Course	**IMS 3310 009 Course Number: 84687** **Course Name: International Business**
Professor	Professor Thomas Henderson
Term	Fall2017
Meetings	Friday 1:00 – 3:45 pm Room 1.217

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. Wednesdays or by appointment

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	Aug 21, 2017 – Dec 6, 2017 Breakdown of dates and assignments are provided below.
First Day	Introduction to the course. Overview of the course curriculum and semester roadmap and strategies for effective learning
Aug 21	Chapter 1 The Challenging Context of International Business
Aug 31	Chapter 2 International Trade and Investment, International Institutions
Sept 4	Chapter 3 Sociocultural Forces
Sept 11	Chapter 4 Sustainability and Natural Resources
Sept 18-25	Chapter 5 Political Forces
Oct 2-9	Chapter 6 Intellectual Property and Legal Forces
Oct 16-23	Chapter 7 Economic and Socioeconomic Forces
Oct 30 – Nov 6	Chapter 8, 9 The International Monetary System & International Competitive Strategy
Nov 13-20	Chapter 10 Organizational Design and Control
Nov 27	Chapter 11, 12 Leadership Issues and Modes of Entry
Dec 4	Chapter 13 Marketing Internationally
Dec 5	**FINAL GROUP PROJECT** and **FINAL EXAM (Dec 5)**

ASSIGNMENTS	There will be three (3) to four (4) unannounced quizzes, two (2) exams, two (2) short papers and one (1) 10-minute group presentation. 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 papers require research and analysis. (Instructor will discuss in class).
10-MINUTE GROUP PRESENTATION	The purpose of the group presentation is twofold. Students work in teams to complete the assignment. This fosters teamwork and collaboration. The assignment also prepares you to zoom in on a topic and zoom out with a conclusion or a solution. Professor Henderson will provide more detail during week one of the semester.
CLASS PARTICIPATION	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 all form as the basis of this grade.

Course Policies

Grading (credit) Criteria	**<u>Assignments</u>** **10-min presentation 5%** **Quizzes 15%** **Papers 25%** **Mid-Term 25%** **Final Exam 25%** **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	**Oct 12, 2017**
EXAM II	**Dec 5, 2017**
10-minute Group Presentation	**Weekly**
Paper Due Dates	**TBD**
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. No leaving class early.
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.
Course Policy	Deadlines in the professional world are a serious matter. Missed deadlines can result in lost contracts, delayed product releases, over-budgeted projects, and supply chain disruptions and in some cases, the loss of millions of dollars in revenue. Missed deadlines also compromises professional reputations and careers. Most business cultures value promptness and punctuality, employees who are engaged and committed and who understand personal responsibility. As part of your personal responsibility in this course, you are expected to adhere to all deadlines under every circumstance. Plan your work accordingly. Avoid excuses for not being able to meet deadlines. For these reasons, late work or incomplete work is not acceptable in this course.

	In addition, all work should demonstrate the same professional and ethical standards expected of you in the workplace, including careful proofreading and editing. Professionalism and personal responsibility means that you use appropriate source citations so that you avoid violations of copyright and academic honesty, even if those violations are inadvertent.
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.

Papers - International business requires decision making based on solid analysis and interpretation of information and data, as opposed to guesswork and conjecture. In addition, international business people are often forced to make quick decisions based on an ability to "zoom in" on a lot of rich information and data, and then "zoom out" with a decision or a solution. Firms hire employees who can "build a case" for a new project, investment or initiative, based on logic and analytical thinking.

You will be assigned a business problem which you will then address/solve using research and analysis. The paper isn't a book report where you convey facts and data. You must develop recommendations, insights or strategies. Show me that you developed a point of view based on evidence and analysis of data. Your grade will be based on depth of research and analysis. The papers should be 2 pages each, double spaced, using APA citation format. Graphs and tables are separate, should you wish to include them. Your paper must include a short, one paragraph executive summary describing the purpose of the paper, a cover page with your name, class section, date and title of paper.

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.

10-Minute Group Presentation – (Discussed above in Syllabus) Students are expected to form groups of 3 to 4 people maximum and select a topic of interest and report out to class. 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.

ASSESSMENT – 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 an understanding of value systems. In this class, we assess the student's knowledge and understanding of values and the impact values has on international business considerations.

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 culture and the impact culture has on an organization, and on international business. For example, leading a multicultural organization of 30,000 employees is no simple task. It requires an understanding of culture and the use of different frameworks and models to interpret and understand cultural differences. Culture is an important cornerstone to understanding diverse international business practices across the globe. Culture can impact and inform business decisions. To succeed in international business, we must understand culture in the context of people and their perspectives on leadership, strategy, corporate social responsibility and human resource management. In this course, we assess how well students understand the multicultural aspects of international business and whether they have the knowledge, visa vie frameworks, theories, practices and methods to address and solve the challenges that multiculturalism presents to international business.

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	**Student is able to identify, analyze and apply models and theories that determine whether an organization is a**	**In addition to "meet", student is able to build a comprehensive model for business sustainability base on the**

	organizations are proper stewards of the environment.	**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.**	**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 (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 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.**