

Course Syllabus: International Business (IMS) 3310

Course Information

Course Prefix, Number, Section	IMS 3310. 010
Course Title	International Business
Term	Fall 2024

Professor Contact Information

Professor	Habte G. Woldu
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Office Location	JSOM 4.805
Class Days, Time & Room	M, W. 10:00 am-11:15 am, Room: JSOM 2.801
Office Hours	M, W 9 am – 10 am (MS Teams or in-person); by appointment
Other Information	Professor Habte Woldu's Profile Page

Teaching Assistant Contact Information

Teaching Assistant	TBA
Email Address	TBA
Office Hour	TBA

Personal information will not be transmitted to the professor as well as to the TA via mail and all correspondences related to academic activities will be conducted through the 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 completing this course, students will be able to:

1. Analyze the dynamics and direction of international trade and foreign direct investment.
2. Apply trade theories and technical methods to explain the benefits and challenges of international trade and foreign direct investment.
3. Identify the international organizations and institutions that influence international business operations.
4. Evaluate the multicultural aspects of international business and how cultural dimensions shape the behavior of international business executives, employees, and organizations.
5. Assess the uncontrollable business environments that impact international business operations.
6. Advocate for the importance of ethics and responsibilities of multinational firms in foreign business operations.
7. Recognize the comprehensive knowledge required for selecting, hiring, and managing international human resources to minimize expatriate failure.

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

Using AI in Economic Development: Challenges and opportunities

[Using AI in economic development: Challenges and opportunities | McKinsey](#)

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, and Wamelen Arend (2011) "Cracking the Next Growth Market: Africa", HBR, May 2011
<https://hbr.org/2011/05/the-globe-cracking-the-next-growth-market-africa>

Update:

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

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

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

Additional Suggested Readings/Texts/ articles and videos

1. Verbeke, A., Coeurderoy, R. & Matt, T. J, 'The Future of International Business on corporate globalization' Int Bus Stud (2018)
<https://link.springer.com/article/10.1057/s41267-018-0192-2>
2. Five Global Challenges the World Can't Ignore in 2021
<https://www.wvi.org/fragile-context/context/5-crises-the-world-can%27t-ignore-in-2021>
3. Globalization: Benefits and Challenges https://velocityglobal.com/blog/globalization-benefits-and-challenges-s/?utm_source=google&utm_medium=cpc&utm_campaign=contact-us&gclid=EAlaIqobChMI6auQ1uiq9QIVCCIMCh07RARtEAAAYASAAEgLbtFD_BwE&gclsrc=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/background/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. Omta (2017) The process of entrepreneurial action at the base of the pyramid in developing countries: a case of vegetable farmers

The 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.

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

Course Policies

Assessments:

- **Homework:** two homework assignments in e-Learning.
- **Group Project:** participate in one group project (see Group Project Guidelines below).
- **Quizzes:** two in-class quizzes, quizzes will be online in eLearning, **students must bring their laptops to class!**
- **Midterm and Final Exams (2-part):**
 - **Multiple Choice Test (MCQ) (60 points):** given at the UTD Testing Center (for registration information and dates see *Exams tab* on eLearning of your course)
 - **Take-Home Essay (40 points):** essay will be assigned two weeks before the multiple-choice test and submitted on eLearning one week prior the MCQ test.

Grading Weights

Group Project: In class presentation (8%) Paper report (8%) Peer evaluation (4%)	20%
Homework	5%
Quiz 1	5%
Quiz 2	5 %
Participation and Attendance	5 %
Exam 1 (mid-term)	30 %
Exam 2 (final)	30 %

Grading Scale

Scaled Score	Letter Equivalent
>=97	A+
94 -96	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

Late Work (Homework)

- To avoid last-minute issues, submit assignments well before the due date.
- Late submissions will not be accepted unless there is a **documented emergency**.
- Allowable late submissions will be subject to a 20% penalty.

Make-up Quizzes and Exams:

Make-up quizzes and exams require **documented justification**:

- Illness: An official doctor's note stating you were unfit to take the exam, submitted within seven days (including weekends) after the exam date.
- Mandatory Court Appearance: A copy of your official court summons with the appearance date, submitted within seven days (including weekends) after the exam date.
- After professor's approval make-up will be given at the UTD Testing Center, that will require a separate registration.

Group Project Information and Guidelines

Cases for group projects are available on eLearning in the "Group Project Profiles" folder.

Group members will collaborate to:

- 1) Prepare and present the assigned case (group project presentation)
- 2) Submit a paper report of the presentation
- 3) Submit peer evaluation form

1) Group Project Presentation

- **In-class Presentation (15-20 minutes):** Divide work equally among all group members. Your team performance will be graded on the basis of analysis methods, presentation quality, and teamwork effectiveness. Creative presentation styles are encouraged; however, content and messages should reflect a real-world business scenario.
- **Focus:** Highlight the relevant and key aspects of the case/problem during your presentation. Identify the main theme of the case, apply an appropriate research method, and choose the best solution from all available alternatives.

