



**Course** IMS 3310 5U1 **Course Number: 52491**  
**Course Name: International Business**  
**Professor** Professor Thomas Henderson  
**Term** Summer 2016  
**Meetings** 6:00 p.m. to 10:00 p.m. Monday JSOM 2.107

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### Professor's Contact Information

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**Email Address** thenderson@utdallas.edu  
**Office Hours** 3:00 p.m. to 5:00 p.m. Monday, Wednesday and Friday

### General Course Information

**Pre-requisites, Co-requisites, & other restrictions** ECON 2310 and (MATH 1326 or MATH 2414 or MATH 2419)

### Course Description

IMS 3310 – (3 semester hours) Examination of worldwide patterns of trade and investment. Overview of financial, managerial, and marketing problems confronted by multinational firms. Core student learning outcomes are:

1-Students develop a regard for human values and the ability to make judgements based on ethical and environmental considerations

2-Students recognize the multicultural aspects and international dimensions of the societies and the world in which we live, and are familiar with knowledge and methods necessary to deal with related problems

3-Students will understand the impact international business has on the society, the organization and the individual

4-Students will understand how international business firms achieve success by taking into consideration multiple perspectives and functional areas of the firm. Firms are required to collaborate, coordinate and communicate across functions

### Learning Outcomes

Why is a course on International Business important? The world of international business is becoming increasingly more global, interconnected and competitive. In this course, we will understand the forces and factors that shape and define today's international business environment. Students will develop a global mind-set, and view the world of international business through a new and exciting lens, and gain knowledge and an appreciation for international business. Students will appreciate the broad nature of international business and learn how to assess, analyze and evaluate the forces that link people, resources, rules and regulations, countries and organizations. Students will strengthen their analytical and decision making skills by learning how to evaluate, assimilate and to apply knowledge based on what we gain through the course.

This course will focus on effective communications skills. Student assignments, in the form of group presentations, individual presentations (both written and oral), exams and written assignments are intended to strengthen communications skills while students deepen their understanding of key material covered in the

course. Students are encouraged to use the Business Communications Center (<http://bcc.utdallas.edu>) as an ongoing resource during the semester.

<b>Required Texts &amp; Materials</b>	<u>International Business: Geringer, McNett, Minor, Ball – McGraw Hill Education</u>
	ISBN-978-1-259-31722-4 (1 <sup>st</sup> Edition) MHID: 1-259-31722-6, and optional <u>Businessweek</u> subscription (online preferred, paper acceptable)
<b>Suggested Texts, Readings, &amp; Materials</b>	<i>Wall Street Journal</i> and <i>The Financial Times</i> (optional)

## Assignments & Academic Calendar

**Course Dates** May 23, 2016 through August 8, 2016. The breakdown of dates and assignments are provided below.

<b>May 23</b>	Introduction to the course. Overview of the course curriculum and semester roadmap and strategies for effective learning
<b>May 23</b>	Chapter 1, <u>The Challenging Context of International Business</u>
<b>June 6</b>	Chapter 2, <u>International Trade and International Institutions</u>
<b>June 13</b>	Chapter 3, <u>Sociocultural Forces (Paper I June 13)</u>
<b>June 20</b>	Chapter 4, <u>Natural Resource Management and Sustainability</u>
<b>June 27</b>	Chapter 5: <u>Political Forces</u>
<b>July 11</b>	Chapter 6, <u>Intellectual Property and Legal Forces (Mid-term June 27)</u>
<b>July 18</b>	Chapter 7: <u>Economic and Socioeconomic Forces</u>
<b>July 25</b>	Chapter 8: <u>The International Monetary System</u>
<b>August 1</b>	Chapter 9, 10, <u>International Competitive Strategy &amp; Org. Design and Control</u>
<b>August 8</b>	Chapter 11, 12, <u>Global Leadership and Modes of Entry</u>
<b>Aug 8</b>	Chapter 13, <u>Marketing Internationally</u>
<b>Aug 1-8</b>	<b>FINAL GROUP PROJECT and FINAL EXAM (Aug 1 and Aug 8, respectively)</b>

**ASSIGNMENTS** There will be two (2) unannounced quizzes, two (2) exams, one (1) paper and one (1) Final Group Project. Quizzes consist of a combination of short questions and multiple choice questions. Exams consist of true/false and multiple choice questions and a short essay. The Final Exam is cumulative.

