



**Course** IMS 3310.003  
**Course Title** INTERNATIONAL BUSINESS  
**Professor** Joyce (Congying) Wang  
**Term** Fall 2017  
**Days & Time** Monday and Wednesday, 11:30 AM to 12:45 PM  
**Class Location** JSOM 2.107

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### ***Instructor's Contact Information***

**Office Location** JSOM 3.205  
**Email Address** [cxw141430@utdallas.edu](mailto:cxw141430@utdallas.edu)  
**Office Hours** Monday and Wednesday 1-2PM, or by appointment  
**Other Information** Please check eLearning and email periodically

### ***General Course Information***

**Prerequisites** ECON 2301 and  
 MATH 1326 (or MATH 2414 or MATH 2419)

**Course Description** This course highlights the business challenges faced by globally operating firms.
 

- Competition in today's global economy requires *managers* to apply management principles across countries and cultures with suitable adaptation in the process.
- Adopting a truly global perspective of management, this course presents current thinking in international business theory and practice.

**Learning Objectives and Outcomes** This course emphasizes students' development of a general understanding on international business environment and related issues, particularly students' application of academic knowledge to real world situations through the use of lecture and case studies.
 

- By the end of the course, students will understand what determines the success and failure of firms around the globe.
  - In detail, students will (1) understand how institutions and resources affect multinational enterprises (MNEs); (2) grasp cross-cultural differences in an international business context and demonstrate understanding of organizational and interpersonal implications using relevant cultural frameworks; and (3) develop a regard for human values and the ability to make judgments based on ethical considerations in areas affecting or affected by global business such as bribery/corruption, employment practices/labor conditions, contract disputes, intellectual property rights, and environmental degradation.

**Class Format** This class is structured in a lecture-discussion format.
 

- There is an emphasis on using case analysis and debates as a way of practicing your business thinking skills as well as your writing and oral presentation skills.

- Required Texts & Materials** Peng, M. W. (2016). *Global* (3rd ed.), Cengage Learning. (ISBN-10: 1-305-94478-X; ISBN-13: 978-1-305-94478-7)
- You can use e-book, e-chapters, or printed versions.
  - The best deals can be found at [www.cengagebrain.com](http://www.cengagebrain.com). Purchase e-book, e-chapters, or print version. Textbook rentals are available.
- Suggested Texts, Readings, & Materials** Current news in international business
- Periodicals such as *The Economist*, *BusinessWeek*, or *The Wall Street Journal* can be helpful.
  - UTD library electronic database is useful source for the periodicals and additional materials for group projects.  
- Please refer to <http://www.utdallas.edu/library>.

### Course Schedule

The following schedule provides a detailed checklist of topics and assignments by week:

Week	Date	Topics	Remarks
1	8/21	Introduction	
	8/23	Globalizing Business	
2	8/28	Understanding Politics, Laws, & Economics	<b>Group Formation</b>
	8/30	Debate: Private Ownership vs Public Ownership (P.28)	
3	9/4	Labor Day	No Class
	9/6	Emphasizing Cultures, Ethics, & Norms	
4	9/11	Leveraging Resources & Capabilities	
	9/13	Debate: For and Against offshoring (P.56)	Group 1
5	9/18	Trading Internationally	
	9/20	Debate: Trade Deficit versus Trade surplus (P.76)	Group 2
6	9/25	Investing Abroad Directly	
	9/27	Debate: Welcoming versus Restricting SWF (P.96)	Group 3
7	10/2	Dealing with Foreign Exchange	
	10/4	Debate: IMF versus NDB (P.109)	Group 4
8	10/9	Review for Midterm Exam	
	10/11	<b>Midterm Exam (Please bring your Scantron)</b>	
9	10/16	Capitalizing on Global & Regional Integration	
	10/18	Debate: Food versus Trade (P.121)	Group 5
10	10/23	Growing & Internationalizing the Entrepreneurial Firm	
	10/25	Debate: Boom in Busts: Good or Bad (P.144)	Group 6
11	10/30	<b>No class!</b>	No Class
	11/1	Entering Foreign Markets Debate: Dumping and Antidumping (P.159)	Group 7
12	11/6	Making Alliances & Acquisitions Work	
	11/8	Debate: Acquisitions versus Alliances (P.176)	Group 8
13	11/13	Strategizing, Structuring, & Learning Around the World	
	11/15	Debate: Corporate Controls versus Subsidiary	Group 9

		Initiatives (P. 190)	
14	11/20	Thanksgiving Holidays	No Classes
	11/22		
15	11/27	Managing Human Resources Globally	
	11/29	Managing Corporate Social Responsibility Globally Debate: Pollution Heaven vs Race to the top (P. 233)	Group 10
16	12/4	Reading Day	<b>Group Report Due</b>
	12/6	Course Wrap-Up & Review for Final Exam	
17	12/11	<b>Final Exam</b> ( <i>Please bring your Scantron</i> )	<b>Peer Evaluation Due</b>