Presentation Guidelines:

- **Situation/Background:** Briefly state your understanding of the subject/problem, identifying the environmental forces involved.
- **Main Objectives:** Focus on the case's main objectives by asking yourself which ones are most important.
- **Assessing Alternatives:** Take a comparative approach, outlining the pros and cons of each option. Support your arguments with a quantitative approach using data collection, processing, and presentation (tables and graphs).
- **Recommendation:** Defend the best alternative, providing practical and acceptable options.
- **Conclusion:** Conclude your case presentation by summarizing your key points.

2) Group Project Paper Report

- Written Paper (5-6 pages, double-spaced) must include:
 - Cover Page: provide the case topic and the names of group members who actively participated in the presentation (see note below).
 - Introduction: Introduce the main theme of the case.
 - Problem/Message: State the main problem/message the project conveys.
 - Research Methods: Describe the methods of research used in your analysis (e.g., narrative or quantitative analysis).
 - Findings: Explain what you learned or discovered through your project (learning outcomes or takeaways). Include relevant graphs, tables, or other visuals within the paper or as attachments.
 - Relevance: Discuss the paper's relevance to international business and what future international business managers can learn from it.
 - Conclusion: Summarize your key points.
 - Reference Page: Include a minimum of five relevant research papers from peer-reviewed journals, using APA in-text citations and a complete reference list following APA style guideline.

Please proofread your paper for grammar and flow before submitting it.

Submission Guidelines

- Locate the assignment in your eLearning course and submit your assignments in the required file format with a clear file name and extension.
- Only ONE designated student will submit the assignment for the group. All group members can view the results and professor's feedback once the submitted paper is graded.

3) Peer Evaluation. All students are expected to participate in group activities and share the workload fairly. The instructor will ask each group member to evaluate all other members' level of participation.

Link to the peer evaluation will be posted on eLearning and completed peer evaluation form must be submitted by each group member by the due date. Points will be deducted if late.

Peer evaluation is based on individuals':

- 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) Last but not least, peer evaluation must include honest and critical comments on the participation group members, not just assigning points.

The submitted peer evaluation form is confidential and is not visible to group members.

Group Project Grading

- **Group Effort:** A group grade will be assigned initially if a member does not participate fully, he/she may receive no grade or a lower grade than the rest of the group.
- **Cover Page Accuracy:** To avoid confusion, the group project paper report cover page should only list the names of EFFECTIVE group project participants (excluding those who did not contribute).

Attendance and Participation

- The University policy requires individual faculty to set attendance expectations. Regular and punctual attendance is expected. Students who miss class frequently risk academic difficulty.
For this class, attendance will be taken randomly throughout the semester and it is worth 3 % of the semester grade.
- Active participation is expected in class. This includes engaging in discussions and activities that solicit your feedback on homework, readings, or lecture materials. Participation is documented by the instructor. Successful participation means consistently following the University requirements outlined in this syllabus. Failure to comply with these requirements is a violation of the Student Code of Conduct.
For this class participation is worth 2% of the semester grade.

Extra Credit

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

Assignment & Academic Calendar

Please note that the timelines below are tentative and subject to change. Lectures and assigned readings may overlap from one class to the next. The exact due dates for assignments are posted on the eLearning course.

	TOPIC/LECTURE	Reading Materials (Summary Report, Discussion)	DUE DATE / Activities
Week 1 8/19 – 8/25	Overview of the coursework	An Overview of the global economy	Pre-lecture topics
	Introducing syllabus, assignments and group projects	Going over the syllabus	Q&A on the formats of group projects
	Ch. 1 The Challenging Context of International Business	Read: How our interconnected world is changing, Olivia White, <u>The future of globalization: What to expect next McKinsey</u> , McKinsey Global Institute, February 9, 2023	Sign up for a group by Sunday, 8/25
Week 2 8/26 – 9/1	Ch. 2 International trade and investment	Read the article (link below) before class and prepare to answer the question: What Are the Advantages and disadvantages of International Trade? t <u>Advantages and Disadvantages of International Trade - MBA Notes (mbahub.in)</u>	Discussion Lecture
	Ch. 2 Continues International trade and investment	Exercise on Ricardo's cost comparative advantage in class	Lecture
Week 3 9/2 – 9/8	Monday, 9/2- Labor Day (University Closed)		
	Ch. 3 Sociocultural Forces	Read the article before class: Bhaskar Pan, Different Cultures See Deadlines Differently https://hbr.org/topic/subject/cross_cultural-management Case 1: Adapting Listerine to Meet the Different Requirements of International Markets. (See case profile for details).	Discussion Lecture & Case Presentation Upload Project 1 report paper, presentation PPT and peer evaluation on eLearning Due date: 9/4 Homework on eLearning Due Date: 9/8 by 11:59 pm

