

DFT Version 12/ 2014 Subject to Modification



Course	<b>IMS 3310 International Business Section</b>
Professor	Jane Salk
Term	Spring 2014
Time	Tuesday and Thursdays:
Place	Room:

### ***Professor and TA Contact Information***

**Office Location** SOM 3.434  
**Email Address** [jane.salk@utdallas.edu](mailto:jane.salk@utdallas.edu) \*  
**Office Hours** Thursdays 11-1 PM or by appointment.

### **Assistant: Information**

### **LEARNING GOALS:**

By the time you finish this course you should better understand:

- 1) How and why recent trends in globalization are creating social and political ambivalence and counter movements, despite the uncontested fact that the Global Economy produces unprecedented aggregate wealth, longevity and innovation.
- 2) How to develop your skills to manage in a culturally diverse context.
- 3) Important ethical challenges in the international business context.
- 4) How and where to invest and do business -- Basic strategic tools used by entrepreneurs and companies for analyzing strategic contexts in international settings.
- 5) Practice in learning to apply analytic tools and frameworks appropriately.
- 6) Increase specific knowledge about some other countries from your project and those of classmates.
- 7) Hopefully establish a foundation and curiosity to continue to develop skills and knowledge about cultural, economic and social diversity.

### **INTRODUCTION:**

We live in a time where domestic and international economies are highly interdependent, where the optimism of ever higher growth of the global economy in the aggregate has given way to more tempered and uncertain predictions, and where wealth inequality within as well as between rich and poor in many nations has never been greater. While the anti-globalization sentiments voiced by French farmers and activist rarely got more than a passing acknowledgement in most business school classrooms, today even the Academy of Business draws 10,000 business school professors with the 2013 theme that encouraged ambivalent and even negative reassessment of Capitalism and its effects.

It is absolutely clear that International Business offers a career rich in challenges and rewards. However, you must have the passion and knowledge to deal with the complexity and diversity that distinguishes this context. I have chosen to stay with version 2 of the textbook, as revision lead times can not correct for the volatility and uncertainty all around us. For example, compare the bullish textbook descriptions of the BRIC(S) Countries -- Brazil, Russia, India and China (with South Africa). -- with articles from the last 6 months in The Economist, The Wall Street Journal and The New York Times. That said, the basic principles and tools have not changed, so the book (coupled with daily listening to National Public Radio and /or monitoring daily headlines of a major business news outlet) will give you an excellent overview of International Business, its exciting opportunities as well as its pitfalls. Moreover,

As a survey course, we are sampling across a very wide array of topics. My hope is that I will uncover in some of you a passion for international business that you can expand and deepen through further study. For all of you I hope this course will make you more savvy in considering both political and business issues related to economic, cultural and institutional diversity throughout the world.

### **Prerequisites:**

See UTD course catalog

### **Textbook (Strongly Suggested):**

**Peng, M. (2012) GLOBAL, Second Edition, Global 2, Student Edition Paperback** – February 9, 2012, ISBN: 13-978-1-111-82175-3 OR 10-1-111-8275-5. (NOTE THAT YOU DO NOT NEED TO BUY THE PASSWORD FOR ONLINE ACCESS) . It can be rented or Amazon.com for around \$17, or purchased used starting around \$25.

**Additional** readings can be found via the UTD library or we will get a link or copy to you via our mailing list. **IT IS CRITICAL THAT YOU CHECK YOUR UTD EMAIL AT LEAST ONCE DAILY. IF YOU PREFER NOT TO USE YOUR UTD EMAIL, YOU MUST PROVIDE BOTH MY TA AND ME (VIA YOUR INFORMATION CARDS DUE BEGINNING OF WEEK 2) OF YOUR PREFERRED EMAIL AND YOUR PREFERRED TELEPHONE..**

**2) Top Executives typically have good reading habits and there is no reason that you should not develop good habits and a taste for news from the best sources. WE WILL ASK THAT YOU BRING IN RELEVANT NEWS SHARE IN CLASS DISCUSSIONS PLUS USE THESE SOURCES IN ASSIGNMENTS. Please subscribe to at least one of these for the duration of the course and for other you can check out the top stories via our library and free alerts. WE will ask you to place subscription information on your information card at the beginning of the second week and you should consider this a requirement with demerits if it becomes evidence you do not follow current events.**

The Economist  
The Wall Street Journal  
Financial Times  
The New York Times

**NPR, at certain times of the day and evening, also covers global business and economic and social issues.**

## **GRADING AND COURSE REQUIREMENTS:**

### Class Participation: 15%

Quality Participation in exercises, cases and other  
Classroom activities 10%  
(Attendance taken into account -- frequent unexcused  
absences, apparent lack of preparation when called upon,  
disruptive in class behavior, etc.  
will result in up to 5 points being subtracted)

### Midterm and Final (20% each): 40%

### Strategy Simulation (Group and individual) 15%

Group's results 5%  
Your individual write up assessing  
The simulation 10%

### Group Project: 30%

Following instructions 5%

Quality and originality of  
Presentation 10%  
Quality of thought, originality  
And organization of research in

Final paper due on day of our Final 15%

TOTAL: 100%

**Everything is due on or prior to the beginning of class (unless specifically given different WRITTEN instructions).** If you are worried about a group assignment not getting copied or handed in on time, your group should email a copy to my TA prior to the beginning of class. I normally give a zero for late work and rarely make exceptions.

