

# ***IMS 3310.014 Course Syllabus***

School of Management  
The University of Texas at Dallas

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## **Course Information**

Course Number/Section IMS 3310.007  
Course Title International Business  
Term and Dates Fall 2019; Thursdays, 4:00 – 6:45 pm

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## **Professor Contact Information**

Instructor: Agnieszka Skuza (Olsztyńska)  
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## **Course Description**

In the new millennium, the drive of most businesses is to "go global." As ideologies no more draw boundaries between countries, and the cold war between East and West is diminishing and trade and investment barriers are easing, we are witnessing the emerging of more countries into international markets. However, with such expansion, there are opportunities as well as challenges that students of international studies need to understand. In this course, students will familiarize themselves with various controllable and uncontrollable business environments and will develop skill of managing international businesses in such environments. Furthermore, students through various cultural dimensions will be able to understand the multicultural aspects of international businesses as well as the ethical responsibilities of international firms. The students' management of the course will be evaluated through the assessment of demonstrated oral and written skills that are reflected in class, case presentation and project reports as well written exams.

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## **Student Learning Objectives/Outcomes**

Upon finishing this course, students are expected to recognize and understand the following course objectives:

1. Determine the dynamics and direction of international trade and foreign direct investment
  2. Manage the knowledge of trade theories that explain the benefit and challenges of international trade and foreign direct investment.
  3. Recognize the International organizations and institutions that affect international business operations
  4. Assess the multicultural aspects of international business and the cultural dimensions that indicate the cultural behavior of international business organizations.
  5. Recognize the uncontrollable business environments that impact the international business operations.
  6. Argue about the importance ethics and responsibilities of multinational firms in foreign business operations.
  7. Develop the knowledge of selecting, hiring and controlling of international human resource for international business assignments.
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## **Required Textbook**

J. Michael Geringer, Jeanne M. McNett, Michael S. Minor, Donald A. Ball, *International Business*, 1<sup>st</sup> Edition, McGraw Hill Irwin, Inc., 2016.

ISBN: 9781259317224

The textbook is available in stock at the [UTD Bookstore](#) and Off-Campus Books.

### **Recommended Readings:**

Beugelsdijk, S., & Welzel, C. (2018). Dimensions and Dynamics of National Culture : Synthesizing Hofstede With Inglehart. *Journal of Cross-Cultural Psychology*, 49(10), 1469–1505.

Dutta, S., Lanvin, B., Wunsch-Vincent, S. (2016). *The Global Innovation Index 2016: Winning with Global Innovation*, Cornell University, INSEAD, and WIPO, Ithaca, Fontainebleau, and Geneva.

Ernst&Young (2008). *An open world: Ernst & Young's 2008 European attractiveness survey*.

Martin Prosperity Institute. (2015). *The Global Creativity Index 2015*.

PricewaterhouseCoopers (2015). *The World in 2050. Will the shift in global economic power continue?*, PricewaterhouseCoopers LLP, London.

Sala-I-Martin, X., Crotti, R., Battista, A.D., Hanouz, M.D., Galvan, C., Geiger, T. & Marti, G. (2015). Drivers of Long-Run Prosperity: Laying the Foundations for an Updated Global Competitiveness Index (pp. 43-74). In K. Schwab (Ed.), *The global competitiveness report 2015-2016*. Geneva: World Economic Forum.

Welzel, C., Inglehart, R., & Klingemann, H. (2003). The theory of human development: A cross-cultural analysis. *European Journal of Political Research*, 42, 341–379.

Schwab K. (2016). *The Global Competitiveness Report 2016/2017*. World Economic Forum, Geneva.

The Economist Intelligence Unit. (2014). *Business Environment Rankings Which country is best to do business in ?*

World Bank (2017). *Doing Business 2017: Equal Opportunity for All*. Washington, DC: World Bank Group.

World Economic Forum. (2018). *The Human Capital Report 2018*.

### **Important online resources:**

<https://www.globalresearch.ca>

<https://www.economist.com/topics/blogging>

[www.businessinsider.com](http://www.businessinsider.com)

Bloomberg Innovation Index 2016, <https://www.bloomberg.com/graphics/2015-innovative-countries/>

Tholons 2016 Outsourcing Destinations List,

[http://www.tholons.com/TholonsTop100/pdf/Tholons\\_Top\\_100\\_2016\\_Executive\\_Summary\\_and\\_Rankings.pdf](http://www.tholons.com/TholonsTop100/pdf/Tholons_Top_100_2016_Executive_Summary_and_Rankings.pdf)

### **E-Learning and Communication**

You will need to have access to eLearning. Class slides and other relevant materials will be posted on eLearning. In addition, you are advised to check your messages on eLearning frequently, and prior to each class session. This will be the main way to disseminate any messages or instructions relating to the course. A university policy to protect student privacy directs that faculty are not required to answer student **e-mails** unless they are from a **UTD account**. This means that I will not respond to e-mails unless they come from a UTD account.

### **Assignments:**

#### **Written and oral assignments:**

Preparation for class is essential for a good grade. Discussion will be based on the materials specified in the Course Schedule. Students are expected to read the materials assigned to each class (see Course Schedule).

In-class exercises, which is 15% of the grade, will combine participation in *written exercises in the classroom (10%)* and a *3-page written assignment (5%)* that should be turned in **at the beginning of the class on October 3rd**. The written assignment is listed in the Course Schedule. **Please read all the required readings before coming to the class.** All readings are listed in the course schedule. If you are not able to attend a class on a given day it is your responsibility to send the answers to the questions with regard to the assignment as scheduled in the syllabus. **Late work is not accepted.**

There is an ample opportunity to receive the full 15 points, even if you have to miss a class. If you come to class regularly and you read the material ahead of time, it should not be difficult for you to earn the maximum 15 points. However, if you choose not to attend class then your grade will likely suffer. If you miss more than a few classes, it will impact your grade in several ways. The in-class exercise grade is designed so that it is possible for you to miss up to two classes without consequence (provided you do well on the others). Repeated missed in-class exercises will hurt your grade.

**Report and Project Presentation:**

Each group of students will be expected to prepare one major group project presentation. The presentation will be accompanied by a 5-7 page (1.5 space, font 12 Times New Roman) research report. Each group will submit the final written report to the instructor on the day of the presentation.

Work is expected to be divided among members of the group. During presentation, all group members should participate equally to obtain full credit for the assignment. The whole presentation should take 30 minutes and must not exceed 40 minutes (presentations longer than that will have to be stopped). Team performance will be graded on the base of quality of presentation, and effectiveness as a team. Reading the presented materials is not recommended and might negatively influence credit for the presentation.

Project report will be graded on the basis of methods of analysis, form of presentation, depth of research study and references (**at least 3 references** are expected from **refereed journals** - prime business, economic and international journals).

**Exams**

There will be three exams. All exams will be weighted the same, and the final exam will not be comprehensive. The exams will be in-class, closed notes and closed book, and will last for the entire class period. Exam questions will consist of true/false, fill-in-the-blank, and multiple choice. Each exam counts for 25% of your grade. Exam questions will test your ability to recall as well as your ability to apply and demonstrate understanding of OB concepts.

Please note: I will be highlighting info from the text. I will NOT repeat everything in all chapters. BUT, exam questions may come also from information in the text that we did not cover in class. If you do not understand something in your textbook, please ask questions about it so it can be cleared up.

Final Grade Calculation will be as follows (percent of total points):

97 and above	A+		
94 – 96.99	A		
90 – 93.99	A-	<i>Grade evaluation mix</i>	
87 – 89.99	B+	Exam 1	25%
84 – 86.99	B	Exam 2	25%
80 – 83.99	B-	Exam 3	25%
77 – 79.99	C+	In class exercises	15%
74 – 76.99	C	Presentation and report	10%
70 – 73.99	C-		
67 – 69.99	D+		
64 – 66.99	D		
60 – 63.99	D-		
anything below 60%, is a grade of F			

### **Course & Instructor Policies**

No late assignments are accepted and no late tests and examinations are offered. The above restrictions may be waived under special situations; nevertheless, if you do not contact me before the exam, the maximum grade for a make-up exam will be only 80% of the respective possible grades.

Students must bring textbook to each class.

### **Classroom citizenship**

Please come to class on time and stay for the duration of the class session. You should be seated and ready to begin on time. Coming in late or leaving early is disruptive and distracting. **Cell phones must be turned off and put away during class time!** Use of cell phones for any purpose during class time will result in your expulsion from the class for the rest of that day. Similarly, the use of laptops for any purpose other than taking notes for the current class session or conducting research related to the topic of discussion (as instructed) will result in your expulsion from the class.

It is your responsibility to READ THE SYLLABUS thoroughly and to keep track of all the important dates and requirements.

DATE	COURSE CONTENT
August 22	Course Framework, Self-introduction and Group Project Distribution  The Challenging Context of International Business (Ch.1.)
August 29	International Trade and Investment (Ch.2.)  <b>Reading:</b> Read before the class: Comparative advantage: Should the US be Sending Service Jobs to India? (pp. 39) Be prepared to discuss: <ol style="list-style-type: none"> <li>1. Can a company gain advantages besides profit by offshoring? If so, what are they? If not, why not?</li> <li>2. Does a company face ethical considerations in deciding whether to offshore activities? Why or why not?</li> <li>3. What might be the long-term implications of offshoring, from the perspective of the home country? The host country?</li> </ol> Presentation and paper submission by <b>group 1</b> : Global offshoring and outsourcing – definition and meaning, reasons for offshoring and outsourcing, advantages and disadvantages, global trends in offshoring and outsourcing (use A.T. Kearney's Indexes), sectors and functions that are outsourced the most, top offshoring industries and countries, the future of outsourcing
September 5	Sociocultural Forces (Ch.3)  Presentation and paper submission by <b>group 2</b> : Cultural Issues Engulf BP (pp. 64)  <b>Classic reading:</b> Read before the class: Theodore Levitt (1983) “The Globalization of Markets”, Harvard Business Review, May.  <b>Video case:</b> Starbucks CEO Howard Schultz on First Roastery in Italy Discussion questions: <ol style="list-style-type: none"> <li>1. In 1983 Theodore Levitt wrote his now classic article in the <i>Harvard Business Review</i> suggesting that national and regional preferences were giving way to global markets where standardized products could easily be sold. Using Levitt’s ideas as a starting point discuss Starbucks’ approach to global markets. How would Theodore Levitt view the company? Does Starbucks sell a standardized product to a standardized consumer?</li> <li>2. After more than 40 years in business and locations in countries around the world. Starbucks is getting ready to open its first store in Italy. Discuss Starbucks’ approach to the market. Why did it take the company so long to develop a presence in Italy? Why is this market different from others?</li> <li>3. Discuss the challenges facing Starbucks in Italy. How can the company convince Italians to buy its product? Consider your answer by thinking about the product as a bundle of attributes and how the “4 Ps” of marketing are affected.</li> </ol>
September 12	Sustainability and Natural Resources (Ch.4)  <b>Reading:</b> Read before the class: Europe leads the way: Why the EU Gets It on Environmental Issues (pp. 97-98) Be prepared to discuss: <ol style="list-style-type: none"> <li>1. Do you think Europe's approach to toxic substances could work in the United States? Why or why not?</li> <li>2. Drawing on what you know about culture, do you think it helps to explain the EU's</li> </ol>

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approach to environmental issues?

Presentation and paper submission by **group 3**: Sustainability factors: geography and natural resources. Cross-region comparisons (based on pp. 101-115)

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September 19 **Video case:** Why Ford and other American cars don't sell in Japan?

Discussion questions:

1. Donald Trump has criticized the imbalance in auto trade between the United States and Japan. Discuss his perspective. Why does the imbalance exist? Would typical trade policy tools such as tariffs improve the imbalance? Explain. How might efforts to improve the imbalance actually hurt Americans?
2. How are differences between the culture in the United States and the culture in Japan reflected in the car purchasing process? How do these differences put U.S. automakers at a disadvantage in Japan?
3. How have Japanese automakers been able to find so much success in the United States? Why is the reverse not true? How does the response of U.S. automakers to the preferences of U.S. consumers put them at a disadvantage in Japan? Consider both the product and the message about the product in your response.

**Exam 1 (Ch.1-4)** Bring with you, Scantron 886E, and pencil

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September 26 Political Forces that Affect Global Trade (Ch.5) and Intellectual Property Rights and Other Legal Forces (Ch. 6)

**Reading 1:** Read before the class: International Companies are Unequal Partners for Many Countries (pp.132)

**Reading 2:** Read before the class: Sugar Subsidies: Sweet for Whom? (pp. 138)

Be prepared to discuss:

1. Should sugar continue to be a protected commodity? Why or why not?
2. Should the U.S. consumer continue to fund protection for U.S. sugar farmers? Why or why not?

