Course Information

Course Number/Section	IMS 3310-501
Course Title	International Business
Term	Fall 2012
Days & Times (Room #)	Tuesday &Thursday 5:30-6:45 PM (SOM 2.106)

Professor Contact Information

Professor	Elizabeth Lim, Ph.D.
Office Phone	972-883-2298
Office Location	SOM 4.403
Office Hours	Tuesdays and Thursdays 11:15 AM-12:00 PM
Other Information	Please email me through eLearning only.

Course Pre-requisites, Co-Requisites, and/or Other Restrictions

This course requires basic knowledge in many functional areas in business. Knowledge in related management areas can be helpful.

Prerequisites: BA 3365, MATH 1326 and MATH 2333. Pre-/Co-requisite: BA 3341.

Course Description

Globalization is the worldwide trend of business expanding beyond their domestic borders. To compete in today's global economy, managers need to be able to apply management principles across countries and cultures with suitable adaptation in the process. Adopting a truly global perspective of management, this course presents current thinking in international business theory and practice. The course will cover topics such as international trade theories, formal and informal institutions, resource-based view, foreign direct investment, foreign entry modes, international strategy, internationalizing entrepreneurial firms, and financing and governing globally. Among others, the course has two main objectives: (1) developing a regard for human values and the ability to make judgments based on ethical and environmental considerations, and (2) understanding the multicultural aspects and international dimensions of the world in which we live and be familiar with knowledge and methods necessary to deal with related problems.

Student Learning Objectives/Outcomes

This course exposes you to fundamental issues and concepts in international business and emphasizes application of academic knowledge to real world situations through the use of lecture and case studies. In particular, I expect you to leave this course with a firm understanding of how the institutions and resources affect firms' choices and behaviors, as well as how these choices may be changed in different countries. By working as a group, you and your group members will have the great learning opportunity to explore the changing international business environments. By the end of this course, you should have an understanding of the multicultural aspects and international dimensions of the societies and the world in which you live and be familiar with knowledge and methods necessary to deal with related problems. Also you will develop the ability to make judgments based not only on business considerations, but also on ethical and environmental factors.

Course Requirements

This course requires extensive reading, active discussions, and diligent attention to the exercises. Each student will be expected to spend an average of 4 hours a week on this course in addition to class time. This is particularly true during the first few weeks of the class. If a student cannot commit this amount of time and effort on this course, he or she must realize that it may be very difficult to earn a good grade. Failure to fully prepare for class is also detrimental to one's fellow students. It is the student's responsibility to thoroughly read the syllabus, fully understand all the requirements, and keep track of all the important dates in order to succeed.

Course Format

I have designed this course to promote the objectives described above. The structure of this course will be a combination of lectures, class discussions, and group case analyses. Tuesday classes are designated as lecture and/or discussion sessions; the purpose of each class is to equip you with the models, frameworks, and approaches and raise your awareness of the issues associated with each topic. Classes will be very interactive, drawing on everyone's experiences and insights as much as possible.

The first Tuesday class (August 28) will serve as a course introduction, but generally, Tuesday classes are dedicated to lectures and discussions, and Thursday classes will be designated as case discussions and analyses. For the most part, the cases are used to apply the concepts and approaches covered in the Tuesday class to actual business situations. Each week (with the exceptions of the first three weeks), you will be required to read one chapter and one case.

Required Textbook and Materials

- Global Business, 2nd Ed. Mike W. Peng, South-Western CENGAGE Learning, 2011.

