

## International Business Syllabus

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### Course Information

Course Number/Section: IMS 3310.007  
Course Title: International Business  
Term: Spring 2024  
Schedule: Tuesday & Thursday 10:00am-11:15am  
Location: JSOM 11.206

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### Instructor Contact Information

Instructor: Jia Shen  
Office Location: JSOM 4.207  
Email Address: Jia.shen@utdallas.edu  
Office Hours: Appointment  
Other Information: Please check eLearning or contact the instructor via email.  
Note: Please check your UTD email multiple times a week, in case the instructor sends an email to the entire class, your group, or you.

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### Course Pre-requisites, Co-requisites, & Other Resources

BA 1310 or BA 1320 or ECON 2301.

Basic knowledge and awareness of international business issues will help.

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### Recommended Textbooks and Materials

M. W. Peng (2023). Global Business, 5th ed. Boston: Cengage Learning. ISBN-13: 978-0-357-71640-3 (13 digits) or ISBN-10: 0-357-71640-X (10 digits). E-books are acceptable. Online resources for reference: <https://www.cengage.com/c/global-business-5e-peng/9780357716403/>

### Course Description

This course is designed to expose students to the major challenges and issues of international business. The course will cover relevant diverse topics such as culture, foreign direct investment, international trade, country environments, international strategies, and global ethics.

### Student Learning Objectives/Outcomes

1. A general understanding of international business
  2. Understand how firms go aboard for business.
  3. Understand how firms compete and cooperate in the global market.
  4. Analyze case studies based on the course knowledge.
  5. Cooperate with others to work on projects thereby developing managerial skill-sets
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### Course Modality

Traditional in-classroom. The classes will NOT be recorded unless otherwise announced by the instructor

## Academic Calendar<sup>1</sup>

Date		Topics/ activities	Task/Assignment
<b>W1</b>	1.16	Chapter 0: Introduction and overview of the course	Task 1: Group formation. Due (1.18, 11:59 pm). IMS group case & group project - Google Sheets
	1.18	Chapter 1: Introduction	
<b>Part 1 Laying Foundations</b>			
<b>W2</b>	1.23	Chapter 2: Understanding Formal Institutions*	Task 2.1: Group case selection using the link Part1 Due (1.25, 11:59 pm.) IMS group case & group project - Google Sheets
	1.25	Chapter 3: Emphasizing Informal Institutions*	
<b>W3</b>	1.30	Chapter 4: Leveraging Resources and Capabilities_1*	
	2.1	Chapter 4: Leveraging Resources and Capabilities_2*	
<b>W4</b>	2.6	Group Case Presentation: <b>Part 1</b>	Task 2.2: Presentation Slides submission via eLearning before the class (Group) Due (2.5, 11:59 pm).
	2.8	Group Case Presentation: <b>Part 1</b>	
<b>W5</b>	2.13	Exam 1 Review (Chapter 1-4)	Exam 1 On e-learning (2.15)
	2.15	<b>Exam 1</b>	
<b>Part 2 Acquiring Tools</b>			
<b>W6</b>	2.20	Chapter 5: International Trade_1*	Task 3.1: Group case selection using the link Part2 Due (2.22, 11:59 pm.)
	2.22	Chapter 5: International Trade_2	
<b>W7</b>	2.27	Chapter 6: Foreign Direct Investment	
	2.29	Chapter 9: The Entrepreneurial Firm	
<b>W8</b>	3.5	Group Case Presentation: <b>Part 2</b>	Task 3.2: Presentation Slides submission via eLearning before the class ( <b>Group</b> ) Due (3.4, 11:59 pm).
	3.7	Group Case Presentation: <b>Part 2</b>	
<b>W9</b>	3.12	<b>No class: spring break</b>	
	3.14		
<b>W10</b>	3.19	Exam 2 Review (Chapter 5-9)	Exam 2 On e-learning (3.21)
	3.21	<b>Exam 2</b>	
<b>Part 3 Strategizing Around the Globe</b>			
<b>W11</b>	3.26	Chapter 10: Foreign Market Entry*	Task 4.1: Group project selection using the link Due (3.21, 11:59 pm). CASE: Puzzles behind emerging multinationals' acquisitions (p. 414) / DEBATE: Alliances versus acquisitions (p. 407) AND/OR High road versus low road in post-acquisition integration (p. 409)
	3.28	Chapter 12: Alliances and Acquisitions Work*	
<b>W12</b>	4.2	Chapter 15: Human Resource Management &	
	4.4	Chapter 17: Managing Corporate Social Responsibility Globally	
<b>W13</b>	4.9	<b>Group project presentation</b>	Task 4.2: Presentation Slides submission via eLearning before the class ( <b>Group</b> ) Due (4.8, 11:59 pm).
	4.11	<b>Group project presentation</b>	
<b>W14</b>	4.16	<b>Group project presentation</b>	Task 4.3: Peer evaluation forms**  Due (4.18, 11:59 pm)
	4.18	<b>Group project presentation</b>	
<b>W15</b>	4.23	<b>Exam 3 Review (Chapter 10-17)</b>	Task 4.4: Group project reports submit via Turnitin on eLearning**(Group) Due (4.26, 11:59 pm)
	4.25		
<b>W16</b>	4.30	<b>Exam 3</b>	Exam3 On e-learning (5.3)
	5.2		

