Course	**IMS 3310 0E1 Course Number: 26895** **Course Name: International Business**
Professor	Professor Thomas Henderson
Term	Fall 2016
Meetings	4:00 p.m. to 6:45 p.m. Monday CHEC 222

Professor's Contact Information

Office Phone	972-883-5835
Cell Phone	608-695-7919 for emergencies only
Office Location	JSOM 11.105B
Email Address	thenderson@utdallas.edu
Office Hours	3:00 p.m. to 5:00 p.m. 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 objectives 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 diagnose and analyze challenges facing international businesses and develop strategies to increase stakeholder value.

4-Students critically analyze and interpret current events relating to globalization and international business and productively utilize research, writing and communications skills to create persuasive and comprehensive reports and analysis.

Learning Outcomes

Why is a course on International Business important? The world of international business is more global, interconnected and competitive than ever before. In this course, students critically analyze a wide range of factors that shape today's international business environment and appreciate the challenges facing the international business firm. Students develop a global mind-set, and view the world of international business through a new and exciting lens. By the end of the course, students are able to proscribe strategies aimed at increasing shareholder value. Students strengthen their analytical and decision making skills and learn how to create comprehensive and persuasive reports and policy analysis.

Student assignments, in the form of individual and group presentations (written and oral), exams and writing assignments will strengthen communications skills while students deepen their knowledge 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.

Required Texts & Materials

International Business: Geringer, McNett, Minor, Ball – McGraw Hill Education
ISBN-978-1-259-31722-4 1st Edition

	MHID: 1-259-31722-6, and optional ***Businessweek*** subscription (online preferred, paper acceptable)
Suggested Texts, Readings, & Materials	*Wall Street Journal* and *The Financial Times* (optional)

Assignments & Academic Calendar

Course Dates	January 9th, 2017 – May 8, 2017. The breakdown of dates and assignments are provided below.
Jan 9	Introduction to the course. Overview of the course curriculum and semester roadmap and strategies for effective learning
Jan 23	Chapter 1 The Challenging Context of International Business
Jan 30	Chapter 2 International Trade and Investment, International Institutions
Feb 6	Chapter 3 Sociocultural Forces
Feb 13-20	Chapter 4 Sustainability and Natural Resources
Feb 27	Chapter 5 Political Forces
Mar 6	Chapter 6 Intellectual Property and Legal Forces
Mar 20	Chapter 7 Economic and Socioeconomic Forces
Mar 27	Chapter 8, 9 The International Monetary System & International Competitive Strategy
April 3	Chapter 10 Organizational Design and Control
April 10	Chapter 11, 12 Leadership Issues and Modes of Entry
April 17	Chapter 13 Marketing Internationally
April 24	**FINAL GROUP PROJECT** and **FINAL EXAM (April 17 and April 24 respectively)**

ASSIGNMENTS	There will be three (3) unannounced quizzes, two (2) exams, and one (1) paper and one (1) Final Group Project. Quizzes consist of a combination of true/false and multiple choice questions. Exams consist of true/false and multiple choice questions and essays. The Final Exam is cumulative. The paper requires research and analysis of a topic of the student's choice (Instructor will discuss in class).
FINAL GROUP PROJECT	The purpose of the **Final Group Project** is twofold. Students work in teams to complete the assignment. This fosters teamwork and collaboration, two skills that are critical to success in the business world. The project combines knowledge, frameworks and themes covered in the course and serves as a capstone assignment. Professor Henderson will provide more detail during week one of the semester. The project includes a thirty (30) minute group presentation.
	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 having the right answers. Commitment, effort, and desire to participate in discussions forms the basis of this grade.

Course Policies

Grading (credit) Criteria	**Assignments** **Group Project 20%** **Quizzes 15%** **Paper 20%** **Mid-Term 20%** **Final Exam 20%** **Class Participation 5%** **A+: 97-100** **A: 93.00-96.99** **A-: 90.00-92.99** **B+ 87.00-89.99** **B: 84.00-86.99** **B-: 80.00-83.99** **C+: 77.00-79.99** **C: 74.00-76.99** **C-: 70.00-73.99** **D+: 67.00-69.99** **D: 64.00-66.99** **D-: 60.00-63.99** **F: Below 60**
EXAM I	**Feb 13th 2017**
EXAM II	**April 24th 2017**
Final Group Project	**April 17th**
Paper Due Date	**March 6th**
Extra Credit	**No**
Late Work	**No**
Special Assignments	**No**
Class Attendance	100% required. This is your course. Your input will determine your outcomes. Unexcused absences result in a reduction of one-half a grade (from an A to an A-for example), from your total grade. Student must notify me in advance if an emergency arises that prohibits the student from attending class. 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.
Classroom Citizenship	Scholastic dishonesty penalties will result in a minimum of zero on the assignment or exam. **Comet Creed.** *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."
Citation and Research	Proper citation of sources is expected in all papers and projects for this class. In this course, we will follow the APA style. The Business Communication Center is an excellent resource. They can answer any questions you have with respect to proper citation and styles.
UT Dallas Syllabus Policies and Procedures	*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.* ***The minimum sanction for cheating or plagiarism is a zero on the assignment or exam***

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.

Paper - A successful business person makes decisions based on solid analysis and interpretation of information, data and facts, 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 issue pertaining to globalization or international business and then explain why this issue is important, what is being done to address it, and recommendations in terms of a strategy or solution to tackle the issue. Base your proposed strategy or solution on your analysis of data and research, don't just offer an opinion based on conjecture. I am more interested in your analysis as opposed to stating facts (not a book report).