**IMPORTANT:** Please note that the descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor.

**Grading Criteria**      Grades will be assigned according to the following criteria:

<u>Assignment</u>	<u>Score</u>
Midterm exam	20%
Final exam	20%
One-page individual paper	10%
Team presentation	10%
Group project report	25%
Attendance & participation (contributions to class discussion)	15%
<b>Total</b>	<b>100%</b>

**Extra Credit**      The one and only chance for you to earn extra credit: Competition-based grading and evaluating a group report (other than your own). Score: max 10%. This is teamwork. Extra credit is supposed to be added to every member in the team. But it may go to specific students only as per peer evaluation.

### Assignment Details

#### Exams

There will be two noncumulative exams, midterm and final exams.

- **There will be no make-up or replacement exams.**
- Exams may be a combination of true/false, multiple choice, and/or short essay questions.
- Exams will be based on assigned readings (textbook and other articles) as well as all other materials covered in class (videos, cases, new articles).
  - If students do not understand something in your textbook, they can ask the instructors questions about it anytime for further clarification.

#### Individual one-page paper

Students are supposed to turn in one individual 1-page paper on any debates/ethics topics of your own choosing, other than the one associated with your group case.

- Most textbooks present knowledge “as is” and ignore the fact that the field has numerous inconclusive but important debates. **Every** chapter of the *Global* text has opening and concluding cases, some of which have significant ethical dimensions. Pick any one debate/ethical dilemma to write one 1-page paper.
- You need to both summarize the debate/ethical dilemma (less than ½ page), and answer the question: ***How does the assigned chapter/reading help you understand the dilemma or participate in the debate?*** For example, between two contrasting positions A and B, you had always intuitively supported A (before taking the class). Now you find assigned readings to intellectually support your support for A. Or, despite your initial belief in A, through this course, you now support B. Tell us why. Be assertive. Show ***your voice***. You ***must*** use the word “I” (such as “I believe” or “I disagree”).
- This assignment is to be done on an ***individual*** basis. A hardcopy is required at the beginning of the class when the chapter is discussed.
- As an expert on certain debates, ***please be prepared to participate in these debates in class***. Of course, I expect ***everybody*** to have read these debates/cases and be able to participate. But I may call on the experts, those who write the papers on these debates/cases, to add more to our discussion.
- 1-page paper must be single-spaced in readable font (no page 2), and no cover page please.

**Group Projects**

The class will be divided into four- or five-member groups.

**(1) Team Presentation**

- As a group, you will present a debate based on a case. It will normally be presented after the lecture is over but before the class discussion begins. You will have in total about **20 minutes (presentation & discussion)**. Slide 1 is the mandatory title slide, with all names (***in alphabetical order of last names please***) and emails. Use about 2 slides to summarize the case, and use about 2 slides to illustrate how the case illustrates a debate. It is not mandatory that all members of the group present the case.
- Please note that the key is ***not*** to be comprehensive. The case discussion, after your presentation involving the entire class, will be comprehensive.
- Do not attempt to summarize the entire case in 2 slides. Only summarize the relevant information. ***Please make your slides readable***—you will lose points if classmates sitting in the back row cannot read the slides you present. Although case discussion questions are helpful, do not attempt to answer them all. The key here is to ***focus*** on one debate (as suggested).
- You choose the most effective format to present the debate. One possibility is to have team member 1 present side A, team member 2 present side B, and then team member 3 play the role of moderator/reconciler. Alternatively, the entire team can represent side A, and engage the rest of the class as side B.
- Please prepare one hardcopy handout (6 slides printed on 1 sheet) for the professor. Please also email your presentation material to the professor by 10:30 am of the day of your presentation.

**(2) Group Project Report**

- Each group is supposed to pick a MNE, identify challenges or issues facing it (Analysis), and develop solutions to the challenges or issues (Recommendations).
- Extension of the integrative case your group presented to class is recommended, but it is at your discretion to depart from your integrative case and to adopt totally new context.
- Your group may address the issues regarding the following topics:
  - Political and legal
  - Cultural and ethical
  - Firm resources and capabilities
  - Mergers & Acquisitions (M&A)
  - Market selection and entry mode selection
  - International human resource management
  - Others
- Please note that your group should provide solutions and/or recommendations for the identified issues using the theories and concepts learned in class.
- Your group project report should include the following sections:

- Executive summary (1/2 page, as a title page) (3%)
    - Brief summary of your analysis and recommendations.
  - Introduction (1 page) (4%)
    - Brief company overview and context of analysis.
  - Analysis (at least 2-3 pages) (7%)
    - Identify and thoroughly analyze the critical challenges or issues using the concepts and theories learned in class.
    - Also state why resolving such issues are critical to the company.
  - Recommendations (at least 2-3 pages) (7%)
    - Provide specific and feasible strategic solutions and/or recommendations, which may be answers and explanations to the following questions: What should the company have done? Why? What would be the challenges in applying those recommendations?
    - Please note that you should also consider the costs and benefits of your recommendations, as well as limitations.
  - Conclusion & Learning outcomes (1-2 pages) (2%)
    - State what you have learned from the cases.
  - References (2%)
  - Please note that your group should provide solutions and/or recommendations for the identified issues using the theories and concepts learned in class.
  - The group report should be emailed to the professor **before 10pm** on the due day. Otherwise the “*late work*” rule (see p.7) will be applied.
- Class Attendance & Participation**
- Punctual class attendance is expected.
- Since the course is built almost exclusively around the case method, attendance and participation are very important and required of each student. As in the real world, the cases are rich in detail, yet open-ended and incomplete at the same time. Therefore, do not approach a case as you would a book chapter or a magazine article. In order to derive maximum benefit from the case method, it is essential that you mentally “get inside” the case.
  - Class participation will be graded based on the subjective assessment of the professor for each class. ***Given the extensive group-based work and the high-caliber of the students, my experience suggests that this is likely to be a key area of differentiation in your final grade.*** It is possible that after you have achieved very high grades on all other components, you still fail to secure an A because your participation lags behind your peers. Obviously, you cannot participate if you miss class. However, please note that you will not earn full mark for “class participation” if you simply show up.
  - Remember it is the ***quality*** of your participation, not the quantity (or “air time”), that will lead to good performance in class discussion.

**Peer Evaluation**

- Each group member will evaluate all group members (including him/herself) for their contribution to group work on a scale from 1 to 5. Each scale point indicates:
  - 1 – Very Unsatisfactory
  - 2 – Unsatisfactory
  - 3 – Neither Satisfactory Nor Unsatisfactory
  - 4 – Satisfactory
  - 5 – Very satisfactory
- Each team member's final group presentation and group project report score will be weighed by his/her average evaluation score:

1.00 or below	:	20%
1.01 to 2.00	:	40%
2.01 to 3.00	:	60%
3.01 to 3.50	:	70%
3.51 to 4.00	:	80%
4.01 to 4.50	:	90%
4.51 to 5.00	:	100%
- Each team member's final group presentation and group project report score will be weighed by his/her average evaluation score.
  - e.g., If a group gets 16/20 for the written and 4/5 for the presentation and an individual in that group gets an average of 3 from the peer evaluation, then the actual grade for that person in group project will be  $(20/25) \times 60\% = 12/25$  (not 20/25).
- Be objective in evaluating other members in your group and specify rationales.
  - If one gives 1, 2, or 3 scale points to other group member(s) without reasonable rationale, s/he may be penalized by the reduction of his/her own average evaluation score.
- The evaluation should be turned in at the beginning of the final exam.
  - **You may use *Peer Evaluation Form* in the appendix A of this syllabus.**
  - If one fails to turn in or turns in a blank peer evaluation sheet with only the names on, then his/her evaluation for all members in his/her group, including him/herself, will be regarded as 3.00.

**Late Work**

- Late written assignment will be downgraded by 10% every day.

**Course Policies****Classroom  
Citizenship**

Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. In particular, please be advised with the followings:

- Silence all cell phones.
- No talking amongst yourselves.
- Avoid text messaging or laptop email in class; none will be allowed during exams.
- Take good notes.
- Arrive on time, and don't leave early.
- Respect all opinions and cultures in class.
- You are expected to be open minded and willing to learn and experience.
  - The class will not be a forum for any student to personally advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

**Missed Classes**

It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member and/or eLearning – not the instructor.

- Each student is responsible for ALL information given in class.
- This includes any changes to the syllabus, content and format of exams, in-class exercises, and details given regarding assignments.

**Withdrawal  
from Class**

It is the student's responsibility to handle withdrawal requirements from any class.

- In other words, a professor or other instructor cannot drop or withdraw any student.
- Individual student 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.
- Administration procedures must be followed.
  - The administration of the University of Texas at Dallas (hereinafter UT Dallas, UTD, or University) has set deadlines for withdrawal from any college-level courses.
  - These dates and times are published in that semester's course inventory and in the academic calendar.

