INTRODUCTION TO INTERNATIONAL BUSINESS
MGT 301-01
SPRING 2010
Jan 19 – May 4

Class schedule: Tue/Thu, 11:00 am – 12:15 pm, Bryan 128

This syllabus is subject to change as the semester progresses to accommodate instructional and/or student needs.

Professor: Vas Taras
Office: 349 Bryan
Office phone: 336-256-8611
E-mail: v_taras@uncg.edu
Office Hours: Tue/Thu, 12:30-1:30 pm or by appointment

STUDENT ID
For the purpose of this class, always use only the last 4 digits of your student ID

COMMUNICATING WITH THE INSTRUCTOR
- Email is the only official mode of communication. I tend not to put announcements on the Black Board and I don't have voice mail on my phone.
- When emailing me, please add “MGT 301” in the subject header. Two reasons for this: (1) my spam filter won't put any emails in the junk mail folder if the subject contains “MGT301” and (2) I need a key word to filter and delete messages from my email box after the semester is over; without a standard key word many messages get overlooked and spam my email account forever.
- OPTIONAL. Twitter: You can receive updates and reminders via Twitter (follow MGT_301). I will try to send reminders about upcoming deadlines, exams and the like. Important: Email is the main mode of communication. I will not send reminders about all deadlines and assignments via Twitter. Check the Course Schedule in the Syllabus and your UNCG email account frequently!

COURSE OBJECTIVES
- Define international business and discuss how it differs from domestic business.
- Define and discuss key terms and concepts related to international business.
- Acquire a basic understanding of the structure of the global economy and the perspectives of various actors in the global economy.
- Make well-reasoned suggestions about how to address many of the challenges and opportunities within an international business setting.
- Knowledgeably discuss some of the key public policy, ethical and environmental issues that are typically connected to international business.
- Discuss the challenges that third world countries have in participating in world trade, and the different perspectives that exist with regard to intellectual property rights and the third world.

COURSE OVERVIEW
MGT 301 is an introductory undergraduate course in International Business. The course covers a wide range of topics to introduce students to different aspects of international business environment. It is not so much a “how to”, but rather a “what is” course. That is, it’s not the goal of the course to teach students how to do things, as for example in accounting courses, but rather to explain how the system works, what the current challenges and controversies are and, most importantly, provide a list of known options to address each challenge and outline the likely positive and negative consequences of each approach.

An interesting feature of the course is that it challenges many “common sense” assumptions about international business and reveals many myths. Most people, including many students in the course, tend to
have extremely strong well-defined opinions about most international business issues (e.g., outsourcing, immigration, international trade, dollar’s exchange rate), yet most people lack special science-based knowledge about these issues and form their opinions solely based on emotions and urban myths. The course will challenge your assumptions and help you re-think the issues based on what leading international business experts have to say about it.

**The course is NOT about opinions, but about empirically tested facts, relationships, and causalities.** All theories and views covered in course are based on statistics and rooted in research of world’s leading scholars and experiences of practitioners.

The major topics covered in course include:
- Globalization
- The role of politics, law, and ethics in international context
- Economic systems of the world
- International trade
- The role of governments in international business
- Foreign direct investment
- Regional economic integration
- International financial markets
- International monetary system
- International business strategy
- International market entry modes
- Management of international operations
- Culture and its effects on business and management
- International human resource management, including managing personnel overseas and managing immigrant employees in domestic organizations

**PREREQUISITES**
- Economics 300
- Certain topics and course content appear in both the ECO 300 and MGT 301 syllabi. This replication of topics is meant to build your understanding of global issues facing economic policy makers in ECO 300 and business managers in MGT 301.

**REQUIRED COURSE TEXTBOOK**
- Note: 4th and 5th editions have only minor differences, Get the 5th edition if you want more recent examples, otherwise 4th edition will suffice.
- Optional: companion website: [http://wps.prenhall.com/bp_wild_ib_4/](http://wps.prenhall.com/bp_wild_ib_4/). This website provided by the textbook publisher includes supplemental material (e.g., extra slides, practice quizzes) that can assist you in learning the contents of the textbook.

**BLACKBOARD (BB)**
The Black Board ([https://blackboard.uncg.edu](https://blackboard.uncg.edu)) is used to post course materials and grades. To avoid confusion, all materials including course syllabus, grades, assignments, and readings are posted in the “Course Documents” section rather than in designated subfolders.

**POWER POINT PRESENTATIONS (PPTs)**
The preliminary versions of the PPTs are posted on BB. To ensure that PPTs could be used as learning material, I deliberately designed them to be *wordy* so that slides are more like a textbook rather than just a bullet list of issues covered in the presentation. This way, PPTs could be used not only as a technological enhancer of my presentations, but also as a supplement to or a condensed version of the textbook. Unlike the traditional brief “issue list” slides, my wordy “textbook” slides could be comprehended by students who missed the class, as well as can be used for a quick yet thorough and detailed review of the course materials before the exam.

I constantly strive to improve the slides, thus updates are possible. Check for an updated version before each class and before exams. Substantial changes are unlikely, but the updates may include additional examples or better explanations of the concepts.

**COURSE FORMAT**
The course is organized around a series of lectures, readings, and take-home assignments (THAs).

- The lectures are designed to facilitate your understanding of the key terms and concepts and the theoretical foundations of international business.
- To avoid confusion and facilitate learning, the lectures will follow the textbook topics as closely as possible. However, the lectures are not intended to replace the assigned readings, but rather to supplement and provide additional details on most challenging issues and theories discussed in the readings. The lectures will focus on most challenging concepts and terms and omit most of the simple and technical material such as term definitions and simple concepts that could be learned by simply reading the text. The simple and technical material will, however, be covered on the exam, so make sure to read the text in addition to working with the slides.
- To increase the value of the course, some important and relevant international business issues and concepts that are not sufficiently discussed or omitted in the textbook will be covered in class. These issues and concepts will be converged on the exams, so don’t rely solely on the text.

**ATTENDANCE**

Attendance is strongly encouraged and students who take attendance seriously are rewarded in many important ways that substantially improves their grades:

1. There is a grade component (15%) for attendance and participation (see iClicker section for details).
2. Every lecture I will preview in class five questions that are similar to those that will appear on the exam. At least one of these questions will actually appear on the exam in exactly the same or slightly modified form. The questions will not be included in the PPT posted on the Black Board. By attending each session you will have a chance to “preview” up to 1/3 of all exam questions.
3. Outstanding participation in in-class discussions will be rewarded with effort bonuses added to your final course grade that can substantially improve your course grade (see Effort and Participation Bonuses for details).
4. In my lectures, I highlight all points relevant to your THA which will not only substantially reduce the time you will need to invest in the THAs, but will also ensure that your grade is higher.
5. Additionally, attending the class is likely to substantially reduce your time investment in the course because
   a. not all concepts and theories covered in the textbook will be covered on the exam; the lectures will be tailored toward the materials that will be covered on the exam
   b. some important international business issues and concepts are not included in the textbook; they will be discussed in class and covered on the exam.

Having said that, I want to highlight that attending lectures is not a must. In theory (although extremely unlikely in reality) you can get an A+ if you attended only about 5 lectures during the entire semester, or get an A- without attending a single session. Although lectures are very helpful and save time on preparing to exams, a diligent student who does all the readings and provides correct answers on take-home assignments and exams will receive a good grade even if he or she misses most classes. The grades are awarded for knowledge, not for simply being present in class, although the grading system does encourage and rewards effort and participation.

**PARTICIPATION AND EFFORT BONUSES**

*Tell them and they will forget.*
*Show them and they will remember.*
*Involve them and they will understand.*

I strongly believe that the course grade must reflect only students' knowledge of the course material. Even if a student tried very hard but could not comprehend the course material and attain any knowledge, I believe the student deserves a low grade. At the same time, if a student knows all the material, either from practical experience or from any other external source, I believe the student deserves a high grade even if he or she did not have to put much effort into this course. However, I believe in interactive learning and participation and want to encourage effort; therefore participation/effort is rewarded.

I personally despise straight lecturing and don't find it effective as a teaching tool. Instructor’s monologues are often educational and insightful, yet they could be easily recorded and thus your time should not be wasted on sitting and listening to something you could read or watch at home. I strongly believe in the educating power of the discussion and exchange of ideas and opinions. Therefore, I will strive to make the in-class sessions as interactive as possible and I strongly encourage your participation.

There are two ways you can earn credit for participation and effort: iClicker and Bonuses.
iClicker

15 percent of the course grade is based on your effort and participation. Because it is impossible to give every student a chance to speak in a large class like MGT-301, we will use iClickers to enable accurate monitoring of individual participation.

iClickers are NOT quizzes! To ensure that there is no unneeded pressure, the participation requirements are very lenient.

Every session I will ask 5 questions (one every 15 minutes of so) that directly related to the course material that was just covered. As long as you answer correctly 3 of the 5 questions, you will receive 1.5 participation points for the session. To earn all 15 points, you have to participate in any 10 lectures during the semester and answer 3 out of 5 questions correctly every lecture. This way, as long as you attend about half of the lectures (any 10 sessions out of 20 scheduled for this semester, excluding exam and review sessions) and as long as you answer 3 out of 5 questions correctly in the lectures you attend, you will receive full participation grade.

Important: you cannot receive more than 1.5 participation points per lecture and more than 15 participation points per semester. Even if you attend all sessions and answer every single question correctly, your participation grade will be limited at 15 points total.

You must get an iClicker and register it on-line before Jan 23, 2010.

See iClicker instructions on the Black Board (in the Course Documents section).

Extraordinary participation bonuses (a.k.a. Golden Stars)

Students who want to do more can earn additional effort participation bonuses on top of their regular grade.

During each lecture I will ask several open-ended questions that are provided in the Course Schedule at the end of this Syllabus. Students who provide most insightful and well-thought answers will receive bonus points. Outstanding in-class participation is rewarded with bonuses equal to 1/10 of the course grade per lecture. With about 30 sessions scheduled for the course, continuous quality participation can improve the overall course grade by up to 3 points, which is enough to change the letter grade from, for example, B+ to A-.

In a large class like ours it is impossible to give every student an opportunity to voice his or her opinion; furthermore, not everyone is equally comfortable to speak in front of a large audience; and most importantly to prevent countless meaningless remarks from some students who confuse quantity and quality of participation, extraordinary participation bonuses can be earned by writing your answers to the questions before the class, supplement them with additional written remarks and ideas during the class, and submitting the notes at the end of the class. Make certain to put the last 4 digits of your ID on your submission.

Note that your effort and participation are likely to reward you with much more than bonus points – your serious preparation and active participation will prepare you to the exam and guarantee a much higher grade.

TAKE-HOME ASSIGNMENTS (THAs)

The goal of the THA is to provide students with an opportunity to apply the knowledge received in the course in a series of practical exercises and challenges. Refer to the Course Schedule for the THA due dates. More specific guidelines for each assignment and answer templates will be posted on the Black Board and discussed in detail approximately a week before the due date of the corresponding assignment.

3-out-of-4

There are 4 THAs. Students are encouraged to complete all 4; however, only 3 best THA grades will be counted toward the final course grade, each worth 6.7% of the final grade. That is, the lowest THA grade will be dropped and will not be included in calculation of the final course grade. This way, if a student does not do well on one of the THAs or misses one THA all together, the final course grade will not be affected, provided that the other 3 THAs receive high grades. Students may choose to submit only 3 assignments. Any missed assignments will receive 0.

The secondary purpose of the 3-out-of-4 policy is to accommodate any emergencies and other situations when students are unable to complete their assignments in time.

Teamwork

To facilitate learning and exchange of ideas, but also recognizing that your schedules are very busy and may not allow for numerous team meetings, take-home assignments can be completed individually or in teams of 2 or 3 students. Only one report per team must be submitted and each student in the group will receive identical grade.

Students are free to choose their group members, should they decide to complete the project collectively. The team composition can be changed at any time. That is, students are free to choose individual vs. team format and/or change teams on each THA.
Note that THAs completed collectively tend to be of higher quality, probably because multiple individuals check the work ensuring no major problems. While many students who work individually get very high grades, submissions with serious deficiencies tend to be individual work.

If students choose to complete the tasks as a team, the instructor must be informed via email about the team membership by the deadline specified in the course timetable (about 48 hours before the submission deadline). If you plan to stay with the same team for the entire semester, one email about your team composition is sufficient, but you must specify that this would be your team for the entire semester.