*****Textbook is available in the UTD Bookstore*****

Business News Sources

- Business Week (www.businessweek.com)
- The Wall Street Journal (www.wsj.com)
- Financial Times (www.ft.com)
- Forbes (www.forbes.com)
- Fortune (http://money.cnn.com/magazines/fortune)
- Fast Company (www.fastcompany.com)
- Reuters (www.reuters.com)
- Bloomberg (www.bloomberg.com)
- CNN Money (http://money.cnn.com/)
- MSNBC (http://www.msnbc.msn.com/id/3032072/)
- Business Wire (http://home.businesswire.com/)
- Yahoo Finance (http://finance.yahoo.com/)

Course Assessment

Broadly, your progress in this course will be assessed using three key components:

Exams (#1 and #2)	60% = 240 points
Group Case Presentation	30% = 120 points
Class Participation	10% = 40 points
Total	100% = 400 points

Grading Policies

Grading and evaluation of the above course components are detailed below. The weighted average score calculated from the above components is converted into a grade as follows:-

Score	Grade
97 - 100	A+
94 - <97	A
90 - <94	A-
87 - <90	B+
84 - <87	B
80 - <84	B-
77 - <80	C+
74 - <77	C
70 - <74	C-
67 - <70	D+
64 - <67	D
60 - <64	D-
0 - <60	F

(1) Exams (60% of Course Grade)

Exam #1 (30% of Course Grade)

The in-class Exam #1 will take place on ***October 4, 2012***. This quiz will test your understanding and knowledge of the first five chapters of the textbook. There will be **40 multiple-choice questions PLUS one essay question**. The purpose of this quiz is to ensure that you are adequately familiar with the foundational topics of this course. This exam will test class powerpoint slides, class discussion, case studies, and textbook chapters. The exam will be closed book and notes. The key to doing well will be keeping up with the readings. Negative marking does not apply. Make-ups will only be granted under extenuating circumstances. Official documentations are required for make-ups. For example, a doctor's note is required if a student is not able to take the exam due to medical reasons.

Exam #2 (30% of Course Grade)

Exam #2 will take place on ***November 29, 2012.*** This exam will test class powerpoint slides, class discussion, case studies, and textbook chapters. *Exam #2 will be non- cumulative*, and will cover course materials covered after Exam #1. There will be **50 multiple-choice questions** (no essay questions). The test will be closed book and notes. The key to doing well will be keeping up with the readings. Negative marking does not apply. Official documentations are required for make-ups. For example, a doctor's note is required if a student is not able to take the exam due to medical reasons.

(2) Group Case Presentation (30% of Course Grade)

In the second week, I shall dedicate some class time for students to form their own teams. Each team should have about two to four students. Each group will be responsible for making **one** oral presentation of a case analysis. I will also allow teams to pick their own cases and case questions on a first-come-first-serve basis. **On behalf of your team, you are to go to E-Learning and post on the Discussion Forum details of your case choice (e.g., Team 2.1 "Amazon Kindle" in the subject title including the names of all your team members in the body of the post).** I will create a posting site on the Discussion Forum where all teams will go to post their case choices (more details in class). A list of case discussion questions are appended to this course outline (pages 14-16). We will cover eight cases in this course, each listed on pages 14-16. I will cover the first case "Ford".

The presenting group will play a leading role in our discussion by outlining what they think are the central IB issues confronting the company, analyzing these issues, and presenting the results of their analysis to the class. It is the responsibility of the presenting group to lead a further discussion of the case involving the rest of the class. Each group is also to generate some discussion issues for the class and conduct further to-date research on the case. The case analysis should address the questions as listed in the case question guide and offer recommendations for future action. It is the responsibility of the group, not the instructor, to organize their group such that a rigorous case analysis is submitted to the correct location and within the prescribed deadline.

A soft copy of the presentation slides should be emailed to me before class. In addition, a hard copy of the presentation slides must be submitted at the beginning of class on the day of the relevant case class. **Your case presentation schedule is included in the class schedule (see page 13).** Two teams will work on the same case but on different questions (see pages 14-16). Each team will have about 30-35 minutes to complete your presentation on Thursday – use your time wisely. **Appendix A details the grading criteria for your group oral presentation**.

Each group member should participate equally during the case presentation. This is very important. I do not want one or two members of the group to dominate the case presentation. In order for your team to do well, each member must be actively involved in the research, discussion, and preparation of the case presentation. Failure to participate hurts both you and your other team members. Thus, there is little tolerance for free riding. It is primarily your responsibility to eliminate free riding and ensure that team members participate. The incentive alignment mechanism will be the **peer evaluation at the end of the course**. Individual members who have not contributed to the group effort will have the final grade for the presentation adjusted to reflect their actual contribution level. Bonus points may potentially be awarded for the best case presentation.

I am particularly interested in your ability to identify the relevant issues, apply the integrative tools in this course, and persuasively articulate innovative but realistic recommendations. You may be familiar with the actual outcome of the firm's dilemma. This should not bias your response because their decision does not validate or invalidate your action plan. Attempts to be creative will be rewarded, however they must be reasonable, logical, fully supported (i.e., don't assume I know what you mean) and well-developed (i.e., think through the implications of your recommendations). However, mere creativity is not sufficient. You must make it clear that you have grasped the concepts of this course.

NOTE: A real business environment does not generally pose clear questions or answers. Managers rarely know whether they have made the "right" international management decisions. IB cases simulate this ambiguity. As such, there are no correct solutions to the case that you will undertake to analyze and I will offer none, although I will provide my opinion about the logic and rationale you exercised in reaching your conclusions. Therefore, the most important aspect of this course is the quality of your questions and answers, and the quality of your thought processes. Also, your ability to communicate your logic and respond to questions about your analyses and recommendations is important.

(3) Class Participation (10% of Course Grade)

Class Attendance: Class attendance is part of the learning process. I will therefore monitor your attendance every day. Although you will **<u>not</u>** be graded on your class attendance, you cannot participate in class discussions if you do not attend class. Since your class participation is worth 10% of your course grade, I strongly encourage you to take class attendance seriously.

Class Participation: Strategic thinking and analysis in IB is best learned through practice. The cases we will study are about *real world* business situations; they are an opportunity to both apply the concepts we discuss in class as well as further develop our ability to think about international business strategy. How much you get out of a case depends on your preparation and active participation. Please read the handout 'How to Prepare an Effective Case Analysis' (will be available on eLearning) prior to analyzing cases.

Each student is expected to effectively participate in Tuesday class discussions (worth 5% of your course grade) and Thursday case discussions (worth 5% of your course grade) - **comment, question, argue,** and **analyze.** Class participation provides an opportunity to develop communication skills - in presenting a point of view and in listening. In many ways, these skills are as valuable as the "analytical frameworks" to be discussed during the course. Case preparation involves identifying the key issues, problems, and opportunities facing the manager; identifying and evaluating alternative solutions; and proposing and supporting your recommended course of action with qualitative and quantitative information.

The most common way to contribute to class learning is through contributing to the discussion. Fundamentally, a good contribution involves presenting a clear opinion, expressing it civilly, and supporting the opinion. In addition, we all have the responsibility to create an environment where each member of the class feels comfortable offering his or her opinion; thus, knowing how to listen is also important. Please note that simply attending class contributes minimally to class learning. **Again, your class participation grade will depend upon your active participation in discussions, <u>NOT</u> on class attendance.**

Class participation will be graded based on the **quantity** and **quality** of contributions to the class discussions. With regard to quality, some of the following criteria normally applied are:-

• Are the points that have been made relevant to the discussion?
• Are the points simple recitations of case facts, or have new implications been drawn?
• Is there evidence of analysis rather than mere expression of opinions?
• Are the comments linked to those of others?
• Did the contribution further the class' understanding of the issue?

Final Grade

Following the university's guideline for grade distribution, the final grade of a student will be based on the relative standing of his or her total credit points accumulated from all the requirements as compared with the rest of the class. In compliance with the university's policy of confidentiality, no grade information will be transmitted via phone or e-mail.

