

Course Syllabus: International Business (IMS) 3310

Course Information

| | |
|--------------|------------------------|
| Course | IMS 3310. 011 |
| Course Title | International Business |
| Term | Fall 2025 |

Professor Contact Information

| | |
|-------------------------|---|
| Professor | Habte G. Woldu |
| Office Phone | (O) 972-883-6357 |
| Email Address | wolduh@utdallas.edu |
| Office Location | JSOM 4.805 |
| Class Days, Time & Room | MW 1:00 pm-2:15 pm, JSOM Room: 2.801 |
| Office Hours | MW 9:00–9:45 am and W 2:45-3:30 pm or via MS Teams by appointment |
| Other Information | Professor Habte Woldu's Profile Page |

Teaching Assistant Contact Information

| | |
|---------------------|--|
| Teaching Assistant | Manasa Srija Siddula |
| Office Phone | MS Teams |
| Email Address | Manasa.Siddula@UTDallas.edu |
| Online Office Hours | TR 10:00 am to 11:30 am CT on MS Teams |

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.

Required Textbooks and Materials

Required Texts

Jeanne M. McNett, Michael Geringer J. and McNett, *International Business*, 3rd Edition, McGraw Hill Irwin, Inc., 2025.

ISBN: [978-1-265-89988-2](#)

The textbook is available at the [UTD Bookstore](#)

Required Reading Materials & Videos

1. Global Economic Review & Outlook, 2025, World Bank, https://df16bd12.delivery.rocketcdn.me/wp-content/uploads/2025/01/WG_Global-Econ_JAN-2025-WORLD-BANK.png
2. [Advantages and Disadvantages of International Trade - MBA Notes \(mbahub.in\)](#)
3. Bhaskar Pan, Different Cultures See Deadlines Differently <https://hbr.org/topic/subject/cross-cultural-management>
4. [Erik Simanis](#) and [Duncan Duke](#), Profit at the Bottom of the Pyramid, Harvard Business Review, 2014
5. Bolton, Imitation Vs Innovation, <https://www.sciencedirect.com/science/article/pii/S009026169390069D?via%3Dihub>
6. 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/](#)
7. The Role of International Organizations in Regulating the World Economy: <https://unige.org/volume-74-issue-4-2024/the-role-of-international-organizations-in-regulating-the-world-economy/>
8. "The world is flat" video, <http://video.mit.edu/watch/the-world-is-flat-30-9321/>
9. 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>
10. "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
11. Soster, Robin L (2014) "The Bottom Dollar Effect" Journal of Consumer Research, 2014, <https://academic.oup.com/jcr/article/41/3/656/2907532>

Additional Suggested Readings/Texts/ articles and videos

1. Using AI in Economic Development: Challenges and opportunities, [Using AI in economic development: Challenges and opportunities | McKinsey](#)
2. 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>
3. 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>
4. 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&gclid=aw.ds#section-3
5. Marber, Peter (2004) "Globalization and its contents", *World Policy Journal*, Winter 2004/2005

6. What Are the Advantages of International Trade? <https://www.americanexpress.com/en-us/business/trends-and-insights/articles/advantages-international-trade/>
7. Martin Marmolejo (2012) "Outsourcing: Opportunities, Myths and Realities", July 2012, <http://www.understandglobalization.com/2012/07/13/outsourcing-opportunities-myths-and-realities/>
8. "Who, What and How China Targets*." Is 'Made in China 2025' a threat to Global Trade? 2013, <https://www.cfr.org/backgrounder/made-china-2025-threat-global-trade>
9. Khanna, Tarun. "China+ India: The Power of Two." Harvard Business Review, 1 Aug. 2014, hbr.org/2007/12/china-India-the-power-of-two, <https://hbr.org/2007/12/china-india-the-power-of-two>
10. 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

Note: The latest Publications on Current Global Business Environments can be added to the Supplementary Readings on eLearning.