<sup>1</sup> The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

## Grading Criteria

Grades will be based on the following:

Course Assessment	Percentage
<b>Individual points</b>	<b>60%</b>
Exam1	15%
Exam2	15%
Exam3	15%
Class participation & Attendance	10%
Peer evaluation	5%
<b>Group points</b>	<b>40%</b>
Group Case Presentation: <b>Part 1</b>	<b>10%</b>
Group Case Presentation: <b>Part 2</b>	<b>10%</b>
Group project Presentation	
Presentation	10%
Report	10%
<b>Total</b>	<b>100%</b>

## Grading Policy

Score	Grade
94.00 – 100.00	A
90.00 – 93.99	A-
87.00 – 89.99	B+
84.00 – 86.99	B
80.00 – 83.99	B-
77.00 – 79.99	C+
74.00 – 76.99	C
70.00 – 73.99	C-
67.00 – 69.99	D+
64.00 – 66.99	D
60.00 – 63.99	D-
Less than 60.00	F

### Exams (Three exams, 15% each, 45% in total)

There will be three online-exams consisting of multiple-choice questions and true/false questions. Questions shall be based on the textbook, class material (PPTs), and other in-class discussions. The exams will be non-cumulative, but some general concepts from the first part of the classes may be covered in the second and third exams.

Exams will be taken via eLearning/Honorlock. **No makeup exams nor late submissions are accepted.**

### Class Participation (10%)

Active class participation will be expected from students. Class participation will be graded based on the  
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objective and subjective assessment of the instructor.

Excellent class participation will be represented by actions such as consistent attendance to class, frequent contribution to class discussions, demonstrating comprehensive understanding of the class materials, and showing relevant insights that expand the scope of the course.

Students are also expected to attend each class. One missed class will result in a **1% deduction** of the final grade. Regardless of the deduction in grade, absence in a class will ultimately result detrimental for the student's learning. For emergencies that prevent students from attending the class, please notify the instructor ahead of time.

### **Group Case Presentation (Two presentations, 10% each, 20% in total)**

There will be two group case presentations for part I **Laying Foundations** and part 2 **Acquiring Tools**.

#### **Task 1: Group formation.**

Group case presentation will be a collective project, consisting of 7-8 students per group (8 groups in total). Students will be randomly assigned to groups if they cannot form groups by themselves and each group member will be expected to actively participate in the group project (All group formation must be done by the end of the first week (11: 59 pm, 18<sup>th</sup> Jan).

#### **Task 2: Group case presentation.**

**Note:** For each case presentation, each group (8 groups in total) can choose one among the four assigned cases for each part. Please fill out the group case selection before the due date (Part 1 Due 1.25, 11:59 pm.). Each topic can only be selected by two groups. The selection principle is first come and first serve.

#### **Task 3: Group case presentation.**

**Note:** For each case presentation, each group (8 groups in total) can choose one among the four assigned cases for each part. Please fill out the group case selection before the due date (**Part 2 Due 2.22, 11:59 pm.**). Each topic can only be selected by two firms. The selection principle is first come and first serve.

To avoid the late mover disadvantage, please fill in the form quickly. If you have any questions, please contact the professor ahead of time. The groups will present the case analysis to the whole class. The length of the presentation is approximately 10-12 minutes (depending on the number of groups), so please be succinct. All members of the team should plan to talk for approximately the same amount of time. The grade for the presentations will be based on the quality of the analysis, the presentation, and the inclusion and participation of all team members.

The presentation slides must be uploaded to eLearning before class, and a printed copy of the slides must be submitted at the beginning of the class. Since the presentations are on a schedule and are part of a group effort, it is not possible to accept late work.

