IMS3310 – INTERNATIONAL BUSINESS - COURSE SYLLABUS

School of Management

The University of Texas at Dallas

Contact Information

Professor	Hubert Zydorek
Office Phone	(972) 883-5037
Email Address	hxz120930@utdallas.edu
Office Location	JSOM 3.613
Office Hours	**Monday/Wednesday 10-12** or **By appt**

Course Information

Course Number/Section	IMS3310.006.16S
Class Number	24471
Class Timings	Tuesday and Thursday 10:00am – 11:15am
Class Room	**JSOM 2.107**
Course Title	International Business
Term and Dates	Spring 2016, Jan 12th – Apr 28th.

Course Pre-requisites

The course, International Business is designed for senior undergraduate students and prior to taking the course students need to take ECON 2301 and MATH 1326 or MATH 2414 or MATH 2419.

Learning Objectives

Upon finishing this course, students should be able to:

1. Identify dynamics and direction of international trade and foreign direct investment
2. Compare and contrast various trade theories that explain the benefit and challenges of international trade and foreign direct investment.
3. Examine the role of International organizations and institutions that affect international business operations.
4. Explain multicultural aspects of international business and the cultural dimensions that indicate the cultural behavior of international business organizations.
5. Examine the ethical and social responsibilities of multinational firms in foreign business operations.
6. Identify objectives of international business assignments and explain the role of expatriates in today's global business environment.

Course Description:

In the new millennium, the drive of most businesses is to "go global." As ideologies no more 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 international 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 skill of managing international businesses in such 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' the course will be evaluated through the assessment of demonstrated oral and written skills that are reflected in class discussion, case presentation and project reports as well as written exams.

Course Format:

Attendance, Participation and Homework

Class attendance and participation in discussions will count toward your participation grade. Additional tasks such as summary of films or articles may be assigned as homework. Preparation for class is **ESSENTIAL.** Discussion will be based on issues related to text book reading assignments, lecture and current articles from leading international periodicals: Business Week, The Economist, Management of International Business Studies, International Management Journal and The Wall Street Journal.

Group project (Presentation and Format)

Case Written Report and Presentation

When analyzing the case, it is important that relevant and key aspects of the issue/problem be highlighted. Students are expected to identify the main theme of the case, apply an appropriate research method and choose the best solution of all possible available alternatives. Each group will follow the following guidelines.

1) Situation/background: briefly state your understanding of the subject/problem; identifying the forces involved.
2) Focusing on the main objective/s of the case by asking oneself which ones are worth attention.
3) Assessing alternatives: comparative approach along with pros and cons of all situations. It is important that your arguments are supported by quantitative approach via data collection, processing and presenting them (data) in tabular form and graphs.
4) Recommendation: defend the best alternative, which provides practical and acceptable options.
5) Drawing a conclusion to your case presentation.

Report

An 8 pages paper will be submitted to the instructor immediately following the presentation. Case written report should be typed and double spaced. The APA standard to be used for the paper. Attach graphs, tables, and other methods to illustrate the problem. Sources/bibliography should be provided. It is preferred that sources of your research come from **academic** (recent research papers documented in prime business, economic and international journals.) and **industry research**. Please be advised that your research report should have enough space on both margins for instructor's remarks and notes.

Presentation

Divide work among members; budget your time for a 20 minute presentation. Each team member should be allotted equal presentation time. Team performance will be graded on the base of methods of analysis, quality of presentation, and effectiveness as a team. Creative presentation style is encouraged; however contents and messages should reflect the format of real business scenario. Case presenters need to supply a one-page outline by highlighting, the objectives, problems, and solutions of the case study to every group.

Each presentation will be followed up by a 10 min Q&A session where other groups are **expected to ask questions** about the case.

Required Textbooks and Materials

Required Text Book:

Michael Geringer J., Jeanne M. McNett, Michael Minor and Donald A. Ball, *International Business* 1st Edition, McGraw Hill Irwin, Inc., 2015, **ISBN:** 9781259317224

Additional materials as assigned.

Course Policies

Make-up exams

Make-ups for tests are possible only under extraordinary situation and the instructor may not give full credit to late exams depending on the condition why the examinee didn't take the exam.

Late Work

Only accepted under exceptional situation

Class Participation

Students are also required to participate in all class activities such as discussion board activities, and group projects or special assignments such as reading on current affairs.

Communications

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. Please see more details about communication tool. (UT Dallas > Jindal > JSOM Resources > eLearning Services)

Grading Information

Grading Weight

Individual Participation (Attendance/Discussions/Homework) Extra Credit 10points for attending every GBO speaker event	15 %
Group Project	20 %
Test 1 (Part 1- Essay 30%, Part 2 – MultipleQ 70%)	30%
Test 2 (Part 1- Essay 30%, Part 2 – MultipleQ 70%)	35%
Total	100%

Grading Criteria

Scaled Score	Letter Equivalent
100+	A+
91-100	A
88-90	A-
85-87	B+
81-84	B
78-80	B-
75-77	C+
71-74	C
68-70	C-
61-67	D
Less than 60	F

Course Schedule

DATES	**TOPIC/LECTURE**	**Reading Materials (Summary Report, Discussion)**	**Activities**
1/12	**Overview of the coursework** Distribution of syllabus, assignments and group projects Expectations	Self-introduction and Group project distribution	Lecture HW: 1-3 international business items found in the State of the Union address (1/2 pg double spaced by 1/14)
1/14	Introduction to International Business	International Business Game – Why International Business matters?	Activity
1/19 1/21	Module 1 – The challenging context of international business		Lecture
1/26 1/28	Module 2 – International trade and foreign direct investment		Lecture
2/2 2/4	Module 3 - Sociocultural Forces		Lecture
2/9	**CASE 1**	Case 1: China's Investment in Africa: The Case of Ethiopia	Case 1 project presentation and paper submission by group 1
2/9 2/11 2/16	Module 4 - Sustainability and Natural Resources		Lecture

2/18	**CASE 2**	Case 2: UN Global Compact and Sustainable Development Goals	Case 2 project presentation and paper submission by group 2
2/18 2/23 2/25	Module A International Institutions from a Business Perspective		Lecture
2/23	Review for Test 1 Essay topic/ Sample questions provided		
2/25	**CASE 3**	Case 3: Doing Business in China	Case 3 project presentation and paper submission by group 3
3/1	**Test 1** Modules 1,2,3,4,A (During class time)	Part 1 – Essays due (4 pages) Part 2 – 50 Multiple Choice Questions	Bring Scantron and pencil
3/3 3/8 3/10	Module 6 Intellectual property and other legal forces		Lecture HW: Pick a country and discuss the registration process for a trademark. (Submit hard copy by 3/22)
3/10	**CASE**	Case 4: Environmental Disasters and Ethics of International Companies: The case of Bhopal	Case 4: project presentation and paper submission by group 4
3/15 3/17		**SPRING BREAK**	
3/22	**CASE**	Case 5: Nike and Child Labor in Pakistan	Case 5: Project presentation and paper submission by group 5
3/24 3/29 3/31	Module 11 Global leadership Issues and Practices		Lecture
4/5 4/7 4/12	Module 13 Marketing Internationally		Lecture
4/5	**CASE**	Case 6: Female Executives in International Business: How do Corporations Reverse the Myth "Many Nations are not ready to Accept Female Executives"?	Case 6: Project presentation and paper submission by group 6

4/14 4/19	Module 14 Managing Human Resources in International Context		Lecture
4/19	**CASE**	Case 7: Should you accept an expat assignment to Saudi Arabia?	Case 7: Project presentation and paper submission by group 7
4/21 4/26	Module C Global Operations and Supply Chain		Lecture
4/21	Review for Test 2 Essay topic/ Sample questions provided		Lecture
4/26	**CASE**	Case 8: The Case of Service Offshoring	Case 8: Project presentation and paper submission by group 8
4/28	**Test 2** Modules 6,11,13,14,C (During class time)	Part 1 – Essays due (6 pages) Part 2 – 50 Multiple Choice Questions	Bring Scantron and pencil

No late assignments are accepted and no late quizzes, tests, and examinations are offered. The above restrictions may be waived under special situations, such as the; nevertheless, the maximum grade for late assignments, tests and examinations will be only 80% of the respective possible grades.

Case Profiles:

Case 1: China's Investment in Africa: The Case of Ethiopia

In 2013 China invested in Ethiopia more than in any other country. The total investment in Ethiopia surpassed $1 Billion. The plan is to invest much more in the upcoming years on projects ranging from infrastructure, energy and telecommunication. Discuss the history of China's involvement in Ethiopia's economy. Evaluate trade as well as foreign direct investment between the two counties and provide examples of completed or undergoing projects in Ethiopia that are funded by the Chinese. If possible use a theory presented in Module 2 to support your research.

Case 2: UN Global Compact and Sustainable Development Goals

The United Nations is an international organization founded in 1945 to challenge the issues facing the world. In the 21st the challenges this organization is confronting include peace and security, climate change, human rights, disarmament, terrorism, humanitarian and health emergencies, gender equality, governance, food production. One of their main initiatives is sustainable development. Discuss United Nations Global Compact and Sustainable Development Goals they have set to accomplish over the next several decades. Review their Sustainable Development programs and discuss how they impact international business environments.

Case 3: Doing Business in China

"When you are in Rome, do as the Romans do", applies to business representatives as well as tourists. Being attuned to a country's business etiquette can make or break a sale, particularly in countries where 1000-year-old traditions can dictate the rules for proper behavior. Anyone interested in being a successful business person should be aware of the following considerations: Local customer, etiquette and protocol, body language and facial expressions, choices of words. What are the common mistakes committed by Americans/Westerners when conducting business in China? Use Hofstede's cultural dimensions to explain the reasons for creating such conflicts.

Sources: Axtel, Dos and Taboos; Rick's, D., International Business Blunders; CIA sources on Country Risk Assessment; Moody's Investor Service; Adler, N. International Dimensions of Organizational Behavior

Case 4: Environmental Disasters and Ethics of International Companies: The case of Bhopal

Harry Johnson, CEO of international Chemical, called a meeting of the newly formed crises management committee, which consist of the vice president of manufacturing; the Venice president-legal; the vice president of health, safety, and environment; the chief financial officer; and the public relations officer. Johnson had formed the committee after Union Carbide's Bhopal disaster to examine International Chemical's contingency plans. Because the two companies have similar international organizations and produce similarly toxic products, he asked the members to review the information they had on the Bhopal disaster and make recommendations as to what each person's area would do should their company have a similar accident. Johnson also asked the vice president of health, safety, and

environment to begin the meeting by giving the committee a synopsis of the series of events that occurred during the first days after the disaster.
Discuss the possible causes of the accident. What are the steps one should have followed in order to avoid the disaster? Should international corporations be engaged in the production of such toxic materials for profit? Do multinational organizations have the responsibility of bringing awareness to the people who lack adequate knowledge about the negative effect of such business operation?

Sources: Berenbeim, Ronald, "Can Multinational Businesses Agree on How to Act Ethically?" Business and Society Review, Number 9/8, 1997

Case 5: Nike and Child Labor in Pakistan

A 1996 issue of *Life* magazine showed a picture of Tariq, a 12-year-old child, who was surrounded by parts of a Nike soccer ball that he would spend most of his day stitching together in exchange for 60 cents. Within days, activists across North America were protesting at Nike outlets, holding up Tariq's photo. Nike subsequently undertook a range of initiatives to address these concerns, including development and application of a demanding code of conduct to improve labor conditions among the more than 650,000 workers at its supplier's plants worldwide. Nike's efforts have earned them praise from a range of charities, social organizations, and others. Nevertheless, a mere decade after the initial *Life* magazine debacle, Nike again found itself in the middle of a public controversy over its activities in Pakistan, a reflection perhaps of the challenging and multidimensional nature of social responsibility efforts with respect to managing international labor issues. Discuss use of child labor in soccer ball(sport clothing) production around the world. Research Nike's situation in Pakistan and its actions after the issue was uncovered. Discuss background, history and outcome of Nike in Pakistan. Child labor is condemned around the world, but is fair for a multinational company to terminate relationships with suppliers when incidents arise regarding the use of child workers, regardless of the implications to the community as a whole? If parents in economically deprived areas willingly allow their children to work in order to survive, should it be inappropriate for international companies to allow this? Do international companies have an obligation to help to rectify these problems? If not, why not? If so, to what extent and in what forms?