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:** one homework assignment on e-Learning.
- **Group Project:** participate in one group project (see Group Project Guidelines below).
- **Quizzes:** two in-class quizzes, quizzes will be online on eLearning, **students must bring their laptops to class!**
- **Midterm and Final Exams:**
 - **Multiple Choice Test (MCQ) (60 points):** Midterm Exam will be given at the UTD Testing Center (for registration information and dates see *Exams tab* on your eLearning course).
 - **Take-Home Essay (40 points):** essay will be assigned two weeks before the multiple-choice test and submitted on eLearning one week prior to 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 (includes attendance and pop-quizzes) | 5 % |
| Exam 1 (midterm) | 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 reservation.

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 based on 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, Follow APA format in-text for citations and list all referenced sources.

Please proofread your paper for grammar and flow before submitting it. When submitted, your paper is final.

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).

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.
- 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 course participation counts towards your 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 8/25 – 8/31 | Overview of the coursework Introducing syllabus, assignments and group projects | An Overview of the global economy Going over the syllabus | Pre-lecture topics Q&A on the formats of group projects Sign up for a group by Sunday, 8/31 |
| | Ch. 1 The Challenging Context of International Business | Read: Global Economic Review & Outlook, 2025, World Bank https://df16bd12.delivery.rocketcdn.me/wp-content/uploads/2025/01/WG_Global-Econ_JAN-2025-WORLD-BANK.png | |
| Week 2 9/01 – 9/07 | 9/1 Labor Day- university closed | | |
| (No Class on 9/01-Labor Day) | Ch. 2 International trade and investment | Read before class: Advantages and Disadvantages of International Trade - MBA Notes (mbahub.in) Answer: What Are the Advantages and disadvantages of International Trade? | Lecture & Discussion |

| | | | |
|-----------------------|---|---|---|
| Week 3 9/08 – 9/14 | Ch. 3 Sociocultural Forces | Class Exercise on Ricardo’s cost comparative advantage in class | Lecture & Discussion Work on homework (due date 9/14) Start working on the Midterm Essay |
| | | Read before class: Bhaskar Pan, Different Cultures See Deadlines Differently https://hbr.org/topic/subject/cross-cultural-management Group Project – Case 1: Are Globalization and Technology Causing Greater Inequality? See case profile for details, pp -28-30 Group Project – Case 2: Should Service Jobs Be Offshored to India in the GenAI Era. See case profile for details, pp 45-46 | Discussion & Case Presentation Upload report paper, presentation PPT and peer evaluation on eLearning Due date: 9/10 Homework on eLearning Due Date: 9/14 by 11:59 pm Quiz next class - make sure to bring your laptop! |
| Week 4 9/15– 9/21 | Quiz 1 (Ch. 1-3) | | Quiz, Lecture Midterm Essay Exam Due 9/21, 11:59 pm |
| | 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 Group Project- Case 3: How to Address Cultural Differences When Selecting International Managers. See case profile for details, pp 79-80 | Discussion & Case Presentation and PPT and peer evaluation on e-learning Upload Project 3 report paper, presentation PPT and peer evaluation on eLearning Due Date 9/17 |
| Week 5 9/22 – 9/28 | Ch. 5 Political Forces That Affect Global Trade | | Lecture |
| | Midterm Review (Ch.1-5) | Group Project- Case 4: Water Wars in the Desert: Balancing Profit Sustainability, and Growth in Arizona’s Alfalfa Boom, See case profile for details, 144-146 | Discussion & Case Presentation Upload report paper, presentation PPT and |