General format guidelines (more detailed guidelines will be posted on Black Board):
It is extremely important that you follow the format guidelines. Grading assignments that adhere to the standard format saves a lot of time, allows me to focus on the content rather than form of your submission, and greatly improves reliability, validity, and fairness of grades. While I do not believe that your grades in an International Business course should depend on your ability to type your answers in certain font, I will take any deviation from the suggested format as lack of care for the course and my time and will reduce your THA grade accordingly.

- Print your answers on standard size paper, Arial font size 10, single-spaced, ½-inch margins. Hand-written submissions won’t be accepted.
- The answer must not exceed one page. Shorter answers are strongly encouraged. Use bullet-list for your arguments.
- Each argument must start with an underlined key word or phrase, followed by a colon, followed by a very brief explanation. E.g., on effects of immigration –
  - Reduced cost of products and services: as immigrant workers often accept lower wages, immigration reduces cost of products and services offered by companies that employ immigrants.
- THAs must be submitted (hard copy) at the beginning of the class on the due date. DO NOT EMAIL THAs. Downloading and opening hundreds of separate electronic documents and printing each of them not only takes hours, but at least a few submissions get overlooked and some are printed multiple times, leading to even more time waste to sort things out.
- If the student (or none of the team members) absolutely cannot make it to the class, electronic submissions must be done via Black Board’s Digital Drop Box. Submissions via email will not be accepted as (1) some email submissions get into the junk mail folder, (2) get accidentally deleted, and (3) have a questionable record of the submission time.

Violations of format requirements, in particular page limit violations, will lead to a loss of additional 25% of the total THA grade.

THA grading procedures
Since the assignments are take-home, the quality expectations are very high. Generally, answers to each THA question will be rated as excellent (full credit for the corresponding question), good (half credit for the corresponding question), or poor (zero credit for the corresponding question). For example, if a particular question is worth 10% of the THA grade, an excellent answer will lead to 10/10 credits, a B answer will result in a 5/10 credits, and a C answer will result in 0/10 credits towards the THA total grade. Getting full credit for a particular answer is usually very difficult.

EXAMINATIONS
There will be three non-cumulative examinations. Each exam will include only multiple-choice questions. Short-answer and essay questions are extremely unlikely.

I recognize how important GPA is, so I scheduled the first exam well before the course drop deadline.

Blackberries, Cell phones, IPods, etc. are NOT ALLOWED on the exams! Dictionaries (books, not electronic) are welcome, but they need to be inspected by the instructors first to make certain they don’t contain notes on the margins or between lines.

To prevent cheating, students will be asked to bring their bags and all non-exam-essential belongings to the front of the classroom and leave them there while the exam is in progress.

Exam format:
- Each exam will consist of two components: the individual exam and the team exam. The first 45 minutes of the exam will be allocated to the individual exam and the remaining 30 minutes will be allocated to the
team exam. The individual grade comprises 90% and the team grade comprises 10% of the total exam grade.

- You will have two computer-scoring forms (bubble sheets) and one booklet with exam questions. You will write “INDIVIDUAL” on one of the scoring forms and “TEAM” on the other.
- In the first 45 minutes, you will answer the exam questions individually using the computer-scoring form labeled "INDIVIDUAL". When you are done, you will submit the computer-scoring form, but keep the exam booklet with the exam questions. If you finish and submit your individual work early, you will be asked to return to your seat and wait for the team component of the exam.
- After the exam questions are answered individually, using the second computer scoring form labeled “TEAM” students will again answer exactly the same questions, but this time in teams of about four. The Team component is open-books-open-notes-format. You can team up with anyone you want, but keep in mind that there will be two different versions of the exam (white and yellow) - make certain that you form teams with students who write the same version of the exam as yours.
- Each team member will be using his/her own computer-scoring sheet on the Team component. Although answers of the students on the same team tend to be the same, in case of a disagreement students on the same team can choose to answer questions differently.
- When you are finished, submit both your computer-scoring form labeled “TEAM” and the exam booklet. A failure to return the exam booklet with your name on it will result in an F for the exam.

Note: Please provide only the last 4 digits of your student ID on the bubble sheets

Exam Jeopardy

Before each exam, we will have a review session. To ensure that students know what to expect on the exam, I prepare a parallel exam that is identical to the real exam in terms of format and difficulty. The "preview" exam is presented to students in the form of Exam Jeopardy. Normally students that perform best on the game earn bonus points towards their exam grades.

DEFERRING EXAMS OR ASSIGNMENTS

Deferring exams or assignments may be allowed in cases of illness, domestic affliction, religious conviction or emergencies. Proper documentation must be submitted.

ACADEMIC ACCOMMODATION

The Disability Resource Services provide accommodations to students with documented disabilities. It is the student’s responsibility to request an academic accommodation. I will be happy to accommodate in any possible way.

HONOR CODE

- By virtue of registering for this course students must conform to all existing principles found in UNCG’s Academic Integrity Policy and the Student Code of Conduct. Further details may be found at the following sites: http://academicintegrity.uncg.edu/complete/; http://studentconduct.uncg.edu/policy/code/
- You are required to know and abide by the Honor Code in all matters concerning this course. Please submit all written work with the word “Pledged” followed by your signature indicating that you prepared the work in accordance with the Honor Code and in accordance with any other specific instructions relevant to that assignment.
- This pledge will also indicated that you have not used information (oral or written), materials, or briefs prepared by or given by current or former students in my cases or students in other classes or online paper-writing services.
- Violations of the Honor Code will severely prosecuted.

COURSE IMPROVEMENT INPUT

There is a feedback box (tray) outside my office (Bryan 349). To improve course quality, students are encouraged to share their feedback and suggestions by leaving a note in the box. Anonymous notes are welcome! Exceptionally insightful and well developed comments and suggestions will be rewarded with Course Improvement bonuses. Generally, I would be happy to give points for

- Corrections of grammar errors and poor wording in the slides, THAs, and this syllabus (up to 1 point). To receive the bonus, students must correct mistakes in all slides, THA’s and this syllabus. Expect to find and correct a typo or poor wording on every other slide in PP files or a few per page in Word documents. Simply catching an occasional typo or two won’t lead to a bonus. Bonuses will be awarded only when it’s
obvious that the student invested a considerable effort, though I encourage you to let me know even if you find an occasional typo and I will try to reward this token input in some way.

- Suggestions for course assignments, exam questions, activities, etc (up to 1 point). To receive a bonus, students must present well developed alternative assignments, test questions, or the like, with instructions and suggested graded scheme. Simply sharing an idea won’t lead to a bonus. Bonuses will be awarded only when it’s obvious that the student invested a considerable effort, though I encourage you to share all your ideas, no matter how insignificant or silly they appear, and I will try to reward this token input in some way.

- Links to relevant resources, videos and other media, readings, and the like (up to 1 point total, usually 1/10 points per link). Every time you stumble across a resource you think your fellow students may benefit from or enjoy (provided it’s relevant to the course), let me know and I will reward you for your input.

FACULTY – STUDENT GUIDELINES
The Bryan School has adopted a set of faculty and student guidelines. Please read them at: www.uncg.edu/bae/faculty_student_guidelines.pdf

COURSE GRADE COMPOSITION

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance</td>
<td>15</td>
</tr>
<tr>
<td>Take-Home Assignments (best 3 of 4):</td>
<td>25</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20</td>
</tr>
<tr>
<td>Exam 2 (non-cumulative):</td>
<td>20</td>
</tr>
<tr>
<td>Exam 3 (non-cumulative):</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Bonuses

- Extraordinary Participation Bonuses/Golden Stars, up to 2
- Jeopardy bonuses, up to 5
- Course improvement input, up to 3
- Theoretical total 110

LETTER GRADE SCALE

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 and up</td>
<td>A+</td>
</tr>
<tr>
<td>93 – 96</td>
<td>A</td>
</tr>
<tr>
<td>89 – 92</td>
<td>A-</td>
</tr>
<tr>
<td>85 – 88</td>
<td>B+</td>
</tr>
<tr>
<td>81 – 84</td>
<td>B</td>
</tr>
<tr>
<td>77 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C+</td>
</tr>
<tr>
<td>69 – 72</td>
<td>C</td>
</tr>
<tr>
<td>65 – 68</td>
<td>C-</td>
</tr>
<tr>
<td>61 – 64</td>
<td>D+</td>
</tr>
<tr>
<td>50 – 60</td>
<td>D</td>
</tr>
<tr>
<td>0 – 49</td>
<td>F</td>
</tr>
</tbody>
</table>

* To translate numeric grades into letter grades, final grades will be rounded to the nearest integer (no decimals). Any appeal on grading must be done in writing. You are required to specify in writing why you are appealing.