Presentation and paper submission by **group 4**: Cybercrime – definition, types and categories, contribution of social media to political misperceptions, concerns about the threat that social media pose to democracy and political freedom of choices

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October 3 Economic and Socioeconomic Forces (Ch.7)

**Homework: individual written assignment due by or on October 3rd:** Read the article and answer the below questions (1 page answer - Times New Romans, 12, 1.5 space - for each question).

Sala-I-Martin, X., Crotti, R., Baller S., Battista A., Drzeniek-Hanouz M., Geiger T., Gaviria D.G., Marti G. (2017), Modernizing the Measurement of Drivers of Prosperity in Light of the Fourth Industrial Revolution, (pp. 51-62). In K. Schwab (Ed.), *The global competitiveness report 2016-2017*. Geneva: World Economic Forum.

Questions:

1. Explain the competitiveness factors supporting the Fourth Industrial Revolution.
2. Article claims that “Increased measurement challenges in calculating GDP have lessened its value as an indicator of economic progress, and also calls into question the accuracy of productivity estimates, which require precise evaluation of output, capital, and labor.” (pp.52). Explain this claim.
3. Explain the five directions for measuring competitiveness during the rise of the Fourth Industrial Revolution.

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**Video case:** In Gibraltar, British Citizens Worry About Effects of Brexit

Discussion questions:

1. Discuss the implications of the Brexit vote on businesses in Gibraltar. How will the vote to leave the European Union impact the competitiveness of companies operating in Gibraltar?
2. Reflect on what the United Kingdom, and specifically Gibraltar's, membership in the European Union means to Spain. Why does Spain want to gain sovereignty over Gibraltar?
3. Consider the value of the British pound sterling since the Brexit vote. How has the value of the currency changed relative to the euro and to the U.S. dollar? What does this mean for Gibraltar? How does it impact European Union countries like Spain?

Presentation and paper submission by **group 5:** Predicting the impact of Brexit – Brexit definition, reasons, possible strategies, process, political influences, present and future consequences

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October 10      The International Monetary System and Financial Forces (Ch.8) and International Competitive Strategy (Ch.9)

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October 17      **Reading:** Read before the class: Regional Strategies for Competing Globally (pp. 243)

Be prepared to discuss:

1. How might the influences of culture work against a globalized marketplace?
2. What might account for the tendency of international trade to have remained largely within the triad nations? What might cause this to change in the future?

Presentation and paper submission by **group 5:** Google Values and Strategy versus Opportunity in China (pp. 239-240) (company's overview, history, global competitive strategy, current international developments)

**Exam 2 (Ch. 5-9)** Bring with you, Scantron 886E, and pencil

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October 24      Organizational Design and Control (Ch. 10)

**Reading:** Read before the class: Working in Global Virtual Organizations (pp. 268)

Be prepared to discuss:

1. What do you think might be the greatest strengths and weaknesses of working in a virtual organization like this?
2. Would you enjoy working in a virtual organization like Accenture? Why or why not?

Presentation and paper submission by **group 6:** The Globalization of Walmart (pp. 255)

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October 31      Global Leadership Issues and Practices (Ch. 11)

**Video case:** Renault, Nissan and Mitsubishi: Was Carlos Ghosn Too Powerful?

Be prepared to discuss:

1. Discuss the role of leadership in an organization and its contribution to organizational culture. How do you think Carlos Ghosn filled the role of leader? What does the presence of a whistleblower tell you?
  2. Consider the perspective of critics of Carlos Ghosn who have suggested that despite leading two Japanese companies, his behavior did not reflect Japanese values. Using Hofstede's dimensions of culture as a starting point, how would you describe Carlos Ghosn?
  3. The arrest of Carlos Ghosn for suspected fraudulent behavior caught many by surprise and left the companies he led scrambling to explain how unethical behavior may have
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led to his downfall. Reflect on this situation. How does someone revered as a leader lose his moral compass and make unethical decisions? Did Carlos Ghosn have too much power? How can companies prevent this type of situation?