The emphasis of the grading will be on 1) closeness to concepts and theories, 2) creativeness and depth of thinking, and 3) coherence in reasoning. **No late submissions are accepted.**

**Here are recommended format for the presentation:**

#### **1. Introduction:**

- Introduce the debate theme (e.g., individualism versus collectivism) and its background.
- Briefly outline the main points of the case (e.g., the dilemma of cutting salaries or jobs).

## 2. Case analysis

- Problem Statement: Clearly state the dilemma faced by the organization.
- Knowledge applied from the textbook and specific chapter.

## 3. Evaluation

- Pros and Cons of each decision and each viewpoint
- Discuss the potential impacts of each option.

## 4. Conclusion

- Your opinion about the debate (cutting salaries or jobs)

## 5. Audience Participation.

**Extra credit will be given to the audience participants.**

### **Group Project (10% for presentation, 10% for final report; 20% in total)**

#### **Task 4: Group project topic selection.**

Each group is required to conduct a comprehensive analysis of a publicly traded company. The project requires each group to choose a publicly traded company, so that information about the firm is easily accessible. The purpose of this project is to provide an opportunity for you to demonstrate and further hone your knowledge and capabilities gained in class. The analytical techniques introduced in this class are the most widely used ones in business, so what you learn and practice will serve you well in the future. The more you put into the project, the more rewarding the experience will be for you, beyond the course itself.

We will have two groups select one of the four projects; one chooses option 1 the other group might choose option 2 (it is acceptable to choose the same option). If they choose different options, two groups could compete, if not they complete. Two groups will present at the same day. All the students are supposed to fill out the online google excel sheet following the submission instruction. ([IMS group case & group project - Google Sheets](#)) which would also be disclosed on eLearning. The group project topic selection should be completed before the due date (3. 21, 11:59 pm).

Note: For Project 1, one group choose Tesla, the other group might choose any other electric vehicles competitor of Tesla, such as BYD, Hyundai, or Audi, etc.

The group project may involve two forms of information sources:

1. Choosing one option by analyzing a particular multinational corporation (MNC) based on text book knowledge and **second-hand information** (e.g., media, news). You may rely heavily on publicly available data, including but not limited to: company websites, annual reports, 10-K reports, proxy statements, newspaper/ magazine articles, press releases, and investment analysts' reports. Each group may analyze a specific international strategy of the firm that may have led to its success or failure in the international market. Provide a comprehensive analysis of the motivation, progress, and the outcomes of the strategy and explain why and how it led to the success or failure of the MNC. In addition, provide your own views, opinions or suggestions on how the MNC may strengthen or reconfigure its international strategy to succeed in the global market. Make sure to bring in relevant topics discussed in class, as it will enhance the learning experience of the overall class.

2. Choosing one option by analyzing a particular multinational corporation (MNC) based on **first-hand information** (e.g., interview, questionnaire) (**Involves extra 10% credit**). Students are encouraged to interview the employee or executive if possible or go visit them and do an on-site case analysis on the international strategy of the firm. Based on interactions with members of the firm, provide similar analysis to the above, while it must involve more specific details and information.

The group project includes three parts: **1. Group project presentation:** an oral presentation at the end of the semester (The presentation slides must be uploaded to eLearning before the group presentation date and print a hard copy to the instructor). **2. Group project report:** a final written report submitted by group. **3. Peer evaluation form** (see Appendix A).

**Part 1: Group project presentation (Submission format Title: Project NO.+Project Topic+Group NO.)**

**The presentations must be uploaded to eLearning before class, and a printed copy of the slides must be submitted at the beginning of the class.** Each group will have 15-20 minutes to present and an additional 5 minutes for Q&A. (depending on the number of groups). The presentation order will be determined through drawing during the class. After the presentation, **peer evaluation forms (see Appendix A)** rating the contribution of each team member must be submitted. Try to dress professionally and consider yourself to be in a real business setting. Not everybody has to participate in the presentation, assuming that every member has participated equally in the project, one way or the other. Presentation slides should include references for outside information sources.

**Here are recommended format for the presentation:**

#### **1. Introduction:**

- **Introduction** of the company and its industry background (very brief)
- Reason of the option

#### **2. Case analysis**

- **Identification** of specific IB strategy(s) that make the firm outstanding
- **External analysis** the rationale of the IB strategy: institution-based view (important)
- **Internal analysis the rationale of the IB strategy: resource-based view (important)**
- **Knowledge applied from the textbook and chapter.**

#### **3. Evaluation**

- **Evaluation of the strategy:** Advantages and challenges (important)

#### **4. Conclusion**

- Insightful ways to implement your recommendations

**Part 2: Group project report (Title: Project NO.+Project Topic+Goup NO.)**

Written final reports are expected to be submitted to the instructor via email indicating the group number and members at the noticed deadline.