Make-up exams: I normally do not allow make up of exams unless University policy concerning accommodation of religious observance or special needs come into play. So please plan accordingly.

### **Class Participation 15%:**

Class participation will be evaluated based on the consistency and quality of the individual student's contribution. Coming to every 4<sup>th</sup> class well- prepared and actively involved is an example of inconsistent participation. Please note that while attendance might be taken and given some minimal weight, especially if you later have problems on exams or quizzes, you will not get a high participation grade by just showing up. I expect all students to come to class and to be prepared if cold-called and to actively contribute. I have a tendency if I find many members of a class unprepared to give some pop quizzes. These reward those who did their homework. There are no makeup assignments for these. I will look at these globally for trend (always prepared, no improvement, not ever there) ; when we have a speaker (one already signed on for October 9<sup>th</sup>) I expect you to make extra effort to be there and to be caught up on the relevant subject matter.

### **Midterm and Final Exam 40% (20 % each):**

The Midterm and Final Exams will be Multiple Choice, possibly combined with some short essay questions (at the discretion of the professor). The exams cover what is in the readings, class, lectures, and exercises. The Textbook is a great supplement to make certain you understand vocabulary or get alternative explanations . I consider any material brought in by the professor in lectures, by student group presentations, by speakers and by other assigned media (video/web sites) to be fair game.. If something is not clear, you are responsible to ask questions.

## **Strategy Simulation: (15%)**

The simulation will take an entire class period (date TBA). You will be given everything you need in class. 10% of the grade will be based upon your results (with a special prize to the members of the best team. The write up will be done individually after that class and handed in at the beginning of the next class to facilitate debriefing and take-away learning.

The Dates and more information in the Schedule and in Class

## **Group Project: (30%)**

**What if you had a \$500,000 to invest in another economy? Pick a country other than one in which members of your group are citizens or residents and find out about the culture, economic and political climate, the competition and contemporary examples of the opportunities for establishing a business in the country you have chosen. You need to be very aware of issues such as corruption, civil strife, laws or customs that might favor local incumbents, etc. and these need to temper your “enthusiasm.” In other words, you need to point out where the best opportunities lie for establishing a business without compromising high ethical standards (beyond the foreign corrupt practices act) and a clearly defined set of social and environmental criteria as laid out by your group.**

**A group should have at least 4 and no more than 6 students.** I expect you to use materials from the course to analyze information, and major news outlets (such as NYT, Economist and, if possible for the country you cover) to bring us through the last 5 years (what happened to the country's economy post 2008, what have been the developments that create headlines and are behind the headlines for that country. Is this a country full of opportunities? )

Each group will present to the class (20 minutes, plus questions and answers). Your goal is to make your country as interesting as possible and to that end you are encouraged to use short outtakes from film, news, media, etc. to engage our interest. You also need to show in question and answers as well as in the presentation enough contemporary knowledge (so what are the major companies; sectors, foreign subsidiaries ..., for example) **SO THAT YOU PURSUADE YOUR AUDIENCE AND READERS THT YOU ARE KNOWLEDGEABLE AND THAT YOUR INFORMATION CAN BE TRUSTED.**

**Individual Contribution to Group:** All group members will receive a form to evaluate everyone in the group. You need to be certain that you meet your group's expectations and carry your weight in the group. Each group will be asked at the end of the semester to turn in an evaluation of member contributions and if you are having issues, I recommend that we administer such a procedure earlier in the semester, while there is still time for individuals to reform and group practices to improve.. Please contact my TA if you want to change groups and it will be up to you to reassign yourselves and keep me informed through my TA. **YOU MUST INFORM YOUR INITIAL GROUP OF YOUR INTENTION TO JOIN ANOTHER GROUP SO THEY CAN REORGANIZE OR RECRUIT AS NEEDED.**

**Contacting the Professor:**

DO NOT USE BLACKBOARD TO CONTACT ME. USE MY EMAIL AND SEND A COPY TO MY TA JUST TO BE SURE I SEE IT SHOULD IT END UP IN JUNK MAIL OR IF THERE WAS SOME OTHER PROBLEM WITH ITS DELIVERY. Due to new and more stringent security policies YOU MUST USE YOUR UTD EMAIL ACCOUNT TO CONTACT ME. EVEN IF YOU INFORM ME THAT ANOTHER ACCOUNT OR TELEPHONE NUMBER IS YOURS, I CAN NOT GIVE OUT ANY INFORMATION OF A CONFIDENTIAL NATURE.

**Academic Dishonesty, Plagiarism, Cheating.** I will give a F for anything where there is a clear problem of plagiarism or cheating and I do report all cases to the university for follow-up. I try to create project concepts that reduce any temptation to cheat and it is up to you to police other members of your group, because if they plagiarize or fabricate information to put it into your papers, the entire group is held responsible. It is a bad idea, OK?

**Other Important Policies and expectations:** I follow all application UT Dallas policies and procedures. Please see the UT Dallas link: