

Course Syllabus

IMS 6204

Jindal School of Management
The University of Texas at Dallas

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Course Information

Course

Course Number/Section	IMS6204.MBP.16F
Course Title	Global Business
Class Timings	Monday & Wednesday 5:00 pm – 6:50 pm
Classroom	JSOM 2.116
Term and Dates	Fall 2016, Eight Week – Session One (Aug 22 –Oct. 15)

Professor's Contact Information

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About the Instructor

Dr. Habte Woldu is a faculty member and Director of International Management Programs in the Jindal School of Management at UT Dallas. Courses taught include, Cross Cultural Communication and Management (online and on campus), Global Business (online, and on campus), Area Studies: East and West Europe, Africa and Asia at graduate level, and International Business and Organizational Behavior & International Human Resource at undergraduate levels. Research interest: cross-cultural management, measuring cultural dynamics among nations and within demographic groups, East European Studies and African Foreign Direct Investment.

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

The course is designed for graduate students who had already taken international business or international marketing management course.

Course Description

The course deals with economic relations in a global economy characterized by increasing interdependence of nations. Students through the foundations of neoclassic and contemporary economic theories will learn about absolute and comparative advantage of nations in international trade. The course also introduces new theories of international trade that have relevance in the current global economic situation. Students through various graphs will be able to see the impacts of trade barriers and protectionist government policies on the economic welfare of nations. Furthermore, students in this course will learn about the challenges of globalization such as global economic recession, environmental questions, child labor by multinational firms, the north-south dialogue on terms of international trade as well as

the clash between multinational firms and developing countries on employment, transfer pricing and technology sharing. In addition, students through various group research and case reports will present their findings to the class.

Student Learning Objectives/Outcomes

Students upon finishing the course are expected to manage the following core issues:

1. Analysis of the international trade dynamics and its trend and direction in the global marketplace
2. Determine the comparative advantage of trade between nations according to the theory of Ricardo and recognize its limitations in modern trade
3. Demonstrate the impact of trade barriers on the welfare of a nation and how it affects the world economy
4. Recognizing the association of global business expansion and the increase in income gap between rich and poor nations
5. Recognize the social and ethical responsibilities of firms in their global business operations

Required Textbooks and Materials

Required Texts

Carbaugh, Robert, International Economics, 15th Regular or Special Editions, South-Western, 2015

Textbooks and some other bookstore materials can be ordered online through [Off-Campus Books](#) or the [UTD Bookstore](#). They are also available in stock at both bookstores.

Recommended Readings Materials:

- Zakaria, Fareed, The Post American World, W.W. Norton & Company, Inc., 2008
- Engardio, Pete, Chindia: How China and India are Revolutionizing Global Business, McGraw-Hill Companies, Inc., 2007
- Friedman, Thomas, The World is Flat: A Brief History of the Twenty-First Century, Farrar, Straus and Giroux, 2005
- Yergin, D. and Stanislaw, J., Commanding Heights: The Battle for the World Economy, PBS Series, 2002
- The Economist, The international business section of The New York Times and Journal of International Business Studies

Short articles for weekly discussion:

Part 1: Issues on Recent International Trade Related Debates:

- Globalization Drive Changes for U.S. Automakers, Carbaugh P 75
- Trade protectionism intensifies as Global economy falls into the great recession, Carbaugh P 112
- World carbon tariff help solve the climate problem, Carbaugh, P 203
- Is the US-South Korea free trade agreement good for Americans? Carbaugh P. 274
- Do US Multinationals exploit foreign workers? Carbaugh P. 303

Part 2: Articles on Globalization (additional)

1. Marber, Peter (2004) "Globalization and its contents", *World Policy Journal*, Winter 2004/2005 (General Discussions)
2. Chandler, Clay, (2005) "The Great –Wal-Mart of China", *Fortune*, July, 2005 (General Discussions)

Course Policies

Make-up exams

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

Late Work

Only accepted under extraordinary situation

Class Participation

Students are required to actively participate in all discussion sessions

Student Resources

McDermott Library: Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, eBooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a comet Card is required to check out materials at the McDermott Library.

Student Assessments

Grading Information

Weights

Homework assignments	100 %
Individual participation in the discussion based on reading assignment	100%
Group project (including peer evaluation): presentation and research paper report	200%
Mid-Term exam includes chapters 1-4	300%
Final exam includes chapters 6 -9	300%
Total	1000%

Grading criteria

Scaled Score	Letter Equivalent
≥ 91	A
89-90	A-
86-88	B+
82-85	B
79-81	B-
75-78	C+
70-74	C
Less than 70	F

Guideline for

Guideline for participation in the mini-case discussion topics

Students are expected to read the reading material assigned for discussion and provide comments and solutions to the questions and problems spelled out in their syllabus under "reading before class" in class. As the discussion topics reflect the contents and the objectives of the chapters under which they are listed, you may as well need to read the chapters thoroughly and research for related issues published in reputable journals in order to effectively participate in the discussion. Participation grade will be based on the quality and level of involvement in the discussion and the quality of the written paper, when required. Your points of view (in case of your original thought or/and a dialogue with your colleagues) for both mini-case discussion and group projects are expected to bear substance and depth.

Guideline for group projects

You can earn up to a maximum of 15% for your submission of paper and presentation and 5% for group peer evaluation.

Each student will be given a grade based on the outcome of group project and his/her level of participation within a group. The group project report will consist of 5 single-spaced or 7 double-spaced pages and should be edited. The report also should include a separate page for the references used as sources in the report; at least five references excluding your

textbook are required. All references should be from peer reviewed journal papers and all listed references should be cited in your paper.