Sources: David Montero, "Nike's Dilemma: Is Doing the Right Thing Wrong?" *Christian Science Monitor,* December 22, 2006, p.01., "Nike Cuts off Saga for Labor Violation", *Taipei Times*, November 22, 2006, p.10. Johns Wu, "Nike Sacks Saga Sports",

Case 6: Female Executives in International Business: How do Corporations Reverse the Myth "Many Nations are not ready to Accept Female Executives"?

For a number of reasons, women are being hired and promoted as executives by American business. The United States is almost alone in this development. Some Western European countries are moving slowly toward a policy of more female inclusion for executive management positions. However, elsewhere in the world, notably Latin America, Africa, Asia, and Eastern Europe, women are given very few executive opportunities. Suppose you are the chief executive officer (CEO) of an American multinational firm. On your staff and in the U.S. operating division of your company are several bright, able and dedicated female executives. It is also clear that more and more females are eager to join the international management cadres. On the other hand, past experience shows that upper level HR group

in your company strongly believes that international assignment requires domestic and international managerial experience.

In the meantime, an opening comes up for the position of executive vice president in the company's Mexican subsidiary. One of the women in your staff applies for the position, and she is well qualified for the job, better than anyone else in the company is. Would you give her the position? How would you convince the old management group which is almost male dominated that she is the right person for the job and there is a strong cause to send her? Discuss the challenges the female executive would face. Suggest the way to prepare her for the challenges and how to overcome them.

Sources: Hicks, Lesli, "Women confront gender Barriers South of the Border, " McAllen Monitor, Novermber2, 1994, P.1C; Griffith, Victoria, "a Sense of Belonging", Financial Times, September 15, 1997 P.12; Adler Nancy, International Dimension of Organizational Behavior, 2002

Case 7: Should you accept an expat assignment to Saudi Arabia?

Jason Mandelsohn, a 35-year-old manager with Dayton International, returned to his office to learn that he had been chosen to lead the company's expansion in Saudi Arabia. The company has a small office there but plans to improve the grow the operations. Jason has a wife, an accountant at a local company, and 2 children, a boy 8 years old and a daughter who is 5. Jason has travelled extensively throughout Europe but he has never been to Saudi Arabia. His assignment would be approx. 2-3 years with a possibility for extension. He has one week to make this decision. What recommendations would you provide Jason whether he should accept the assignment or not. Analyze the country's cultural, political, economic situation to support your decision. Based on other expatriates in the region structure an expatriate package for Jason and his family. Offer as much information focusing on advantages and disadvantages of the move to allow him to make this decision.

Case 8: The Case of Service Offshoring (pg.491-pg.492)

Is Cognizant Technology solutions leveraging low cost talent or exploiting it? Discuss the trend of outsourcing and offshoring over the last decade including the types of services offshored and countries involved in offshoring activities. How has the offshoring changed over the last decade? Where is it moving? Include answers to the questions in this debate in your report.

Policies on Make-up Exams and Late Work

Make-up exams
Make-up exams are allowed only if the situation was extraordinary. A student who takes a make-up exam will earn a maximum of 80% of a perfect grade.

Late Work
Not accepted unless there is any special situation preventing a student from completing the work on time.

Policy on cheating:
Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course. "Scholastic dishonesty includes but is not limited to cheating, plagiarism,

collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage

Scholastic Honesty

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

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. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

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, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the 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 (SU 1.602, 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 expects from its 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.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

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.

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)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

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.

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.

These descriptions and timelines are subject to change at the discretion of the Professor.