The grades are posted in an Excel (Office 2007) file on the Black Board in section “Course Documents.” An Excel file, rather than the Black Board’s grade center is used as Excel gives students more flexibility (e.g., allows to “play” with the numbers to determine what grade is needed on the remaining exams to received a desired course grade).

BRYAN 160: BAD KARMA AND BAD ACOUSTICS

Most professors hate teaching in Bryan 160. The auditorium has terrible acoustics and some believe it has bad Karma :). I don’t believe in karma, but I certainly noticed problems with acoustics. In addition, students tend to talk more in large auditoriums like this, which only aggravates the problem. Complains about annoying talking in the back rows are frequent, but unfortunately there is not much we can do about it. The best way to deal with it is to take seats in front rows.

Everyone: please respect your fellow students and keep it quite. Attendance in this course is largely optional, so if you find the lecture boring or if you have more important things to do, feel absolutely free to leave the classroom. Thank you in advance.
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Assignments/Discussion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction.</strong>&lt;br&gt;Tue, Jan 19</td>
<td>Very important session. Try your best not to miss it. Get the iClicker and register it online. See the iClicker section of this syllabus for further instructions.</td>
</tr>
<tr>
<td><strong>Team Building Day.</strong>&lt;br&gt;Thu, Jan 21</td>
<td>I am convinced that one of the greatest benefits of higher education is the network you acquire as a college student. In your professional career, you will intersect with at least 50 out of the 500+ people you meet in your college years. Those people will be working with you, hiring you, working for you, sharing their ideas and knowledge about opportunities with you. It’s highly likely that one of them will decide if you will get the job or not, if your project will get funding or not, if you will go to jail or not. This session will give you a chance to meet and learn more at least about some of the 150 students in MGT301, so when the time comes, they still remember you, hopefully in a good way. Plus, some of your assignments will require teamwork, so you better know your potential teammates.</td>
</tr>
<tr>
<td><strong>Chapter 1. Globalization</strong>&lt;br&gt;Tue, Jan 26</td>
<td>1. How can globalization help you make money?&lt;br&gt;2. You want to expand your business to other countries. What challenges are you likely to face (list 10)?&lt;br&gt;3. How would you measure the degree of internationalization of a company?&lt;br&gt;4. How would you measure the degree of globalization a country?&lt;br&gt;5. Is globalization good or bad? Why?&lt;br&gt;6. Effects of globalization of wealth, freedom, and culture around the world and in the US in particular? Find 5 interesting facts about globalization.</td>
</tr>
<tr>
<td><strong>Chapter 3: Politics and Law</strong>&lt;br&gt;Thu, Jan 28</td>
<td>1. Pros and cons of different political ideologies?&lt;br&gt;2. Ways to handle political risk?&lt;br&gt;3. Pros and cons of different legal systems?&lt;br&gt;4. You want to expand your business to other countries. What challenges you are likely to face due to legal system differences (list 5)?&lt;br&gt;5. You want to expand your business to other countries. What challenges you are likely to face due to ethics differences (list 5)?</td>
</tr>
<tr>
<td><strong>Chapter 4: Economic Systems and Development</strong>&lt;br&gt;Tue, Feb 2</td>
<td>1. Pros and cons of different economic systems (consider pros and cons of free-market, centrally-planned, and mixed economies)?&lt;br&gt;2. How would you measure economic success of a nation?&lt;br&gt;3. Search the web and find what people in countries with command and mixed economies think about their economic systems compared to the free-market system.</td>
</tr>
<tr>
<td><strong>International Trade, Outsourcing</strong>&lt;br&gt;Thu, Feb 4</td>
<td>1. World trade: Who trades with whom? Provide a very brief statistics summary&lt;br&gt;2. What are the advantages and disadvantages of international trade to the US?&lt;br&gt;3. To maximize its wealth, what does a country should produce internally and what should it buy from other countries?&lt;br&gt;4. If a country X is better at producing both product A and product B than country Y is, would it make sense for country X to buy product A or B from country Y? If so, under which circumstances?&lt;br&gt;5. What does the US gain and lose when American companies move their production facilities to China (consider effects on demand, supply, prices, jobs, economy overall, and politics)?&lt;br&gt;6. Find 3 interesting facts about outsourcing American jobs to China and India</td>
</tr>
<tr>
<td><strong>International Trade, Outsourcing</strong>&lt;br&gt;Tue, Feb 9</td>
<td>&quot;continued&quot;</td>
</tr>
</tbody>
</table>

---

---
## Chapter 6: Business-Government Trade Relations

**THA 1. Effects of Outsourcing**

To submit THA1 as a team, must send an email with the list of team members (names, ID’s) by 1 pm, Feb 9.

1. Why would a government want to restrict international trade (imports/exports)?
2. Why would a government want to stimulate trade (imports/exports)?
3. What can a government do to stimulate imports?
4. What can a government do to stimulate exports?
5. Should the US government restrict/stimulate imports/exports? Why?
6. What are the likely short-term and long-term consequences (positive and negative) of governments helping private corporations representing their countries compete in global arena?
7. What do you think about recent stimulus packages provided by the US government? Do you think it strengthened or weakened the US position in the world? Why?

### Date, Day

<table>
<thead>
<tr>
<th>Thursday, February 11</th>
<th>Chapter 6: Business-Government Trade Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, February 18</td>
<td>EXAM 1 (Chapters 1, 3, 4, 5, 6)</td>
</tr>
<tr>
<td>Tuesday, February 23</td>
<td>Chapter 7: Foreign Direct Investment (FDI)</td>
</tr>
<tr>
<td>Thursday, February 25</td>
<td>Chapter 8: Regional Economic Integration</td>
</tr>
<tr>
<td>Tuesday, March 2</td>
<td>Chapter 9: International Financial Markets</td>
</tr>
<tr>
<td>Thursday, March 4</td>
<td>Chapter 10: International Monetary System</td>
</tr>
</tbody>
</table>

---

**THA 2: Likely Outcomes of the US-Canada Union**

To submit THA2 as a team, must send an email with the list of team members (names, ID’s) by 1 pm, Feb 28.

1. What are the pros and cons of regional integration?
2. What are the challenges of regional integration?
3. Name three most known economically-integrated regions and analyze the consequences of the integration (are individual countries in the region better or worse of due to integration?).
4. Should the US consider an economic union with other countries and if so which ones? Why?
5. Should North Carolina consider becoming an independent country and why?
6. Would any US state be better off economically if it left the Federation?

---

1. What are the pros and cons of borrowing/lending money internationally?
2. Are offshore financial centers (aka tax havens) good or bad? Who gains, who loses?
3. What affects exchange rates?
4. What does America gain/loose when the US dollar is strong? Weak?
5. Would you recommend strengthening or weakening the US dollar? Why?

---

1. What are pros and cons of using the gold standard?
2. What are the pros and cons of the US dollar being the “world currency” for America and for other countries?
3. What financial instruments can be sold/acquired internationally?
4. Why would governments restrict international trade of their currencies?
5. Is Euro a threat to America? Why?
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 9</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Mar 11</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Chapter 11: International Strategy and Organization</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Chapter 13: Selecting and Managing International Entry Modes</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Catch Up Session</td>
</tr>
<tr>
<td>Mar 30</td>
<td>EXAM 2. Non-cumulative Ch. 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Chapter 14: Developing and Marketing Products Internationally</td>
</tr>
<tr>
<td>Apr 6</td>
<td>...continued International Marketing</td>
</tr>
<tr>
<td>Apr 8</td>
<td>Chapter 2: Cross-Cultural Business</td>
</tr>
</tbody>
</table>

### Last day to drop the class without academic penalty.

**THA 3: Effects of Strong Dollar**

To submit THA3 as a team, must send an email with the list of team members (names, ID’s) by 1 pm, Mar 14.

1. Should companies that sell products/services worldwide manage their operations and productions centrally or should they have autonomous regional offices/production facilities? When one may work better than the other?
2. Why truly global companies are often seen as “evil”? What can be done to help them create the “Good Guy” image?
3. Search the Web and find one interesting fact about international strategy.

1. What are the different forms of foreign market entry?
2. What are the challenges related to paying your international partners (e.g., distributors, suppliers) when offering products/services overseas?
3. Under which do different payment methods work best?
4. Search the Web and list one American company per each international entry mode (one company that formed an IJV, one that opened a subsidiary, etc).

This session will be used to catch up upon any remaining course material. If there is nothing to catch upon (which would be very unusual), this session will be used for additional video cases in support of the material covered in class.

Strongly advised: Finish the first round of predations to Exam 3 before this class.

Chapters 7, 8, 9, 10, 11.

1. Should a company that offers its products internationally customize its marketing strategy to each market, or is “one size fits all” a preferred approach? Why? When one may work better than the other?
2. What marketing tools or tricks are likely to be equally effective worldwide?
3. If a company chooses to use the same marketing strategy in a different country, what challenges can it face?
4. Should a company charge the same price for its products/services in different markets? Why?
5. Search the Web and find 3 interesting facts about international marketing.

1. What is culture, really?
2. How would you measure culture?
3. How strong is the effect of culture in the workplace, really? Would you say culture is a strong predictor of attitudes and behaviors in the workplace compared to personality and IQ?
4. Would you say that culturally diverse teams perform better than culturally homogeneous ones? Why?
5. How is the American communication style different from that in other cultures?
6. What kind of training would you provide to a culturally diverse workgroup to enhance performance?
<table>
<thead>
<tr>
<th>Date</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Apr 17</td>
<td><strong>Chapter 15. International Operations</strong></td>
</tr>
</tbody>
</table>
| 13         | 1. If you were about to start your business, where on Earth (in geographic terms, pinpoint a location on the globe) would you prefer to have your headquarters? Why?  
2. What would be your preferred location for your production facilities? Why?  
3. Would the choice of these locations depend on your product?  
4. If you are expanding overseas, where would you get money to expand your business?  
5. What are the likely challenges to finance your operations abroad?          |
| Thu, Apr 18 | **Chapter 16: International HRM**                                     |
| 15         | 1. Should an American company that does business in China hire Chinese employees or should it send American expatriates to work at its Chinese office? Why?  
2. Should a Chinese company that does business in the US hire American employees or send Chinese expatriates to work at its US office? Why?  
3. Would you like to take a job at a foreign office of a global company? Where and why?  
4. When managing a team of experts from different countries, what are the likely compensation challenges?  
5. Should a company pay different wages to its employees in different countries? Why? If yes, how the pay difference should be determined?  
6. What rules that are common in American companies may not be well-taken by employees in different countries? That is, what may seem perfectly right/fair to an American but appear wrong/unfair to a person from a different country and vice versa?  
7. Is immigration good for America? Why?  
8. Is immigration good for South Africa? Why?  
9. Are some types of immigrants better for America than others? Why?  
10. If you were in charge of the US immigration reform, what would you chance? Why? |
| Tue, Apr 19 | **… continued**                                                       |
| 20         | **International HRM**                                                |
| Thu, Apr 20 | **… continued**                                                       |
| 22         | **International HRM**                                                |
| Thu, Apr 27 | **Catch Up Session**                                                 |
| 25         | **THA 5: Effects of Immigration**                                     |
|             | To submit as a team, must send an email with the list of team members (names, last 4# of ID’s) by 1 pm, Apr 25   |
|             | This session will be used to catch up upon any remaining course material. If there is nothing to catch upon (which would be very unusual), this session will be used for additional video cases in support of the material covered in class. |
| Thu, Apr 29 | **Exam 3 Review. Exam Jeopardy.**                                     |
| 25         | Strongly advised: Finish the first round of predations to Exam 3 before this class.                        |
| Thu, May 4 | **University follow Friday schedule, no class**                      |
| ?          | **EXAM 3. Non-cumulative. Chapters 13, 14, 15, 2, 16**               |
| 4          | Final exams are scheduled by the Registrar. The dates/times/places usually differ from those of the regular class sessions. As I understand, there are certain rules about the finals (e.g., no student should have more than 3 finals on a given day) and the Registrar rearranges the session schedules to ensure the rules for final exams are followed.  
We should have the Exam 3 date/time/place by the end of March. |