| | | | |
|-----------------------|---|---|---|
| | | Group Project- Case 5: The Legacy of Free Trade (See case profile for details, pp. 68-74) | peer evaluation on eLearning Due date: 9/24 |
| Week 6 9/29– 10/05 | Ch. 6 Intellectual Property Rights and Other Legal forces | | Lecture |
| | Midterm Exam (Ch. 1-5) | | Midterm MCQ at Testing Center 9/29- 10/3 |
| Week 7 10/6-10/12 | Ch. 6 cont. | Read before class: Bolton article: Imitation versus Innovation: Lessons learned from Japan. Article available on eLearning. | Discussion Prepare for the Midterm MCQ |
| | Ch.7 Economic and Socioeconomic Forces | | Lecture |
| Week 8 10/13-10/19 | Ch. 8 The International Monetary System and Financial Forces | | Lecture |
| | Ch.8 cont. | Group Project- Case 6: Should the United States Remove Tariffs on Electric Vehicles from China? See case profile for details, pp175-176 Group Project- Case 7: Evaluating and comparing the Attractiveness of Three Large Latin American Countries, See case profile for detail, pp 416-417 | Lecture & Case Presentation Upload report paper, presentation ppt and peer evaluation on eLearning Due date: 10/15 |
| Week 9 10/20-10/26 | Ch. 12 International Markets –Assessment and Entry Modes pp. 308-327 (Part 1) | | Lecture |
| | | Group Project -Case 8: Uber’s Failure in China: A case of Legal and Strategic Challenges, See case profile for detail, pp 218-200 Group Project-Case 9: Mobile Banking in Emerging Market: Estimating the Addressable Market, for details, pp 252-253 | Case Presentation Upload report paper, presentation PPT and peer evaluation on eLearning Due date: 10/22 |

| | | | |
|-------------------------|---|--|--|
| | | | Reminder: Quiz next class—make sure to bring your laptop to class! |
| Week 10 10/27-11/2 | Quiz 2 (Ch. 7-8) | | Quiz, Lecture |
| | Module A International Institutions from Business Perspective | | |
| | Module A continue | Read the article before class https://unige.org/volume-74-issue-4-2024/the-role-of-international-organizations-in-regulating-the-world-economy/ | Lecture & Discussion |
| Week 11 11/3-11/9 | Module B Export and Import Practice | | Lecture |
| | | Group Project-Case 10: Global Debate-Why aren't more women Selected for International Assignments? See case profile for details, pp 473-474 Group Project - Case 11: Jayden White: Should He Accept an Expat Assignment? See case profile for details, 489 | Case Presentation Upload report paper, presentation PPT and peer evaluation on eLearning Due date: 11/5 Start working on the Final Exam Essay |
| Week 12 11/10– 11/16 | Ch. 13: Marketing Internationally | | Lecture |
| | | Read before class: Cracking the Next Growth Market: Africa” (Available on eLearning). The role of China in Africa – https://www.youtube.com/watch?v=MrVzFSXqn3w Assuming Africa is the next market frontier, discuss: a) What would be the recommended market strategy in entering the African market? b) Do you think Africa is tapping its potential resources and moving into sustainable development in an increasing uncertain global environment? | Discussion |

| | | | |
|-------------------------|---|--|---|
| | | c) identify the competitive advantage the African continent possesses d) what are the challenges for investors? e) evaluate the roles western and China play in the African continent. | |
| Week 13 11/17-11/23 | Ch. 14 Managing Human Resources in an International Context | | Lecture |
| | | Special lecture on : “ The Traits of Global Leadership in Managing a Global Business” | Discussion Final Exam Essay Due on Monday, 11/23 by 11:59 pm |
| Week 14 11/24– 11/30 | Fall Break (no classes) Happy Thanksgiving | | |
| Week 15 12/1-12/7 | | Video on Doing Business Overseas | Discussion |
| | Final Exam review | Final Exam covers chapters 7, 8 ,12, 13, 14, Bonus Module A, B | |
| Week 16 12/8-12/14 | Final Exam | | Final Exam MCQ |

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.

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 Dishonesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the Scholastic Dishonesty 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 other students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

The use of generative AI tools to complete assignments is strictly prohibited!

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>.

Accommodations for Students with Disabilities

Please review [the section](#) within the UT Dallas Syllabus Policies and Procedures webpage.

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.