

## COURSE SYLLABUS

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### Course Information

Course Title: International Business  
Course Number: IMS 3310-503  
Class Location: JSOM 12.214  
Class Time: 7:00 – 9:45 PM, Thursdays

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### Professor Contact Information

Name: Zhiang “John” LIN, Ph.D.  
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### Teaching Assistant Contact Information

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The teaching assistant will mainly be responsible for: 1) observing student class participations, 2) grading one student assignment, 3) helping proctor and grade the quizzes, 4) tabulating student records; and 5) other course related activities that may require assistance.

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

Pre-requisites: ECON 2301 and MATH 1236 (or MATH 2414 or MATH 2419)

### Course Description

This course intends to prepare students for the challenging global business environment where managers must adopt a global perspective and master knowledge and skills across different institutional backgrounds in order to succeed. The emphasis of this course will be on the analyses, decisions, and actions that organizations take to create sustainable and often intangible competitive advantages, with the consideration of both the internal condition and the external environment, while adopting learning method such as lectures, case analyses, quizzes, and discussions.

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## Student Learning Objectives/Outcomes

By the end of course, students will understand what internal and external factors determine the success and failure of firms in the global environment. Specifically, students will 1) understand how institutions and resources affect multinational enterprises (MNEs); 2) grasp cross-cultural differences in an international business context and demonstrating 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 environment protections.

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### Textbook

Title: Global (4th Edition):  
Publisher: South-Western Cengage Learning, 2017(2018)  
Author: Mike W. Peng  
ISBN-10: 1-337-40682-1  
ISBN-13: 978-1-337-40683-3  
ISBN-13: 978-1-337-40682-6

You can use e-book, e-chapter, printed versions, or digital versions from [www.cengagebrain.com](http://www.cengagebrain.com). Some of the slides and announcements may also be posted in UTD e-learning.

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## Course Requirements and Grading Policies

This course requires careful readings, active discussions, diligent research, and effective group work, which will also determine whether and how a student may succeed in this course. The instructor's main role will be to facilitate the implementations of these activities and provide constant guidance along each step of the way.

A student's final grade will be based on the aggregation of the following five categories (**250 points** in total): *Individual Participation (30 points)*, *Individual Essay (40 points)*, *Comprehensive Quiz (90 points)*, and *Group Case Analysis and Discussion (90 points)*. Specifically,

<u>Final Grade</u>	<u>Aggregated Points</u>
A+	240-250
A	230-239
A-	220-229
B+	210-219
B	200-209
B-	190-199
C+	180-189

C	170-179
C-	160-169
D+	150-159
D	140-149
D-	130-139
F	000-129

### 1. Individual Participation Reward (30 points)

There will be 31 slots throughout the semester for individual participation. Each participation opportunity will be awarded by the instructor as a reward for a student's contribution to the class. The instructor may use a sign-in sheet and a photo roster to keep track of student activities. A student who plans to make the use of the individual participation award should inform the instructor exactly one week prior to get the permission for one of the slots, if available.

For each individual participation reward, a student who has been granted the opportunity will need to:

- Select a current event from various possible sources (such as newspapers, business magazines, credible online media, etc.);
- Write a one to two-page analysis of the event using theories and concepts from the textbook, relating to some of the topics to be discussed on that date;
- Prepare a few slides;
- Provide a ten minute presentation to the whole class that should also showcase the importance of the current event, the relevance of the theoretical applications, while engaging the rest of the class.

*The emphases of the grading will be on: 1) importance of the current event, 2) relevance of the theoretical applications, 3) coherence of the analysis and presentation, and 4) engagement of the class.*

- ✓ (25-30 points): If the individual participation has met all four emphases;
- ✓ (20-24 points): If the individual participation has met three emphases;
- ✓ (15-19 points): If the individual participation has met two emphases;
- ✓ (10-14 points): If the individual participation has met one emphasis;
- ✓ (0-9 points): If the individual participation has not met any emphasis;

Because there may be more students than the available slots, some late movers or non-active participants may be left out of this reward opportunity. To ensure a good quality, each student is strongly urged to start the preparation process early.

### 2. Individual Essay (40 points)

Each student is supposed to turn in one individual two-page essay (double spaced) on any debates/ethics topics of his/her own choosing. This assignment is to be done on an individual

basis. A hardcopy is required at the beginning of the class when the chapter for that topic is discussed. So the deadline is relatively flexible per students' choosing. Just remember, all chapters will be covered prior to the spring break.