Presentation and paper submission by **group 7**: Women in Global Leadership Positions (as a framework use case from pp. 290-291), statistics, legal issues, challenges, advantages, trends

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November 7 International Markets: Assessment and Entry Mode (Ch. 12)

**Reading:** Read before the class: CLOTAIRE RAPAILLE: Charlatan or Code Breaker Extraordinaire in International Market Research? (pp. 315)

Be prepared to discuss:

1. Is Rapaille's code system a short-cut code to understanding the complexities in culture and a way to make market research easier? Or is it a superficial hoax sold by a charlatan?
2. As a manager, would you hire Clotaire Rapaille or his company to assist you in assessing and interpreting international market opportunities?

**Video case:** Samsonite Sees Opportunities in Brands in Korea, Europe

Discussion questions:

1. Explain how firms profit from expanding into foreign markets. How is Samsonite using this strategy to grow its business? Consider Samsonite's diversification strategy. Why is the strategy critical to the company's success?
2. Reflect on the different entry modes used by companies expanding into new markets. What approach is Samsonite using? What are the advantages of this approach? Do you see any drawbacks?
3. Discuss foreign exchange risk. How does Samsonite protect itself from foreign exchange rate risk?
4. Discuss Samsonite, strengths, weaknesses, opportunities, and threats. What recommendations would you make to CEO Ramesh Tainwala to help the company capitalize on its strengths and opportunities while minimizing its weaknesses and threats?

Presentation and paper submission by **group 8**: Chobani, Changing the Way We Eat (company's history, international development, market entry strategy, global success factors)

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November 14 Marketing Internationally (Ch. 13)

**Video case:** Target Pulling out of Canada

1. Discuss Target's failure in the Canadian market. Was its effort to quickly build a presence in the market overly ambitious? Would the company have been better served by opening only a few stores at a time?
2. Reflect on Target's seeming lack of attention to the Canadian consumer. Do you think this a result of the company's total lack of experience in foreign markets or simply a misguided belief that Canadian consumers were no different than U.S. consumers?
3. What can Target learn from its mistakes in Canada? In your opinion, would the company have been more successful operating as a joint venture with a local retailer? Explain your response.
4. What can other U.S. retailers learn from Target's experiences in Canada?

Presentation and paper submission by **group 9**: Why companies fail on foreign markets – international marketing and branding perspective – presence of US companies on foreign markets, reasons of failures, statistics, examples (use also Case – Witty, irrelevant, a little over the top pp. 351)

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November 21 Managing Human Resources in an International Context (Ch. 14)

**Reading:** Read before the class: Why Aren't Women Selected for International Assignments (pp. 374)

Be prepared to discuss:

1. Should ICs select more women for expatriate assignments? Why or why not?
2. Are there circumstances in which you believe female expatriates should be most strongly considered, or in which they should not be considered at all? Why?
3. How can companies help ensure that more high-potential women are encouraged to pursue international assignments, and that their expat experiences will be supported and leveraged effectively?

Presentation and paper submission by **group 10**: Global skills in Big Demand (also use case pp. 367); defining global skills, global skills index; global skills strategies; global skills gaps/shortages, regional differences (use Hays reports)

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November 26 No class  
and 28

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December 5 International Institutions from A Business Perspective (Bonus Module A)

**Exam 3 (Ch. 10-14)** Bring with you, Scantron 886E, and pencil

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### **Policy on Cheating**

Each student in this course is expected to exercise independent scholarly thought, expression and aptitude. This addendum to the course syllabus is provided to assist you in developing and maintaining academic integrity while seeking scholastic success.

During the examinations or quizzes be prepared:

- to leave all personal belonging at the front of the room or other designated location (this includes
- cell phones, turned off of course, and beverage containers);
- to present your UTD Comet Card;
- to remove your cap or hat;
- to exchange blue books or bring them early as required;
- to change seating;
- to sign out when exiting the testing room;
- to be escorted for lavatory use.

All episodes of suspected scholastic dishonesty will be reported according to University policy. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the University, policies on scholastic dishonesty will be strictly enforced. Penalties that may be assessed for scholastic dishonesty may be reviewed in Subchapter D. Penalties in The University of Dallas' Handbook of Operating Procedures Title V chapter 49.

Bottom Line – I take cheating VERY seriously and will take appropriate action if necessary.

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## **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 descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*

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