Miscellaneous Course Policies and Extra Credit Opportunities

Peer evaluation*:* Given that some component of your course grade will come from group work, it is very important that each member contributes fairly toward the work. To prevent "free riding" I have introduced the final peer evaluation. After all groups have completed their last assignment, each member individually submits a final peer evaluation. Individual grades can fluctuate as much as a letter grade (up or down) based on how much you have contributed to the success of your group.

Class Participation*:* Participation is highly encouraged. This is a course that stresses active learning. Just as you don't learn Karate from a "how to" book, you won't master the strategy material by passively sitting back like a "wallflower". Additionally, participation satisfies an important communication objective of the class. Therefore, please read, understand, and prepare the assigned cases, as well as offer insights during class discussions; what you get out of this course will be directly related to what you put into it. I will award extra course credit to those who make ongoing contributions to class discussions at the end of the semester.

Extra Credit*:* There will be additional opportunities to gain extra course credit. In the first instance, every student will have the opportunity to gain **5 points** of extra course credit at some point throughout the semester by answering questions related to the lecture material at the beginning of class. At the start of each Tuesday lecture (excluding the first) I will review the current week's material by asking two questions. I will nominate a student randomly to answer the question. If the question is answered correctly extra credit will be awarded. This mechanism provides an incentive for you to prepare for class by reading the lecture materials in advance.

I will also sometimes post interesting hot-off-the-press business articles on eLearning throughout the semester. Each student will have the opportunity to obtain **5 points** of extra credit per article by discussing how each article relates to the lecture topic on the eLearning discussion forum.

In addition, each student will have the opportunity to earn **10 points** of extra credit by satisfying two requirements. The first requirement is to present a brief (~5-10 minutes) in-class report of a current business story relating to the topic we are discussing in any particular week. These stories will be presented in our Thursday class. The second requirement is to provide a one-page double-spaced analysis of your company/business story that relates to the IB topics/concepts we discussed in our Tuesday class. **You are to go to E-Learning and post on the Discussion Forum the company of your choice for the big story.** I will create a posting site on the Discussion Forum where interested students will go to post the names of their company (more details in class). NOTE:- I am looking for analytical thinking that ties your story to what we covered in class, not regurgitation of a business story that you picked up from other sources.

Important Notes

Throughout the semester, each student is expected to follow the university's guideline on student conduct with regard to cheating and other dishonorable behaviors. Severe consequences can occur if such rules are not followed. The instructor also reserves the right to deduct from a student's individual class participation credit if the student has shown severe non-constructive behavior in class (such as disrupting the class or abusing another individual), in addition to other disciplinary actions. 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. No make-up exams or lectures will be given. It will also be the students' responsibility to accept any consequences that may result from absences. No late assignments will be accepted. 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. Experience shows that the answer for most questions that students ask can in fact be found in the syllabus.

Student Conduct & 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.

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 of the Board of Regents of the University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the Course Syllabus Page 8, 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 (SSB 4.400, 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 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.

The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. Some of the ways students may engage in academic dishonesty are:

- Coughing and/or using visual or auditory signals in a test;
- Concealing notes on hands, caps, shoes, in pockets or the back of beverage bottle labels;
- Writing in blue books prior to an examination;
- Writing information on blackboards, desks, or keeping notes on the floor;
- Obtaining copies of an exam in advance;

- Passing information from an earlier class to a later class;
- Leaving information in the bathroom;
- Exchanging exams so that neighbors have identical test forms;
- Having a substitute take a test and providing falsified identification for the substitute;
- Fabricating data for lab assignments;
- Changing a graded paper and requesting that it be regraded;
- Failing to turn in a test or assignment and later suggesting the faculty member lost the item;
- Stealing another student's graded test and affixing one's own name on it;
- Recording two answers, one on the test form, one on the answer sheet;
- Marking an answer sheet to enable another to see the answer;
- Encircling two adjacent answers and claiming to have had the correct answer;
- Stealing an exam for someone in another section or for placement in a test file;
- Using an electronic device to store test information, or to send or receive answers for a test;
- Destroying or removing library materials to gain an academic advantage;
- Consulting assignment solutions posted on websites of previous course offerings;
- Transferring a computer file from one person's account to another;
- Transmitting posted answers for an exam to a student in a testing area via electronic device;
- Downloading text from the Internet or other sources without proper attribution;
- Citing to false references or findings in research or other academic exercises;
- Unauthorized collaborating with another person in preparing academic exercises.
- Submitting a substantial portion of the same academic work more than once without written authorization from the instructor.