The group project will be presented in class. Each group will have 15 minutes to present and 5 minutes for Q & A. Grade will be based on the quality of the paper and presentation. Each group should deliver its project within the 15 + 5 minutes time frame. Going over the provided time will cause deduction of points.

Peer evaluation should be submitted immediately after the presentation of group project in a closed envelope. Peer evaluation is based on individuals'

- a) Intellectual Input to the final project
- b) full participation and integrity
- c) creative and original ideas submitted to the group
- d) resourcefulness

Case profiles for group project will be provided in class and will also be posted on e-learning. Groups will be selected for case studies and report during the first week of the course.

The group project report should include:

- a) Problem definition/theme
- b) Relevant literature, method/s of research applied in the each case
- c) Discussion on possible alternative solutions
- d) Conclusion, including the best solution to the problem

Students will be evaluated on two timed exams administered in class. The questions for the exam will be drawn mostly from Carbaugh's text book, lecture notes and assigned articles and. Mid-term and Final exam will include both multiple-choice and essay questions. Sample essay questions will be posted online or provided in class. A sample test will also be available for you to practice and get familiarity with the format of the exam contents.

Academic Calendar / Course Outline

Dates	Chapter/Lecture Topics	Weekly Discussion Participation	Group Project Assignments and Due Dates / Reading Materials
08/22	Carbaugh Chapter 1 An overview of the international economy and globalization	-Self introduction -Creating Groups	
08/24	Chapter 2 Foundation of modern trade theory and comparative advantage	Homie work 1: Each student submits, half to a full page length, reflection paper based on one of the questions posed here. Please type your paper and submit to the professor at the beginning of the class.	Reading before class: "Brexit, Globalization and the Future of the EU". (look for article in eLearning) a) What is the effect of Brexit on EU? b) How does Brexit economically, politically and culturally benefit British citizens? c) What is its effect on the global economy? d) What is its effect on the negotiated global existing trade agreement and policies between

			EU and the rest of the world?
08/29	Chapter 3 Sources of comparative advantage	All participate in class based on the reading of "Globalization Drive Changes for U.S. auto makers." Homework 3: Determine the benefit of international trade based on the concept of cost comparative	Dvantage.
08/31		Project1: Does a "Flat World" make Ricardo wrong? (Textbook p 89) Project 2: Is the United States Losing its Innovation Edge (Textbook p 19) Project 3: Blue Orchard Finance: Connecting Microfinance to Capital Markets (posted on eLearning)	Group 1 Project due Group 2 Project due Group 3 Project due
R09/05	Labor Day		
09/07	Chapter 4 Tariffs and their effects on the welfare of nations	Discussion for all students Homework 2: Determine the impact of tariff on the welfare of a nation:	Reading before class: 2. Trade protectionism intensifies as Global economy falls into the great recession P 112 a) Argue why protectionism will not help nations in coming out of their recessionary situation? b) What are the long-term impacts of protectionist policy on the global economy? c) Evaluate the levels of tariffs imposed before, during and after the recession of 2007-2009 by comparing G-20, 10-emerging and 10-developing countries
09/12			
09/14	Mid-term Exam	Chapters 1-4	
09/19	Chapter 6 Trade regulations and	Discussion for all students	Reading before class: 3. World carbon tariff help solve the

	industrial policies		climate problem P 203 a) Do you believe that Carbon tariff will minimize global warming? b) Is the concept of Carbon tariff beneficial for developing countries? c) Explore ways for carbon emission reduction without suppressing economic growth?
09/21		Project 4: Vietnam's Private Sector Development : Mr. Nam's Dilemma (posted on eLearning) Project 5: Cracking the next Growth market : Africa (posted on eLearning) Project 6 Play it safe at home or take a risk abroad. (posted on eLearning)	Group 4 Project due Group 5 project due Group 6 Project due
09/26	Chapter 7 Trade policies in developing countries		
09/28		Project 7: Brexit: Breaking Away-Would it Pay. (Article Posted on eLearning) Project 8 : Does FDI advance countries hinder or help welfare of developing countries (Textbook Pg.244) Project 9: The New, improved Keiretsu	Group 7 Project due Group 8 Project due Group 9 Project due
10/03	Chapter 8 Regional trading arrangements Vs multilateralism	Discussion for all students	Reading before class: 4. Is the US-South Korea free trade agreement good for Americans? P. 274 a) Explore the pros and cons of US-Korean free trade agreement b) Is free trade agreement useful in the absence of geographical proximity? c) What arguments would you use

			to convince the unhappy labor unionists that such agreement will benefit them in the long-run?
10/05	Chapter 9 International factor movements and multinational enterprise	Discussion for all students	Reading before class: 5. Do US Multinational exploit foreign workers? P. 303 a) What are the rationales behind the assumption that MNCs exploit workers of developing countries? b) Would developing countries be economically better off without MNCs? c) What could be done to minimize the misunderstanding between opponents and proponents of MNCs investment in developing countries?
10/10		Based on Friedman's discussion "The World is Flat" at MIT come prepared for discussion and order to address the questions posed here. Guest Speaker	Watch the video on " The World is Flat " http://video.mit.edu/watch/the-world-is-flat-30-9321/ a) Do you believe that the world is flat? b) Which of the flattening factors have clearly affected you or the organization you associate with? c) Is the flattening of the world a curse or a blessing to the global economy
10/12	Final exam	Chapters 6-9	

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.

Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. Please watch for the email notification at your UTD email inbox with course evaluation access information towards the end of semester.

University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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