**FINAL GROUP PROJECT** The purpose of the **Final Group Project** is twofold. Students work in teams to complete the assignment. Students evaluate the performance of their team member, which I take into consideration for grading purposes. This fosters teamwork and collaboration, two skills that are critical to success in the business world. Teams identify a product or service and build a case for why it makes sense to enter a particular international market. The project combines many themes covered in the course and serves as a capstone assignment. Professor Henderson will provide more detail on the project early on in the semester. The project includes a ten to twelve (10-12) page paper.

**PAPER** The paper will be uploaded to e-learning. The paper is a three page (3) assignment intended to have the student analyze data and information. The paper is double spaced, and is designed to foster critical and analytical thinking. Students should follow the APA formatting and style guide. There are plenty of resources across campus in the event that the student is unfamiliar with the rules and conventions for documenting sources and writing a solid paper.

Students will work in small teams to deliver a short presentation (10 minutes) at

the beginning of each class. The purpose of a short presentation is to practice public speaking and presentation skills which are critical to success in today's business environment. Presentations will be scheduled in advance, providing ample time for preparation. Professor Henderson will discuss this on day one of the course. The use of teams is common in this course. Teams work on a variety of project and assignments throughout the semester.

**Class Participation** is evaluated on the basis of effort and desire to speak up in class. Instructor does not evaluate student participation solely on the basis of "showing up" to class, or on the basis of "right answers". In this case, commitment, effort, and desire to participate are what I look for.

### Course Policies

<b>Grading (credit) Criteria</b>	<b><u>Assignments</u></b>
	<b>Group Project            10%</b> <b>Quizzes                    5%</b> <b>Paper                        20%</b> <b>10-min presentation    5%</b> <b>Mid-Term                  25%</b> <b>Final Exam                25%</b> <b>Class Participation      10%</b>
	<b>A+: 97-100</b> <b>A: 93.00-96.99</b> <b>A-: 90.00-92.99</b> <b>B+ 87.00-89.99</b> <b>B: 84.00-86.99</b> <b>B-: 80.00-83.99</b> <b>C+: 77.00-79.99</b> <b>C: 74.00-76.99</b> <b>C-: 70.00-73.99</b> <b>D+: 67.00-69.99</b> <b>D: 64.00-66.99</b> <b>D-: 60.00-63.99</b> <b>F: Below 60</b>
<b>EXAM I</b>	<b>June 27, 2016</b>
<b>EXAM II</b>	<b>Aug 8, 2016</b>
<b>Final Group Project</b>	<b>Aug 1, 2016</b>
<b>Paper</b>	<b>Paper I due on June 13, 2016</b>
<b>Make-up Exams</b>	<b>No</b>
<b>Extra Credit</b>	<b>No</b>
<b>Late Work</b>	<b>No</b>
<b>Special Assignments</b>	<b>No</b>
<b>Class Attendance</b>	100% required. This is your course. You must sign the attendance sheet every class. Your input will determine your outcomes. Exclusive of the participation grade, you are allowed 2 excused absences. After that, each absence results in a reduction of one-half a grade (from an A to an A-), for example) from your total grade. Student must notify me of absences in advance. If a student does not contact me in advance of class, and misses a quiz, student receives a zero for that quiz. No late quizzes or exams.
<b>Classroom</b>	Scholastic dishonesty penalties will result in a minimum of zero on the assignment or

<b>Citizenship</b>	exam. <b>Comet Creed.</b> <i>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.”</i>
<b>Citation and Research</b>	Proper citation of sources is expected in all papers and projects for this class. In this course, we will follow the MLA style. The Business Communication Center is an excellent resource. They can answer any questions you have with respect to proper citation and styles.
<b>UT Dallas Syllabus Policies and Procedures</b>	<i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <a href="http://go.utdallas.edu/syllabus-policies">http://go.utdallas.edu/syllabus-policies</a> for these policies. <b>The minimum sanction for cheating or plagiarism is a zero on the assignment or exam</b></i>

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

**General description of subject matter of each lecture (subject to change):**

The Challenging World of International Business – Students gain an appreciation for the complexity of International Business by understand the recent pace of globalization and the impact this has had on firms, organizations and people worldwide. By understanding how globalization permeates all aspects of society, students quickly begin to understand, appreciate and evaluate the complexity of leading an international business firm.