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

Class Participation – Student is 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.

Final Group Project - Students are expected to form groups of 4 or 5 maximum and select a topic of interest. Professor Henderson will provide more details on the first day of class.

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.

<u>ASSESSMENT</u> – Student Learning Outcomes:

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 outcomes via an essay. Professor Henderson will grade the essay, and map to the below 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 rubric measures whether students "exceed", "meet", or "does not meet" the learning outcomes.

SLO #1	1 Point – Does not Meet (Emerging) 5 total points, "does not meet"	2 Points – Meets (Developed) 10 total points, "meets"	3 Points – Exceeds (Highly Developed) 15 total points, "exceeds"
Students develop a regard for human values and the ability to make judgements based on ethical and environmental considerations	Student is unable to conduct a stakeholder analysis and is unable to make specific, firm-wide recommendations for embracing all aspects of corporate social responsibility.	Student is able to conduct a stakeholder analysis and evaluate the social, ethical and environmental impact they have on the organization. Student is able to evaluate needs of stakeholders and the value they represent in terms of revenue, cost and reputation.	In addition to "meets", student is able to create organizational strategies designed to form partnerships with stakeholders in order to foster collaborative decision making between the stakeholder and the organization.
	Student is unable to identify or evaluate why cultural differences exist across an organization, based on theories and frameworks we studied in class.	Student is able to identify and evaluate why cultural differences exist across an organization based on differences in values, norms, customs and ethics as a result of enculturation, acculturation and other sociocultural forces and considerations.	In addition to "meet", student is able to evaluate and analyze methods firms use to bridge cultural gaps by breaking down communications barriers, and by creating greater levels of self-awareness among individuals across the organization.
	Student is unable to evaluate strategies that enable the firm to operate in a manner that is more socially, ethically and environmentally responsible.	Student is able to evaluate strategies organizations use to operate in a manner that is more socially, ethically and environmentally responsible. Student is able to calculate the carbon footprint of the firm, and evaluate strategies organizations use to reduce, reuse and recycle.	In addition to "meet", student is able to evaluate and analyze strategies organizations use to limit the size of their carbon footprint by taking proactive measures to operate more sustainably. Student is able to create strategies organizations use to become more engaged with the community in the spirit of collaboration.
	Student is unable to identify, analyze and apply models and theories that determine whether organizations are proper stewards of the environment.	Student is able to identify, analyze and apply models and theories that determine whether an organization is a proper steward of the environment. This includes an understanding of the concept of "cradle to cradle" and the concept of "triple bottom line", and how they can be implemented across the organization.	In addition to "meet", student is able to build a comprehensive model for business sustainability base on the stakeholder model for sustainable business.
	Student is unable to analyze strategies firms use to balance profit considerations with the fair treatment of people.	Student is able to analyze strategies firms use to balance profit considerations with the fair and ethical treatment of people, including an assessment of whether working conditions meet certain standards, and whether all stakeholders of an organization adhere to the mission, vision and values of the organization.	In addition to "meet", student is able to make specific recommendations on how the organization can motivate and engage stakeholders, and treat all stakeholders in a more ethical and responsible manner through enhanced workforce practices, activities and relationships.
SLO #2	1 Point – Does not Meet	2 Points – Meets (Developed) 10 total	3 Points – Exceeds (Highly Developed)

	(Emerging) 5 total points, "does not meet"	points, "meets"	15 total points, "exceeds"
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	**Student is unable to analyze cultural constructs, theories and frameworks international business managers and firms use to assess and manage cultural differences.**	**Student is able to analyze cultural constructs, theories and frameworks international business managers and firms use to assess and manage cultural differences. Student understands the concept of "ethnocentricity" and is able to see how this applies to business. Student develops more of a "global mind-set" as a result of the courses, and is able to cross between cultures more easily.**	**In addition to the criteria under "meets", student is able to create strategies that foster and enhance cultural awareness across the organization.**
	Student is unable to analyze theories developed by Hofstede and Trompenaars, and evaluate market attractiveness on the basis of their orientation to "power distance", "uncertainty avoidance", "high-low context", "universalism and particularism", and "long-term orientation."	**Student is able to analyze theories developed by Hofstede and Trompenaars, and evaluate market attractiveness on the basis of their orientation to "power distance", "uncertainty avoidance", "high-low context", "universalism and particularism", and "long-term orientation."**	**In addition to "meet", student is able to compare and contrast countries on the basis of these different cultural constructs.**
	Based on the above works of Hofstede and Trompenaars, student is unable to analyze cultural differences across the organization.	**Based on the work of Hofstede and Trompenaars, student is able to analyze and understand why cultural differences exist across an organization. Student is able to craft solutions that firms use to bridge these differences based on an increased understanding of these dimensions on the part of an employee or stakeholder.**	**Based on the work of Hofstede and Trompenaars, student is able to analyze different cultural dimensions, compare these dimensions across firms, and build solutions for bridging differences based on long-term strategies to avoid cultural barriers.**
	Student is unable to analyze challenges firms and managers face as they address and overcome cultural differences.	**Student is able to analyze challenges firms and managers face as they address and overcome cultural differences. This includes building empathy and understanding as to why people, societies and cultures are different.**	**In addition to "meet", student is able to make specific recommendations on how the organization can become more culturally sensitive by developing long-term strategies for being more effective in new and different markets.**