**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.



<b>Student Grievance Procedures</b>	<p>Procedures for student grievances are found in university policy UTDSP5005 (<a href="http://policy.utdallas.edu/utdsp5005">http://policy.utdallas.edu/utdsp5005</a>).</p> <ul style="list-style-type: none"><li>• 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 originated.</li></ul>
<b>Email Use</b>	<p>The UT Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail.</p> <ul style="list-style-type: none"><li>• At the same time, email raises some issues concerning security and the identity of each individual in an email exchange.</li><li>• The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account.<ul style="list-style-type: none"><li>- This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information.</li></ul></li><li>• The UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel.<ul style="list-style-type: none"><li>- The Department of Information Resources at the UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.</li></ul></li></ul>
<b>Technical Support</b>	<p>If you experience any problems with your UT Dallas account or eLearning, you may:</p> <ul style="list-style-type: none"><li>• Email <a href="mailto:assist@utdallas.edu">assist@utdallas.edu</a>; or</li><li>• Call the UT Dallas Computer Help Desk at (972)883-2911.</li></ul>
<b>Disability Service</b>	<p>It is the policy and practice of the UT Dallas to make reasonable accommodations for students with properly documented disabilities.</p> <ul style="list-style-type: none"><li>• However, written notification from the Office of Student Access Ability (OSA) is required. If you are eligible to receive an accommodation and would like to request it for a course, please discuss it with an OSA staff member and allow at least one week's advanced notice.</li><li>• Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student Access Ability for a confidential discussion.</li><li>• The primary functions of the Office of Student Access Ability are to provide:<ol style="list-style-type: none"><li>1. Academic accommodations for students with a documented permanent physical, mental or sensory disability</li><li>2. Non-academic accommodations</li><li>3. Resource and referral information and advocacy support as necessary and appropriate</li></ol></li></ul>

- OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at [disabilityservice@utdallas.edu](mailto:disabilityservice@utdallas.edu).

### **Religious Holidays**

The UT 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.

### **Copyright Notice**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software.

- Copying, displaying, reproducing, or distributing copyrighted works may infringe upon the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law.
- Usage of such material is only appropriate when that usage constitutes fair uses under the Copyright Act.
- As a UT Dallas student, you are required to follow the institution's copyright policy (UTDPP1043). For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>.

### **Student Conduct and Discipline**

The University of Texas System and the UT 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 UT Dallas printed publication, A to Z Guide, which is available to all registered students each academic year.

The UT Dallas administers student discipline within the procedures of recognized and established due process.

- Procedures are defined and described in the Rules and Regulations, Series 50000, Board of Regents, the University of Texas System, 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) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>.

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.
- Students are expected to be attentive during class and to participate actively in group activities.
- Students are expected to listen respectfully to faculty and to other students who are speaking.
- Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class.
- Classes may discuss issues that require sensitivity and maturity.
- Disruptive students will be asked to leave and may be subject to disciplinary action.

### **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.
- Any student who commits an act of scholastic dishonesty is subject to discipline.
  - Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another

person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.

- Particularly with respect to plagiarism, please see the following *Avoiding Plagiarism* in this syllabus.
- This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Avoiding Plagiarism**

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

- During exams, students are not allowed to have with them any food or drinks, scratch paper, course materials, textbooks, notes, invisible ink pens, or electronic devices, including iPads, iPhones, iPods, MP3 Players, earphones, radios, smart phones, cameras, calculators, multi-function timepieces, or computers, unless otherwise notified.
- When possible, students should sit in alternating seats, face forward at all times, and remove any clothing which might conceal eye movements, reflect images of another's work, or hide course material for copying.
- Exam proctors will monitor any communication or signaling between students by talking, whispering, or making sounds, or by using your hands, feet, other body movements, the test paper itself or your writing implement.
- Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:
  - (1) Exams: F for the course
  - (2) Individual Case Analysis Reports: Zero for the Assignment
  - (3) Group Presentations: Zero for the Assignment
  - (4) Group Project Report: Zero for the specific member or members for the assignment
  - (5) Exams and quizzes: Zero for the test

- These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office.
- In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record.
- Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA.
- The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

**Resources to  
Help You  
Succeed**

The GEMS Center (located within the Conference Center) provides a wide array of free academic support and enhancement for the UT Dallas undergraduate students.

- Offerings include, but are not limited to, a Math Lab and Writing Center, Peer Tutoring (with a focus on science, technology, engineering and math courses), test review sessions, and academic success coaching.
- The current menu of services, schedules, and contact information is posted on the GEMS website:

<http://www.utdallas.edu/ossa/gems/>

**Disclaimer**

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. **The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or eLearning. Please remember to check your UTD email and eLearning on regular basis.**

**cf.  
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."*

**Appendix A: Peer Evaluation Form**

Group # \_\_\_\_\_

<b>Name in Print</b>	<b>Score (1-5 scale)</b>	<b>Notes</b>

Note:

- This evaluation sheet should be turned in at the beginning of the final exam.
- Be objective in evaluating other members in your group.
- If you would like to exclude one or more team member(s) from earning extra credit, please mark down in notes.