International Trade and Foreign Direct Investment – Students understand how countries and firms trade, the advantages of trade on the basis of absolute, competitive and comparative advantage, and the different vehicles and mechanisms in which trade can occur. We look at the different alternatives available to firms and students begin to evaluate, compare and analyze trade and investment options in a more meaningful manner.

International Institutions- In this section, students understand the plethora of institutions that shape the international business environment. Students begin to appreciate the role that institutions play and develop skills to analyze, assimilate, and evaluate the impact institutions have on the international business firm.

Sociocultural Forces – This section focuses on cultural differences across countries and regions and how important culture is in the context of international business. Students begin to understand how powerful socio-culture is in shaping so many aspects of international business, including consumer preferences, market entry strategies, leadership, politics, trade and legal factors, human resources and operations.

Natural Resource Management and Sustainability – Students understand the environmental constraints placed on international businesses today and the choices a business must make in the absence of having unlimited resources at their disposal. Students also understand the concept of “sustainable business practices” as part of business strategy today, and how firms must make tradeoffs and decisions based on the scarcity of resources. Students assimilate information and make business decisions based on tradeoffs firms must make.

Political and Trade Forces – Students are exposed to the notion of regionalization and the power and influence different trading blocs have in our global business environment. Students evaluate options for assessing country risk factors and barriers to entry.

International Competitive Strategy – This section examines the international competitive strategy of nations and firms, and the strategic choices firms make while operating in a global business environment. Students understand how strategic planning is used as a basis for driving business activities. Students assimilate and analyze options for engaging in strategy formulation and execution and make business decisions on the basis of the evolving nature of business strategy.

Organizational Design and Control – Regardless of whether a firm is national or international in scope, students appreciate the need for organizational design, structure and control. Realizing a firm's business strategy is largely dependent on how well a firm is designed and structured from a personal and resource alignment perspective.

Global Leadership Issues and Practices – This section explores the exciting world of business leadership. Students gain an appreciation for how difficult it is to lead and manage in a global business environment. Students evaluate best leadership practices and analyze different models, frameworks and insights that drive these best business practices.

Assessing International Markets – Students learn how to assess international markets based a screening and scanning techniques to maximize the probability of success whether intended on a short or longer term basis. In this section, students evaluate a number of different methods and techniques used by global firms. Students appreciate the value of taking a broad-based approach to market assessment and entry as part business strategy decisions that are made.

Entry Modes – In this section of the course, students understand, evaluate and assess all major market entry modes used by firms today including, joint ventures, strategic alliances, licensing, direct and indirect exporting, franchising, contract manufacturing and forming wholly owned subsidiaries, to name a few. Students assess and evaluate the benefits and drawbacks of each in this important decision making process to select markets that match their strategies.

Marketing Internationally – The section on marketing provides students with frameworks, models and insights that enable firms to succeed in international business today. This module exposes students to the nuances and intricacies of cultural differences in the context of marketing, and forces students to evaluate, analyze and select marketing strategies that are right for certain businesses and industries. Students analyze a range of data and options and learn how to make important marketing decisions based on the best alternatives possible.

Managing Human Resources in an International Context – The world of international human resource management takes into consideration global practices that are specific to each major region of the world. Students place themselves in the shoes of Global HR managers tasked with formulating global HR strategies across the firm. Students learn to appreciate the difficulty of the “human side” of business in a world marked by distinct cultural practices, laws and regulations governing human resource management practices.

In addition to the above, the course examines, through a variety of case studies, lectures and discussions, issues firms face with Intellectual Property disputes, Supply Chain Management and Production considerations, along with macro-economic considerations that are important to international business leaders. We want students to develop a holistic approach to understanding international business and to appreciate and understand that international business links issues across multiple disciplines.

**Quiz** – There will be two unannounced quizzes, each worth 2.5% of your total grade.

**Paper #1** - A successful business person makes decisions based on solid analysis and interpretation of information and data, as opposed to guesswork and conjecture. A successful international business person must be prepared to present and defend his/her decision. In addition, international business people must often work with limited information. They are forced to make quick decisions based on an ability to “zoom in” on a lot of rich information and then “zoom out” with a decision. This requires logic, critical and analytical thinking. It requires an ability to “build a case” based on the best scenario possible.

Select an international business organization of your choice (can be a “for profit” or a “not for profit”). Select an organization that interests you, or based on an industry/organization that you would like to learn more about. Identify a challenge the organization is facing, or identify what the organization is doing well, and could be doing better, or not doing well, and could be doing better. Don't spend too much time outlining the issue or challenge. Spend more time analyzing and presenting a solution.

**Exams** – Exams are given in short question and essay format, forcing students to analyze, compare and contrast, and evaluate knowledge and information. The course stretches thinking and forces students to make solid business decisions by considering multiple perspectives and alternative solutions.

**Group, 10-minute presentations** – Students are asked to team up to deliver a 10-minute group presentation to the class at the beginning of each class. This forces students to “zoom in” on a topic, analyze it from a particular perspective, and “zoom out” by delivering a concise, well organized presentation. The assignment emulates the business world where leaders are required to make presentations that are succinct, to the point and accurate.

**Class Participation** – Students are expected to contribute to classroom discussions each week. Classroom participation doesn’t just mean “showing up”. To earn a good grade in the participation category, students are expected to engage in discussions, ask questions and offer insights. Classroom participation is evaluated on willingness and effort, not on the basis of always having the right or wrong answer. Classroom participation is not the same thing as class attendance.

## **Prerequisites**

**ECON 2301 - Principles of Macroeconomics** (3 semester credit hours) An introduction to theories of the determination of national production and income, interest rates, inflation, and unemployment. Other topics include the banking system, balance of payments, economic growth and development.

**MATH 1326 - Applied Calculus II** (3 semester credit hours) Applications of differential equations, functions of several variables, least squares modeling, multiple integrals, and infinite series.

**(or) MATH 2114 - Integral Calculus** (4 semester credit hours) Continuation of Math 2413. Course covers topics in integral calculus, sequences and series. Topics include techniques of integration, improper integrals, and applications. Polar coordinates, parametric equations, and arc length. Infinite sequences and series, tests for convergence, power series, radius of convergence and Taylor series.

**(or) MATH 2419 - Calculus II** (4 semester credit hours) Continuation of MATH 2417 Improper integrals, sequences, infinite series, power series, parametric equations and polar coordinates, vectors, vector valued functions, functions of several variables, partial derivatives and applications, multiple integration.

The above courses serve as prerequisites to IMS 3310. Much of what we learn in IMS 3310 related to interest rates and currencies across global markets require a basic understanding of economic theory found in ECON 2301. ECON 2301 sets the foundation for what we learn about interest rate movements, currency appreciation and depreciation, forces that shape the balance of trade between nations, and other concepts related to interest rates and currencies. Furthermore, all math courses indicated above are required. They will enable students to work successfully with the quantitative and financial aspects of international business and conduct analyses linked to market trends, and analytics, evaluation of financial statements, and other more quantitative aspects of international business.

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

## **ASSESSMENT**

- 1) **Students will develop a regard for human values and the ability to make judgments based on ethical and environmental considerations** - Students will develop a regard for human values and the ability to make judgments based on ethical considerations in such areas as bribery, employment practices, human rights, and environmental degradation, to name a few. Ethics and value systems play an important part of international business. As managers of firms from different countries make

strategic decisions, their perspectives on ethics and values come into play. At times, values clash as firms from different cultures interact. Students of international business learn about value systems and how they impact decisions and perspectives on “right” versus “wrong”. For example, perspectives on human rights considerations, corruption, bribery, and environmental practices, are all grounded in culture and values. Students begin to make business decisions based on certain value systems. In this class, we test the student’s understanding of values and the impact these values have on business considerations. We do this through quizzes and exams.