Please address the following issues in your company analysis:

#### **1. Description of the firm**

- Company history
- Reason to choose this company
- Performance

#### **2. Current IB strategy**

#### **3. Strategic analysis:**

- External analysis: institution-based view
  - Internal analysis: resource-based view
- 4. Evaluation of the strategy:**
- Advantages
  - Challenges
- 5. Practical suggestion**
- 6. Conclusion**

The report will take the format of (a) times new roman font, (b) font size 12, (c) 1.5-spaced, and (d) may not exceed 8 pages. Note that quality matters more than quantity, in that long writings without clear logics, objective explanations, analyses, and own recommendations will not receive high scores. Including sub-titles for clarity is recommended. In addition, include exhibits and references for your information sources.

Once your group pick a case, you are expected to:

1. Apply the theories and concepts learned from the current chapter;
2. Provide critical thinking beyond the closing case as there may not be just one correct answer; and
3. Present convincing reasoning, helpful suggestions, and coherent arguments;

**Part 3. Peer evaluation form (see Appendix A).**

### **General Class Policies**

**Make-up Exam.** No make-up exams or lectures will be given except under extreme unforeseen circumstances, with adequate evidence provided for the reason the test was missed. Since group presentations are a joint effort, rescheduling or make-up for the presentation would not be possible.

**Extra Credit.** Certain in-class activities may be associated with extra credit. If the student is not present for those in-class activities, the student will not receive extra credit. Students are again reminded that attendance and participation in class activities is essential to this class.

**Late Submission.** Assignments submitted late will be downgraded 15% every business day will not be accepted beyond 5 days.

**Common Courtesy.** Respect your fellow students by refraining personal talks during class and arriving punctually to class.

**Honor Codes.** Academic honesty is expected from students. Plagiarism is a serious unethical issue and will be dealt with accordingly.

**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. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. Faculty have the discretion to set an attendance policy for their in-person meetings, but the absences due to COVID-19 cannot be counted against a quarantined student.

**Class Participation.** Regular class participation is expected regardless of course modality. 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.

#### Student Conduct & Discipline.

The UT System and UTD 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.

#### **eLearning**

To download PowerPoint slides and other information about this class, please use eLearning (elearning.utdallas.edu). eLearning will also be the method of communication regarding upcoming events, changes to the syllabus, and grades. Also, please send your direct emails through eLearning whenever possible. Please mention [BPS 4305] in the subject line of your email so that I can respond to your email on priority.

#### **Laptop & Mobile Device Policy**

A mutually supportive learning environment depends on active attention and engagement. For this reason, the use of laptops (or Internet-connected device – e.g., an iPad or iPhone) is discouraged during classroom sessions. Distraction due to mobile devices or laptops will reduce the effectiveness of your participation and of your classmates and may reflect in your participation grade if it is a constant and repeated occurrence.

#### **Other Important Notes**

If a student is absent or late to a class meeting, it will be his or her responsibility to catch up with all the missed materials, including any announcements made while the student was absent. Finally, it is a student's responsibility to read the syllabus thoroughly and regularly and keep track of all the important dates and requirements every week.

#### **Academic Integrity**

The faculty and administration of the School of Management expect from our 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. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

*Academic Dishonesty:* Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished by asking

clarifying questions if an individual does not completely understand the requirements of an assignment. Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://www.utdallas.edu/conduct/dishonesty/>. Also see <https://www.utdallas.edu/conduct/integrity/>.

### **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: <http://go.utdallas.edu/syllabus-policies>.

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

### **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." Using other's work such as prior students' work or information purchased or found from academic websites is strictly prohibited and considered cheating and a violation of the Creed. We will be using the "Turn it In" feature of eLearning to check for plagiarism on all written assignments.

## Appendix : Peer Evaluation Form

Group project number:

Group project topic:

Group number:

Student name:

Member Name	Score (0-10)	Reason

- The peer evaluation score will be averaged from ratings of team members. For example, if one gets 8, 9, 9, 10, 8 from each of the team members, then s/he will get a peer evaluation score of **8.8**  $([8+9+9+10+8] / 5)$ .
- Be objective in evaluating other members in your group and specify your reasons.
- The evaluation should be turned in within **3 days** after the group project presentation. The evaluation sheet can be found on eLearning.
- If one does not turn in or turns in a blank peer evaluation sheet with only the name on it, then everybody on the team will get 10 points.