more and more females are eager to join the international management cadres. On the other hand, past experience shows that upper-level HR group in your company strongly believes that international assignment requires domestic and international managerial experience. In the meantime, an opening comes up for the position of executive vice president in the company's Mexican subsidiary. One of the women in your staff applies for the position, and she is well qualified for the job, better than anyone else in the company. Would you give her the position? How would you convince the management group, which is almost male dominated, that she is the right person for the job? Discuss the challenges that female executive would face in this environment. Suggest ways to prepare her for the challenges and how to overcome them.

Sources: Hicks, Leslie, "Women confront gender Barriers South of the Border," *McAllen Monitor*, November 2, 1994, P.1C; Griffith, Victoria, "a Sense of Belonging", *Financial Times*, September 15, 1997 P.12; Adler Nancy, *International Dimension of Organizational Behavior*, 2002

Case 7: Should you accept an expat assignment to Saudi Arabia?

Jason Mandelsohn, a 35-year-old manager with Dayton International, returned to his office to learn that he had been chosen to lead the company's expansion in the Kingdom of Saudi Arabia (KSA). The company has a small office there but plans to improve the grow the operations. Jason has a wife, an accountant at a local company, and 2 children, a boy 8 years old and a daughter who is 5. Jason has travelled extensively throughout Europe but he has never been to Saudi Arabia. His assignment would be approx. 2-3 years with a possibility for extension. He has one week to make this decision. What recommendations would you provide Jason whether he should accept the assignment or not. Analyze the country's cultural, political, economic situation to support your decision. Based on other expatriates in the region structure an expatriate package for Jason and his family. Offer as much information focusing on advantages and disadvantages of the move to allow him to make this decision. When researching this case consider the economic, societal and political changes in the KSA which occurred in the last 5 years.

Case 8: Marketing Globally or Internationally?

In 2016 Coca-Cola announced its "One Brand" global marketing approach. The aim of this strategy is to deliver a global message by uniting various marketing approaches. People around the world prefer to drink Coca Cola's products in a different way and they also prefer to hear about them in a different way. Discuss Coca-Cola's marketing history around the world and its application globally or locally. Evaluate elements of Coca Cola's marketing strategy globally and discuss the reason behind the company's decision. Discuss marketing initiatives that have been successful and unsuccessful. Do you think this strategy will be successful or not? Provide supporting evidence for your explanation. Compare/contrast this brand to other/similar brand's strategies.

Source: <https://www.coca-colacompany.com/press-center/press-releases/coca-cola-announces-one-brand-global-marketing-approach>

Grading Policy

Grading Weight

Attendance Extra Credit – Attendance in selected events and submission of reflection throughout the semester.	10%
Homework	10%
Group Project	20%
Test 1 (Part 1- Take Home Essay 30%, Part 2 – In-Class MultipleQ 70%)	30%
Test 2 (Part 1- Take Home Essay 30%, Part 2 – In-Class MultipleQ 70%)	30%
Total	100%

Grading Criteria

Scaled Score	Letter Equivalent
101+	A+

91-100	A
88-90	A-
85-87	B+
81-84	B
78-80	B-
75-77	C+
71-74	C
68-70	C-
61-67	D
Less than 60	F

Course Policies

Make-up exams

Make-up exams are only allowed in case of emergency or extraordinary situation.

Extra Credit

There may be a few extra credit opportunities throughout the semester. In order to receive extra credit students will have an opportunity to attend virtual/in-person events and will be asked to write a short reflection upon attending.

Late Work

Late assignments are only allowed in case of emergency or extraordinary situation. All written assignments are submitted to eLearning (TurnItIn). Make sure you pay attention to due dates in the calendar above. If you are planning to travel this semester make sure that you pay special attention to deadlines as they are indicated in Central Time (CT)/Dallas time. If you have questions about time zones, please consult <https://www.timeanddate.com/>

Classroom Citizenship

We encourage students to support each other during the entire semester. If your team member(s) is/are unable to participate in traditional classroom setting or virtually consult with them frequently to ensure they are up to date with the course materials and deliverables. Please support each other during these times.

Instructor Support

Students in this course are encouraged to contact the instructor or the TA with any questions related to assignments, due dates, progress, etc. If student is unable to come to class or office hours he/she should schedule a meeting with the instructor. If you are considering international assignments in the future you are welcome to reach out to the instructor/TA to request a resume review.

Scholastic Honesty and Policy on Cheating

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or

materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage.

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the UTD Judicial Affairs web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Student Conduct and Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of **turnitin.com**, which searches the web for possible plagiarism and is over 90% effective.

Students are encouraged to review the quality of their work (editorial review, references, sources, format, etc.) before submitting their written work. Students are encouraged to check **SIMILARITY** on TurnItIn before submitting their work. The

recommended similarity should be below **25% (green status)**. Points will be deducted if student's work has over 25% similarity or Artificial Intelligence (AI) similarity.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. **UTD furnishes each student with a free email account that is to be used in all communication with university personnel.** The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policies

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if **70%** of the course work has been completed. An incomplete grade must be resolved within **eight (8)** weeks from the first day of the

subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. Please check opening hours and virtual meeting schedule with the office.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the

student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

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

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