- 2) **Students will recognize the multicultural aspects and international dimensions of the societies and the world in which we live, and be familiar with knowledge and methods necessary to deal with related problems** - Students will demonstrate an understanding of the organization, and the role people play with an organization, using relevant cultural frameworks. Culture helps shape values, tastes and preferences. Culture also shapes our etiquette, business practices and customs. Culture is an important cornerstone to understanding international business practices across the globe. In the context of international business, culture impacts business decisions. In order to succeed in international business, we must understand culture, people and their perspectives on leadership, strategy, human and natural resources. Students of international business learn the dimensions of culture. In this course, we assess how well students understand the multicultural aspects of international business. We do this by having the student analyze a business strategy, via a research paper, and how this strategy has had an impact on people, the environment and ethical business practices.

**In this class, we will measure the above two student learning objectives byway of an essay. Professor Henderson will grade the essay, and map to the above rubric for assessment purposes.**

**Assessment** – In this course, we develop and assess student learning outcomes. We do this for assurance of learning purposes and to measure, 1) student learning and engagement, 2) instructor teaching effectiveness, and, 3) curricula alignment to learning goals and objectives.

Our current rubric measures whether students “exceed”, “meet”, or “does not meet” the above learning objectives. We construct exam, essay and quiz questions designed to measure whether students achieve these student learning outcomes.

<b>Student Learning Outcomes</b>	<b>Exceed</b>	<b>Meet</b>	<b>Does Not Meet</b>
Students develop a regard for human values and the ability to make judgements based on ethical and environmental considerations	Based on our study of value systems, ethics and the environment, student develops a regard for human values and the ability to evaluate whether the firm fully considers the moral and ethical responsibility it has to its stakeholders. Furthermore, student is able to make specific leadership and strategic recommendations based on our study of ethics and value system, and is able to evaluate, develop and recommend strategies that firms can take into consideration to safeguard resources and become more socially, ethically and environmentally responsible, taking into consideration all stakeholder interests	Based on our study of value systems, ethics and the environment, student develops a regard for human values and the ability to evaluate whether the firm fully considers the moral and ethical responsibility it has to its stakeholders. Student is able to recognize that firms must balance profit with the sustainable use of resources while respecting cultural differences across all dimensions of its business environment. Student demonstrates this by understanding value systems studied in class and by analyzing and evaluating different business strategies that allow the firm to function in a sustainable manner	Student is unable to develop a regard for human values and developed the ability to make judgements based on ethical and environmental considerations

Students recognize the multicultural aspects and international dimensions of the societies and the world in which we live, and are familiar with knowledge and methods necessary to deal with related problems	Students recognize the multicultural aspects and international dimensions of societies in which we live based on our study of different cultural constructs and frameworks. Students understand the importance of respecting cultural differences, languages and life experiences across the firm and evaluate and analyze how well the firm does this. Furthermore, student is able to construct specific solutions and strategic recommendations that allow the firm to operate in an environment that is more culturally sensitive and aware, taking into consideration the interests of all stakeholders of the firm.	Student recognizes the multicultural aspects and international dimensions of societies in which we live. Students achieve this based on our study of different cultural constructs and frameworks that enable us to understand and evaluate the importance of respecting cultural differences, languages and life experiences across the firm. Student is able to assess and evaluate whether the firm operates in a manner that takes into consideration diverse cultural perspectives and practices, and the unique and diverse interests of its stakeholders	Student is unable to recognize the multicultural aspects and international dimensions of the societies and the world in which we live, and be familiar with knowledge and methods necessary to deal with related problems
Rubric – 75% of students will “meet” learning objectives by achieving the criteria linked to the above “meet” category.			