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. You are free to pick any one debate/ethical dilemma.

- 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").
- As an expert on certain debates, please be prepared to participate in these debates in class. Of course, every student is expected to have read these debates/cases and be able to participate.

*The emphasis of the grading will be on: 1) closeness to concepts and theories, 2) creativeness and depth of thinking, and 3) coherence in reasoning (not bullet points).*

- ✓ (31-40 points): If the essay has all the main components and has met the above three emphases;
- ✓ (21-30 points): If the essay has few of the main components and has not met most of the above three emphases (e.g., used little concepts and theories, used mostly bullet points, provided no meaningful recommendations, lacked an introduction, etc.);
- ✓ (11-20 points): If the essay has only one of the main components or has met only one of the above three emphases;
- ✓ (0-10 points): If the essay has not been turned in or does not follow any of the instructions.

To ensure a good quality, each student is strongly urged to start the preparation process early.

### 3. Comprehensive Quiz (90 points)

There will be a comprehensive quiz to test students' knowledge of the main theories and concepts from the textbook (Chapters 1-15). The quiz will consist of 60 multiple choice questions and take 90 minutes, with each correct answer being worth 1.5 points. Each student will be permitted to bring notes on one piece of paper with double size (regular letter size).

### 4. Group Case Analysis and Discussion (90 points)

Students will be asked to form eight groups. Each group will research one real world MNC, identify challenges or issues facing it, and develop solutions to the challenges or issues. Each 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

The group assignment will involve both a written report and a group presentation (in about 30 minutes). Please note that your group should provide solutions and/or recommendations for the identified issues using the theories and concepts learned in class. Your written report should include the following sections with a total about six double spaced pages:

- Introduction
- Analysis
  - 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
  - Provide specific and feasible strategic solutions and/or recommendations linked to the theories and concepts learned in class, 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
- References

The presentation will emphasize preparedness, theoretical connections, logical flow, time control, and class interaction. Members who fail to participate in the presentation will have points deducted.

Same three emphases: *1) effectiveness in applying concepts and theories, 2) relevance of recommendations and level of theoretical backing, and 3) coherence in reasoning throughout the paper (not bullet points).*

- ✓ (81-90 points): If the written report and the presentation have the main components and have met the above three emphases, while with good preparations and engaging interactions;
- ✓ (71-80 points): If the written report and the presentation have most of the main components and have met two of the above three emphases, while with OK preparations and some engaging interactions;
- ✓ (61-70 points): If the written report and the presentation have some of the main components and have met one of the above three emphases, while with somewhat mediocre preparations and few interactions;
- ✓ (51-60 points): If the written report and the presentation have few of the main components and have met one or none of the above three emphases, while with poor preparations and few interactions;
- ✓ (0-50 points): If the written report is not turned in, or if the presentation is not prepared, or if

the case analysis is not on the right one.

To ensure a good quality, each group is strongly urged to start the preparation process at least two weeks prior to the designated group case discussion date.

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## Course & Instructor Policies

### 1. Final Grade Checking

After the end of the semester, there will be a designated office hour for final grade checking in the instructor's office (please also see the schedule part).

*In compliance with the university's policy on confidentiality, no grade information will be transmitted via phone or e-mail.*

### 2. Class Policies

Throughout the semester, each student is expected to follow the university's guideline on student conduct with regard to cheating and other dishonorable behaviors. Severe consequences can occur if such rules are not followed. Information on university's policies regarding academic integrity, grading, technical support, copyright, email usage, plagiarism, student grievance procedures, and other topics can be found at the following link: <http://go.utdallas.edu/syllabus-policies>.