http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html

Updated: August, 2011

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. During tests and quizzes, students in this section are not allowed to have with them any food or drinks, scratch paper, course materials, textbooks, notes, invisible ink pens, or electronic devices, including IPads, IPhones, IPods, MP3 Players, earphones, radios, smart phones, cameras, calculators, multi-function timepieces, or computers. When possible, students should sit in alternating seats, face forward at all times, and remove any clothing which might conceal eye movements, reflect images of another's work, or hide course material for copying. Exam proctors will monitor any communication or signaling between students by talking, whispering, or making sounds, or by using your hands, feet, other body movements, the test paper itself or your writing implement.

Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:

1. Exams – F for the course
2. Group Presentations – Zero for the Assignment for all group members

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office .

In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA.

The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

Judicial Affairs Procedures

Under authority delegated by the Dean of Students, a faculty member who has reason to suspect that a student has engaged in academic dishonesty may conduct a conference with the student in compliance with the following procedures:

(i) the student will be informed that he/she is believed to have committed an act or acts of academic dishonesty in violation of University rules;
(ii) the student will be presented with any information in the knowledge or possession of the instructor which tends to support the allegation(s) of academic dishonesty;
(iii) the student will be given an opportunity to present information on his/her behalf;
(iv) after meeting with the student, the faculty member may choose not to refer the allegation if he/she determines that the allegations are not supported by the evidence; or
(v) after meeting with the student, the faculty member may refer the allegations to the dean of students along with a referral form and all supporting documentation of the alleged violation. Under separate cover, the faculty member should forward the appropriate grade to be assessed if a student is found to be responsible for academic dishonesty;
(vi) the faculty member may consult with the dean of students in determining the recommended grade;
(vii) the faculty member must not impose any independent sanctions upon the student in lieu of a referral to Judicial Affairs;
(viii) the faculty member may not impose a sanction of suspension or expulsion, but may make this recommendation in the referral documentation

If the faculty member chooses not to meet with the student and instead forwards the appropriate documentation directly to the dean of students, they should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the Office of Dean of Students for investigation.

The student, pending a hearing, remains responsible for all academic exercises and syllabus requirements. The student may remain in class if the student's presence in the class does not interfere with the professor's ability to teach the class or the ability of other class members to learn. (See Section 49.07, page V-49-4 for information regarding the removal of a student from class).

Upon receipt of the referral form, class syllabus, and the supporting material/documentation from the faculty member, the dean shall proceed under the guidelines in the Handbook of Operating Procedures, Chapter 49, Subchapter C. If the respondent disputes the facts upon which the allegations are based, a fair and impartial disciplinary committee comprised of UTD faculty and students, shall hold a hearing and determine the responsibility of the student. If they find the student in violation of the code of conduct, the dean will then affirm the minimum sanction as provided in the syllabus, and share this information with the student. The dean will review the student's prior disciplinary record and assess additional sanctions where appropriate to the circumstances. The dean will inform the student and the faculty member of their decision.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm

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 deal 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 Policy

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.

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)
disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

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.

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 individual 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.

Technical Support

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Field Trip Policies / Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.

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.

FALL 2012 CLASS SCHEDULE

The Professor reserves the right to make changes to the syllabus and schedule as needed throughout the course of the semester.