Week 4 9/9 – 9/15	Ch. 3 Continues Sociocultural Forces	Case 2: Comparative advantage and offshoring of service jobs: The offshoring case of India. (See case profile for details).	Lecture & Case Presentation Upload Project 2 report paper, presentation PPT and peer evaluation on eLearning Due date: 9/9
	Cultural Training	Understanding your cultural values in the perspective of your national cultural values Case 3: Can Brazil Become a Global Competitor in Information Technology Outsourcing Business? (See case profile for details).	Class Cultural Survey, Discussion & Case Presentation Upload Project 3 report paper, presentation PPT and peer evaluation on eLearning Due date: 9/11
Week 5 9/16 – 9/22	Quiz 1	Quiz covers chapters 1-3	In class Quiz 1: 9/16 Bring laptop to class
	Ch. 4 Sustainability and Natural Resources	Read before class : <u>Erik Simanis</u> and <u>Duncan Duke</u> , Profits at the Bottom of the pyramid, Harvard Business Review, 2014	Discussion
	Ch. 4 Continues Sustainability and Natural Resources		Lecture, Discussion
Week 6 9/23 – 9/29	Ch. 5 Political Forces That Affect Global Trade	Case 4: When in Rome, Should You “Do as the Romans Do...and Feel Comfortable about It? (See case profile for details).	Lecture & Case Presentation Upload Project 4 report paper, presentation ppt and peer evaluation on eLearning Due date: 9/23 Start working on the Midterm Essay
	Ch. 5 Continues Political Forces That Affect Global Trade		Lecture & Discussion

Week 7 9/30 – 10/6	Ch. 6 Intellectual Property Rights and Other Legal forces	Read Bolton’s article carefully by paying attention to the questions provided as follows: 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.”	Midterm Essay due 9/30
	Ch. 6 Continues Intellectual Property Rights and Other Legal forces	Discussion in class: Explain what the extraterritoriality of a law means. Is the extraterritorialities of American laws beneficial for American international companies doing business overseas?	Lecture & Discussion. Prepare for Midterm that covers Chapters 1-6
Week 8 10/7 – 10/13	Midterm	Midterm covers Chapters 1-6	Midterm MCQ at Testing Center 10/7- 10/9
	Ch.7 Economic and Socioeconomic Forces		Lecture
Oct 9 10/14 – 10/20	Ch. 8 The International Monetary System and Financial Forces	Case 5: Was the U.S. Exit from the Pacific Climate a Smart Move? (See case profile for details).	Lecture & Case Presentation Upload Project 5 report paper, presentation PPT and peer evaluation on eLearning Due date: 10/14
	Ch. 8 Continues The International Monetary System and Financial Forces	Case 6: Is Your Chocolate the Result of Unfair Exploitation of Child Labor? Ethical issues in the global market. (See case profile for details).	Lecture & Discussion Case Presentations

			Upload Project 6 report paper, presentation PPT, and peer evaluation on eLearning Due date: 10/16
Week 10 10/21-10/27	Ch. 12 International Markets –Assessment and Entry Modes pp. 308-327 (Part 1)		Lecture & Discussion
	Quiz 2	Quiz covers Ch. 7 and 8	In class Quiz 2: 10/23 Bring laptop to class
Week 11 10/28 – 11/3	Module B Export and Import Practice (pg. 464...)		Watch videos;
	Module B continues	<p>Case 7: Entering Cuba: Pip Dream or Real Opportunity? (See case profile for details).</p> <p>Case 8: Environmental Disasters and Ethics of International Companies: The case of Bhopal. (See case profile for details).</p>	<p>Case Presentation Upload Project 7 report paper, presentation PPT and peer evaluation on eLearning Due date: 10/30</p> <p>Upload Project 8 report paper, presentation PPT and peer evaluation on eLearning Due date: 10/30</p>
Week 12 11/4 – 11/10	Ch. 13: Marketing Internationally		Lecture
	Read before class	<p>Reading: Cracking the Next Growth Market: Africa” (Available on eLearning). The role of China in Africa – https://www.youtube.com/watch?v=MrVzFSXgn3w Assuming Africa is the next market frontier, discuss: a) What would be the recommended market strategy in entering the African market?</p>	Discussion in class

		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?	
Week 13 11/11 – 11/17	Ch. 14 Managing Human Resources in an International Context		Lecture Start working on the Final Essay
	Ch. 14 Continues	Case 9: Jayden White: Should He Accept an Expat Assignment? (See case profile for details).	Case Presentation & lecture Upload Project 9 report paper, presentation PPT and peer evaluation on eLearning Due date: 11/13
Week 14 11/18 – 11/24		Case 10: Global Debate-Why aren't more women Selected for International Assignments? (See case profile for details).	Case Presentation Upload Project 10 report paper, presentation PPT and peer evaluation on eLearning Due date: 11/18
	Video on Doing Business Overseas		Discussion Final Essay due 11/25
Week 15 11/25 – 12/1	Fall Break (no classes) Happy Thanksgiving		
Week 16 12/2- 12/5	Final Exam review		
	Final Exam	Final Exam covers chapters 7, 8 ,12, 13, 14, Bonus Module A, B & Essay	Final Exam MCQ at Testing Center 12/3-12/5

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.

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