*The instructor also reserves the right to deduct from a student's credit if the student has shown non-constructive behavior in class. If a student is absent or late to a class, it will be his or her responsibility to catch up with all the missed materials and any announcements made while the student was absent. No make-up quizzes or lecture will be given. No late assignments will be accepted unless there are very special circumstances. Finally, it is a student's responsibility to read the syllabus thoroughly and regularly and keep track of all the important dates and requirements every week. Experiences show that answers for most questions that students ask can be found in the syllabus.*

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## Class Schedule and Assignments

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#	<u>Date</u>	<u>Activities</u>
1	1/11	– Course Descriptions and Requirement Discussions – Forming Groups – Tentative Group Assignments (Date and MNE) – Survey

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2	1/18	<ul style="list-style-type: none"><li>– Guidelines for Individual Participation Reward</li><li>– Guidelines for Individual Essay</li><li>– Guidelines for Group Case Analysis and Presentation</li><li>– Finalizing Group Assignments (Date and MNE)</li><li>– Chapter 1: Globalizing Business</li></ul>
3	1/25	<ul style="list-style-type: none"><li>– Chapter 2: Understanding Politics, Laws, and Economics</li><li>– Chapter 3: Emphasizing Cultures, Ethics, and Norms</li><li>– Three Slots for Individual Participation</li></ul>
4	2/1	<ul style="list-style-type: none"><li>– Chapter 4: Leveraging Resources and Capabilities</li><li>– Chapter 5: Trading Internationally</li><li>– Three Slots for Individual Participation</li></ul>
5	2/8	<ul style="list-style-type: none"><li>– Chapter 6: Investing Abroad Directly</li><li>– Chapter 7: Dealing with Foreign Exchange</li><li>– Three Slots for Individual Participation</li></ul>
6	2/15	<ul style="list-style-type: none"><li>– Chapter 8: Capitalizing on Global and Regional Integration</li><li>– Chapter 9: Growing &amp; Internationalizing the Entrepreneurial Firm</li><li>– Three Slots for Individual Participation</li></ul>
7	2/22	<ul style="list-style-type: none"><li>– Chapter 10: Entering Foreign Markets</li><li>– Chapter 11: Making Alliances and Acquisitions Work</li><li>– Three Slots for Individual Participation</li></ul>
8	3/1	<ul style="list-style-type: none"><li>– Chapter 12: Strategizing, Structuring, and Learning Around the World</li><li>– Chapter 13: Managing Human Resources Globally</li><li>– Three Slots for Individual Participation</li></ul>
9	3/8	<ul style="list-style-type: none"><li>– Chapter 14: Competing in Marketing and Supply Chain Management</li><li>– Chapter 15: Managing Corporate Social Responsibility Globally</li><li>– One Slot for Individual Participation</li><li>– Preview for Comprehensive Quiz</li></ul>
10	3/15	– Spring Break. No Class
11	3/22	<ul style="list-style-type: none"><li>– Reminder for Group Case Analysis and Presentation</li><li>– <b>Comprehensive Quiz (90 Minutes; No Make-Ups)</b></li></ul>
12	3/29	<ul style="list-style-type: none"><li>– Group Case Analysis &amp; Presentation 1</li><li>– Group Case Analysis &amp; Presentation 2</li><li>– Three Slots for Individual Participation</li></ul>

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13	4/5	-	Group Case Analysis & Presentation 3
		-	Group Case Analysis & Presentation 4
		-	Three Slots for Individual Participation

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14	4/12	-	Group Case Analysis & Presentation 5
		-	Group Case Analysis & Presentation 6
		-	Three Slots for Individual Participation

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15	4/19	-	Group Case Analysis & Presentation 7
		-	Group Case Analysis & Presentation 8
		-	Three Slots for Individual Participation

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16	4/26	-	Final Grade Checking (Optional), In the Instructor's Office (JSOM 4.405)
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**GROUP COMPOSITIONS**  
(To be finalized after the second class)

<u>Group #</u>	<u>Student Name</u>	<u>Group #</u>	<u>Student Name</u>
1		5	
1		5	
1		5	
1		5	
1		5	
1		5	
1		5	
2		6	
2		6	
2		6	
2		6	
2		6	
2		6	
2		6	
3		7	
3		7	
3		7	
3		7	
3		7	
3		7	
3		7	
4		8	
4		8	
4		8	
4		8	
4		8	
4		8	
4		8	

**A SHORT SURVEY (OPTIONAL)**  
(To be submitted to the instructor at the second class)

Name (Please Print): \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

1. What is your current position in your organization (or company)?
  
  
  
  
  
2. What is your career objective?
  
  
  
  
  
3. What are your general expectations from this course?
  
  
  
  
  
4. Are all the requirements and class policies listed in the syllabus clear to you? If not, which specific part do you need more clarifications?
  
  
  
  
  
5. How many hours do you plan to spend on this course each week?
  
  
  
  
  
6. Any specific suggestions you may have for the course to be successful?

(Thank you)