*****Note: Cases can be found in your textbook.*****

DATE/DAY	TOPIC	READING ASSIGNMENTS
August 28 (Tues)	Introduction to Course	Syllabus
August 30 (Thurs)	Library Presentation by Loreen Phillips	
Section 1 – Laying Foundations		
September 4 (Tues)	Globalizing Business	TEXT: Chapter 1
September 6 (Thurs)	Preparing an Effective Oral Case Analysis	CASE 1: Ford (To be presented by Professor in class)
September 11 (Tues)	Understanding Formal Institutions	TEXT: Chapter 2
September 13 (Thurs)	Emphasizing Informal Institutions	TEXT: Chapter 3
Section 2 – Acquiring Tools		
September 18 (Tues)	Leveraging Resources & Capabilities	TEXT: Chapter 4
September 20 (Thurs)	Leveraging Resources & Capabilities	CASE 2: Amazon Kindle (p116-117) (Groups 2.1 & 2.2 Presentation)
September 25 (Tues)	Trading Internationally	TEXT: Chapter 5
September 27 (Thurs)	Trading Internationally	CASE 3: Canada & US Fight over Pigs (p175-177) (Groups 3.1 & 3.2 Presentations)
October 2 (Tues)	Exam #1 Review Session	Chapters 1-5
October 4 (Thurs)	Exam #1	Chapters 1-5
Section 3 – Strategizing Around the Globe		
October 9 (Tues)	Investing Abroad Directly	TEXT: Chapter 6
October 11 (Thurs)	Investing Abroad Directly	CASE 4: Fate of Opel (p206-207) (Groups 4.1 & 4.2 Presentation)
October 16 (Tues)	Internationalizing Entrepreneurial Firm	TEXT: Chapter 9
October 18 (Thurs)	Internationalizing Entrepreneurial Firm	CASE 5: Boom in Busts (p320-321) (Groups 5.1 & 5.2 Presentation)
October 23 (Tues)	Entering Foreign Markets	TEXT: Chapter 10
October 25 (Thurs)	Entering Foreign Markets	CASE 6: Google Asia (p347-349) (Groups 6.1 & 6.2 Presentation)
October 30 (Tues)	Making Alliances & Acquisitions Work	TEXT: Chapter 12
November 1 (Thurs)	Making Alliances & Acquisitions Work	CASE 7: Nomura & Lehman Brothers (p407-408) (Groups 7.1 & 7.2 Presentation)
Section 4 – Building Foundational Excellence		
November 6 (Tues)	Financing & Governing Corporation Globally	TEXT: Chapter 16
November 8 (Thurs)	Financing & Governing Corporation Globally	CASE 8: Shareholder Activist in Hong Kong (p555-556) (Groups 8.1 & 8.2 Presentation)
November 13-15	In-Class Topical Discussion Sessions	
November 20 (Tues)	Fall Break (No Class)	
November 22 (Thurs)	Thanksgiving Holiday (No Class)	
November 27 (Tues)	Exam #2 Review Session	Chapters 6,9,10,12,16
November 29 (Thurs)	Exam #2	Chapters 6,9,10,12,16

Case Analysis Question Guide

- **Case 1: Ford (To be completed by Professor)**

1. How can Ford successfully position itself in terms of Porter's five forces of competition?
2. What conditions and tools can facilitate Ford's efforts to produce differentiated products at relatively low costs?

- **Case 2: Amazon Kindle (textbook p116-117)**

<u>Group 2.1</u>

1. From a resource-based view, what resources and capabilities do Asian firms involved in the production of Amazon Kindle have that US firms do not have?

2. What are the pros and cons of outsourcing Kindle's production to Asia?

<u>Group 2.2</u>

3. What are the differences between the production of PCs and the production of Amazon Kindle?

4. From an institution-based view, what should the US government do to foster US competitiveness?

- **Case 3: Canada & US Fight over Pigs (textbook p175-177)**

<u>Group 3.1</u>

1. Why do Canada and the US have the largest bilateral trading relationship in the world?

2. Why do Canadians products have such a large market share in the US?

<u>Group 3.2</u>

3. While 98% of Canada-US trade flows smoothly, trade disputes only affect the remaining 2%. Some argue that the Canadians have overreacted in this case. What do you think?

4. This case illustrates one of the reasons why the ideas of Smith and Ricardo are not fully implemented. Free trade may benefit the overall country but it may at times harm some groups within the country and those groups may use the government to accomplish something that they cannot accomplish in a free market. Explain how this argument applies in this case.

- **Case 4: Fate of Opel (textbook p206-207)**

<u>Group 4.1</u>

1. What are the costs and benefits of FDI inflows for a host country such as Germany?
2. Will foreign firms such as GM always make decisions in the best interest of the host country?

<u>Group 4.2</u>

3. In an effort to preserve German jobs, the Magna plan would close a more efficient plant in Spain. What would you do if you were a Spanish government official? What if you were a German official?
4. How would you vote if you were a member the GM board regarding the fate of Opel?

- **Case 5: Boom in Busts: Good or Bad? (textbook p320-321)**

<u>Group 5.1</u>

1. What are the advantages and disadvantages of corporate bankruptcy?
2. What are the pros and cons for entrepreneur-friendly bankruptcy laws?

<u>Group 5.2</u>

3. Why can bankruptcy laws become an exit barrier for an entrepreneurial firm? An entry barrier?
4. Having studied this case, how would you respond to a friend's comment: "Recent news about the boom in bankruptcies is so depressing"?

- **Case 6: Google in Asia (textbook p347-349)**

<u>Group 6.1</u>

1. This case serves as an excellent example in which a barrier continues to exist but the firm uses creativity to avoid the barrier and achieve success. Identify the barrier and what did the firm do to become successful?
2. What resources and capabilities does Naver have that Google does not?

<u>Group 6.2</u>

3. Why are the top two search engine providers in Japan foreign entrants, whereas in South Korea and China, it is a domestic incumbent that dominates the industry?
4. Does Naver have what it takes to succeed in overseas markets, such as Japan and the US?

- **Case 7: Nomura & Lehman Brothers (textbook p407-408)**

<u>Group 7.1</u>

1. What is the strategic fit between Nomura and Lehman?

2. Is there any organizational fit? How do you bridge the gaps between the cultures of these two firms?

<u>Group 7.2</u>

3. How does Nomura alleviate the concerns of multiple stakeholders?

4. How would you predict the effectiveness of Nomura's transformation after this acquisition?

- **Case 8: David Webb: A Shareholder Activist in Hong Kong (textbook p555-556)**

<u>Group 8.1</u>

1. Many people assume that the reason people buy stock is to improve their wealth. However, there are some who have much different motives – especially some who already have achieved their wealth objectives. Why did Webb buy shares of multiple companies?

2. What is the primary type of conflict in corporate governance in Hong Kong? Why do transplanted British law and regulations seem ineffective?

<u>Group 8.2</u>

3. What are Webb's motivations? Why aren't there many minority shareholders in Hong Kong who actively participate in corporate governance like Webb?

4. If you were Webb, what would be your recommendations to reform corporate governance in Hong Kong, Asia, and emerging economies in general?

APPENDIX A – GROUP CASE PRESENTATION CRITIQUE FORM

Team # / Names of Group Members:

Section #:

Date:

PRESENTATION CRITERIA (Total = 80 points)	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**Points awarded**
OPENING (10 points)						
Introduction (5 points)						
Grabs attention / establishes credibility / rapport (5 points)						
BODY/CONTENT (40 points)						
Adequately answers case questions (10 points)						
Use of sufficient case evidence (10 points)						
Application of course materials (10 points)						
Additional case-related research (10 points)						
CLOSING (10 points)						
Effectively summarizes (5 points)						
Quality of class discussion questions (5 points)						
PRESENTATION STYLE/VISUAL (20 points)						
Structured/Organized/Readable/Creative (10 points)						
Ability to get class to participate/argue/debate (10 points)						

Additional Comments:

Presentation Grade: