INTRODUCTION TO INTERNATIONAL BUSINESS
MGT 301-02, MGT 301-03
Spring 2011

Professor: Vas Taras
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MGT 301.02: Tue/Thu 11:00 am - 12:15 pm
MGT 301.03: Tue/Thu 12:30 pm - 1:45 pm

Location: Bryan 122

STUDENT ID
- For the purpose of this class, always use only the last 4 digits of your student ID. If the last four digits of your ID start with a zero(s), remove the zero(s) and provide only the remaining numbers (e.g., 0059 becomes 59, 0154 becomes 154, etc).
- The reason: the course roster I have lists only the last 4 digits of your ID (or fewer, zeroes removed). Matching the ID on your submission with the number I see on the Black Board is much easier if the numbers are the same.

COMMUNICATING WITH THE INSTRUCTOR
- Email is the only official mode of communication.
- When emailing me, please add “MGT-301” in the subject header. Two reasons for that: (1) my spam filter won’t put any emails in the junk mail folder if the subject contains “MGT-301” and (2) I need a keyword to filter and delete messages from my sent email folder after the semester is over; without a standard keyword, many messages are overlooked and spam my email account forever.

PREREQUISITES
- Certain topics appear in both the ECO-300 and MGT-301. However, ECO-300 is geared towards economic policy development whereas MGT-301 is designed to aid corporate managers.

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/. 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.
  If you want to save some money, consider buying the textbook from my former students. Follow this link to see current listings: https://spreadsheets0.google.com/ccc?key=tx6Esy0akVBcNznfj-0bCq&hl=en&gid=0
  Of note, you will be able to sell the textbook to my future students using the same webpage when the semester is over.

BLACKBOARD (BB)
Black Board (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.

COURSE OBJECTIVES
- 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.
- Define international business and discuss how it differs from domestic business.

**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 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 very 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
- Economic systems of the world
- The role of politics, law, and ethics in international context
- International trade
- The role of governments in international business
- Foreign direct investment
- Regional economic integration
- International financial markets and monetary system
- International business strategy
- International market entry modes
- International marketing
- 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

**COURSE FORMAT**

The course is organized around a series of lectures, readings, take-home assignments (THAs), and an international business plan cooperation project.

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 closely, with an exception of a few minor changes (e.g., order in which the topics/chapters will be covered). 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.

**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 resemble a textbook rather than just offer 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 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.

**LETTER GRADE SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
<td>Highest grade awarded to students who perform exceptionally well in the course.</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
<td>Grade awarded to students who perform well above average in the course.</td>
</tr>
<tr>
<td>A-</td>
<td>89 - 92</td>
<td>Grade awarded to students who perform above average in the course.</td>
</tr>
<tr>
<td>B+</td>
<td>85 - 88</td>
<td>Grade awarded to students who perform well in the course.</td>
</tr>
<tr>
<td>B</td>
<td>81 - 84</td>
<td>Grade awarded to students who perform well below average in the course.</td>
</tr>
<tr>
<td>B-</td>
<td>77 - 80</td>
<td>Grade awarded to students who perform below average in the course.</td>
</tr>
<tr>
<td>C+</td>
<td>73 - 76</td>
<td>Grade awarded to students who perform poorly in the course.</td>
</tr>
<tr>
<td>C</td>
<td>69 - 72</td>
<td>Grade awarded to students who perform poorly in the course.</td>
</tr>
<tr>
<td>D+</td>
<td>65 - 68</td>
<td>Grade awarded to students who perform very poorly in the course.</td>
</tr>
<tr>
<td>D</td>
<td>61 - 64</td>
<td>Grade awarded to students who perform very poorly in the course.</td>
</tr>
<tr>
<td>F</td>
<td>0 - 49</td>
<td>Lowest grade awarded to students who perform extremely poorly in the course.</td>
</tr>
</tbody>
</table>

EXAMINATIONS

There will be three non-cumulative exams. Each exam will include only 25 multiple-choice questions.

I recognize the importance of GPA, so I scheduled the first exam well before the course drop deadline. Blackberries, Cell phones, iPods, etc. are NOT ALLOWED on the exams! Dictionaries 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.

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.

The grades are posted in an Excel 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 (shows grade distribution, allows to “play” with the numbers to determine what grade is needed on the remaining exams to receive a desired course grade, etc).

**COURSE GRADE COMPOSITION**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<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>Take-Home Assignments (best 2 (each 7.5%) out of 3)</td>
<td>15</td>
</tr>
<tr>
<td>International Collaboration Capstone Project (pass/fail)</td>
<td>10</td>
</tr>
<tr>
<td>Participation and attendance (iClicker points), up to 1 per lecture, 15 max</td>
<td>15</td>
</tr>
<tr>
<td>Total: + Bonuses</td>
<td>100</td>
</tr>
<tr>
<td>Bonus for working in a team on THAs, 1 point per THA, up to 0.15 points total</td>
<td>0.2</td>
</tr>
<tr>
<td>Exam Jeopardy bonuses, up to 2.5 in addition to each exam grade (up to 1.5 in addition to the course grade)</td>
<td>1.5</td>
</tr>
<tr>
<td>In-class participation (a.k.a. Golden Stars), for insightful verbal or written answers to discussion questions, max 0.1 per lecture up to 2.3 total</td>
<td>2.3</td>
</tr>
<tr>
<td>Responses to/comments on optional readings/video cases (0.1 per article/video), up to 1 total.</td>
<td>1</td>
</tr>
<tr>
<td>Course improvement input (grammar error corrections, links to relevant readings, suggestions for better course assignments, etc), 0.1 per suggestion, up to 1 total</td>
<td>1</td>
</tr>
</tbody>
</table>

*Theoretical total* 105

* To translate numeric grades into letter grades, final grades will be rounded to the nearest integer (no decimals). The grades are posted in an Excel 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 (shows grade distribution, allows to “play” with the numbers to determine what grade is needed on the remaining exams to receive a desired course grade, etc).
• 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. 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 prepared “preview” exams that are identical to the real exams in terms of format and difficulty. The “preview” exams are presented to students in the form of Exam Jeopardy. Students use their iClickers to answer exam questions and are rewarded with 0.1 bonus points for each question they answer correctly, up to 2.5 points total (25 questions). The bonus points are added to the corresponding exam grade. For example, if a student answered 15 questions correctly on the Exam Jeopardy and received 70 for the exam that followed, the actual exam grade will be 70+(0.1)(15)=71.5. Participation in Exam Jeopardy is optional.

**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 are posted on Black Board and.

**2 out of 3**

There are 3 THAs. Students are encouraged to complete all 3; however, only the 2 best THA grades will be counted toward the final course grade, each worth 7.5% 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 2 THAs receive high grades. Students may choose to submit only 2 assignments. Any missed assignments will receive 0.

The secondary purpose of the 2-out-of-3 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 grades.

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 THAs in 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.

To encourage students to work in teams, there will be a 1-point bonus for the submission completed in groups. This has no effect on individual submissions. It’s just a little extra bonus for the extra effort students must put in when working as a team.
To help you find teammates, I put together THA Partner Finder website
https://spreadsheets1.google.com/ccc?key=tkTpTsEhLUgZeV8zhkKm5UQ&hl=en#gid=0

General THA format guidelines (more detailed guidelines will be posted on Black Board):

I do not believe multiple-choice tests are a valid and fair way to assess students’ knowledge. Unfortunately, with 200+ students I just don’t have a choice as any open-ended question or assignment will require tons of time to grade. However, to make the evaluation more valid and reliable and the assignments more creative, part of the course grade is based on a series of take-home assignments that are based on open-ended questions. To ensure that I can grade the assignments in a reasonable period of time, I require the formatting of the assignments is standardized and the wording of your answers is as concise as possible.

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, 1/2-inch margins.
- The answers 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 on prices of products and services, a good answer will look like this:

  - Price of products and services: Reduced - immigrants tend to accept lower wages --> reduced production cost to companies that employ immigrants → reduced prices.

- THAs must be submitted (hard copy) at the beginning of the class on the due date. 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.
- DO NOT EMAIL me your THAs as (1) emails often get into the junk mail folder, (2) get accidentally deleted, and (3) have a questionable record of the submission time.
- If you absolutely cannot make it to the class, submit your work via the Black Board’s Digital Drop Box, but not via email.
- Your ID (last four digits) MUST BE PRINTED! All THAs are scanned after they are graded for the records purposes. Searching for your submission in the electronic scanned document is easy if your ID is printed, as the software recognizes scanned printed text. Hand-written submissions/IDs are not text-recognizable and finding your submission, should that be necessary, may take lots of time.

Violations of format requirements will lead to the following penalties:
- Late submission: -50 points and -1 point for every hour past the deadline
- More than one page: - 25 points
- Hand-written ID/assignment, other minor format violations: - 5 points
- Unnecessary wordiness: -10 points.

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 results 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.

INTERNATIONAL COLLABORATION PROJECT

To offer students an opportunity to gain first-hand experience in international business collaboration, students are required to prepare a business proposal for a joint venture working in a team with students from 3 or 4 different countries. It is expected that students will invest about 10 hours to complete the project. Students
will be randomly assigned to teams. The detailed instructions and the contacts of the teammates will be posted on Black Board.

**General task:** Briefly, each team will be given a budget of $30 million and will have to come up a business proposal for an international joint venture (IJV) that would be set up using the money. The team must suggest a product or service that could be offered by the IJV that is likely to yield the highest return on investment. The team report (business proposal) must provide details about target market, production site, IJV staffing and compensation policies, business expansion financing options, likely marketing challenges, and other business-related issues.

**The report:** The final product of the project is a report collaboratively prepared by the team. Each team will produce only one final document. Each team member will submit a copy of that document to his/her corresponding Instructor following submission guidelines set by that specific instructor.

In MGT-301, students will be required to submit a printed version of the document, single-spaced and double-sided. Executive summary style is strongly encouraged, but if you feel compelled to provide more details, feel free to do so. It is suggested that each report section (i.e., product, staffing, marketing, etc) does not exceed one page and the entire report is between 5 and 15 pages long.

**Grading:** To ensure the fit of the project to the objectives and structure of each participating class/course, each instructor may use his/her own grading scheme.

The project will involve a series of tasks, each graded as pass/fail. That is, a “pass” (100) is awarded if the task is completed by the respective deadline and a “fail” (0) is given if the student/team misses the deadline. Recognizing that the idea is new and completing the project may involve a number of challenges, in MGT-301 the project will be graded on the pass/fail basis. That is, as long as the student completes all tasks on time, the student will receive full credit (equivalent of 100%) for the project.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-project survey (all questions answered, answers are not random)</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Established contact with teammates (if some teammates are not responding, at least three attempts to establish contact by the deadline)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project proposal: agreed upon product/service with a brief (up to 300 symbols) description</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Business Proposal report (hard copy submitted)</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Post-project survey</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

* TBA by Jan 10.

**Likely challenges:** Based on the last semester’s experience, the greatest challenge was that of establishing contact with international teammates. Some provided email addresses turned out to be non-working and some teammates never replied to messages. If there will be students on your team who do not actively participate, don’t worry. Just try to complete the tasks with the teammates who are more responsive. As long as you do your best to establish contact with all teammates, as evident from repeated attempts to contact your teammates, and complete the pre- and post-project surveys and produce a business proposal report, you will receive your “pass” (100%) for the project. The process, rather than outcome, is what I value, so as long as you try your best, even if you fail sometimes, your “pass” is not in jeopardy.

**PARTICIPATION AND ATTENDANCE**

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

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 a 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.

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

1. There is a grade component (15%) for attendance and participation (see iClicker section for details).
2. Every lecture you will get a preview of five questions that are similar to those that will appear on the exam. At least one of these questions will definitely 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. This way, by attending each session you will have a chance to preview about 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 which 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 mandatory. In theory, 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, provided you answer correctly every exam and THA question and complete all bonus assignments. Lectures are very helpful and save time on preparing for exams, but if you know a better way to learn the course material and can prove your knowledge by providing correct answers, you will receive a high grade.

iCLICKER (instructions for where to get and how to use an iClicker are posted on the Black Board)

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 or so) pertaining to the course material that has just been covered. As long as you answer correctly 4 out of the 5 questions, you will receive 1 participation points for the session. You will receive 0.75 points if you answer 3 questions currently, 0.5 points if you answer two questions and 0.25 points if you answer only one question correctly. To earn all 15 points, you have to participate in any 15 lectures during the semester and answer 4 out of 5 questions correctly every lecture. This way, as long as you attend about half of the lectures and as long as you answer most questions correctly in the lectures you attend, you will receive full participation grade. Alternatively, you can attend all 23 lectures and answer 2 or 3 out of 5 questions each time, which will also give you a cumulative of the maximum 15 participation points.

Important: you cannot receive more than 1 participation point 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 to 15 points total.

You must get an iClicker and register it on-line before Jan 10, 2010. See iClicker instructions on the Black Board in the Course Documents section.

Buying iClickers: iClickers are sold at the on-campus bookstore (about $20 for a used one and about $35 for a new one). The bookstore buys them back for about $15 at the end of the semester.

Alternatively, you can buy one from my former students at a substantially lower price. See current listings at https://spreadsheets0.google.com/ccc?key=tx6Es0akVBCnznCFj-0bCq&hl=en#gid=0

Of note, you will be able to sell the textbook to my future students using the same webpage when the semester is over.

There is also a large second-hand market and you can find reasonable offers on the eBay, Amazon or Craigslist. About 2,000 of iClickers are sold to UNCG students every semester, mainly to biology and physics students, so your friends may have one for you.

See additional instructions on registering and using iClickers posted on Black Board.
BONUSES
There are several ways students can earn extra bonus points and improve their course grade by up to 5 points to a theoretical maximum of 105 points. In addition to Exam Jeopardy bonuses and small bonus for working in teams on THAs described above, the following are ways to earn extra points:

In-Class Participation Bonuses (a.k.a. Golden Stars), up to 2.3 points
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 0.1 of the course grade per lecture. With 23 lecture sessions scheduled for the course, continuous quality participation can improve the overall course grade by up to 2.3 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 also be earned by writing your answers to the questions and submitting your notes at the end of the class. Make certain to put the last 4 digits of your ID on your submission. Email submissions will not be accepted as with 200+ students it will take me several hours to download each file. However, if you prefer to type your answers during the class using your laptop and then print them out right after the class, I will be happy to accept your submissions within an hour after the class.

Responses to optional readings, 0.1 per reading up to 1 point total
To encourage further learning, I will award bonuses for thoughtful comments and responses to optional readings listed in the Course Schedule section of this syllabus, full-text files posted on Black Board. Your comments must be printed and submitted as hard copy before or after the corresponding lecture. Your response to each article must not exceed one single-spaced page (aim for about 1/3 to 1/2 of a page). You can comment on why you agree or disagree with the article, or what struck you most, or provide a discussion of relevant issues that the article did not consider, or provide any other comments that show that you read the piece carefully and critically and have a well-thought comment in response.

Audio version of the optional readings: please note, most of the optional readings are available in audio (mp3) format. The audio files have been created for your continence by my former students, so you can save time by listening to the stories when you commute, jog or do house chores.

Course Improvement Suggestions, 0.1 per reading up to 1 point total
To improve course quality, bonuses will be given for suggestions on how this course could be improved, such as
• Corrections of grammar errors and poor wording in the slides, THAs, and this syllabus. Just email me the correction and I will give you a 0.1 bonus per correction – believe me, there are enough of them in the course documents.
• 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 grading scheme.
• Links to relevant news stories, videos, and other resources, 0.1 points per relevant link.

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 indicate 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 be severely prosecuted.

**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
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<tr>
<td>Jan 11</td>
<td>Tue</td>
<td>Introduction</td>
<td>Very important session. Get your iClicker and register it online. See the iClicker section of this syllabus for further instructions.</td>
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A Search for a Surrogate Leads to India, Wall Street Journal  
Distance Still Matters, Harvard Business Review |
| Jan 14 | Fri  |                                            | Last day to drop a course for tuition and fees refund                                           |                                                                                  |
| Jan 20 | Thu  | ... continued Chapter 4: Economic Systems and Development II | 1. How would you measure economic success of a nation? 2. Why is GDP/capita is not a sufficient measure of success of a nation? 3. What are better ways to measure development level of a nation? | The Inequality Delusion, Bloomberg’s Business Week  
Inflation – The Great New Divide, Bloomberg’s Business Week |
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| Tue Jan 25 | Chapter 3: Politics and Law | 1. What are the different types of political ideologies? Pros and cons of different political ideologies?  
2. Ways to handle/minimize political risk?  
3. Pros and cons of different legal systems?  
4. You want to expand your business to other countries. What challenges are you likely to face due to legal system differences?  
5. You want to expand your business to other countries. What challenges are you likely to face due to ethics differences? |
2. What are the differences in how we see (regulate) international trade compared to what people thought about it 500 years ago?  
3. What are the areas (products/services in production of which) where the US has competitive advantage?  
4. What are the advantages and disadvantages of international trade to the US?  
5. If 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? |
| Tue Feb 1 | International Trade II: Outsourcing (see the slides for more details on economic effects of outsourcing) | 1. What are the benefits of outsourcing production overseas?  
2. 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)?  
3. Is it better when American production is outsourced to cheap-labor countries such as China, or to high-wage countries such as Germany? Why?  
4. While most people support free trade, many believe that it sometimes makes sense to restrict trade (e.g., ban imports). When such restrictions make economic sense?  
5. Provide examples of interesting or absurd facts about job outsourcing (list 3) |

Optional Readings:
- The Higher Cost of Bribery in China, Bloomberg’s Business Week  
- Why Malaysia Rules in Islamic Finance, Bloomberg's Business Week  
- Deutsche Bank Launches Shariah Compatible Funds – Spiegel  
- Concerns about Intellectual Rights Piracy In China - audio  
- What Do Undergrads Need To Know About Trade? – MIT Papers  
- Distance Still Matters, Harvard Business Review  
- 2011 Guide to Doing Business Abroad (http://www.bizactions.com/n.cfm/page/e120/key/154200392G1508J1080448P0P1291T2/)  
- Five Options for Tackling Trade with China, Bloomberg's Business Week  
- In Praise of Not So Free Trade, Bloomberg’s Business Week  
- NAFTA’s impact on Alabama,
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| 8 Thu | Chapter 6: Business-Government Trade Relations | Prep/Bonus Point Questions:  
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. What are the likely short-term and long-term consequences (positive and negative) of governments helping private corporations compete in global arena?  
Optional Readings  
- Brussels Split on Chinese Import Tariffs, Bloomberg’s Business Week  
- WTO Agrees to Investigate U.S. Tariffs on Chinese Tire Imports, Bloomberg’s Business Week |
| 8 Tue | Exam 1 Review. Exam Jeopardy                | THA 1. Effects of Outsourcing, due Feb 8, 10:59am/12:29pm  
To submit THA1 as a team students must send an email with the list of team members (names, ID’s) by noon, Feb 5.  
Strongly advised: Finish the first round of predations for Exam 1 before this class. |
| 10 Thu | EXAM 1                                     | (Chapters 1, 3, 4, 5, 6)                                             |
| 9 Tue | Chapter 7: Foreign Direct Investment (FDI) | Prep/Bonus Point Questions:  
1. Is FDI good or bad? Who wins? Who loses? Why?  
2. What does the US gain/lose when foreign companies enter the US market?  
3. What does the US gain/lose when American companies invest in foreign markets?  
4. How does the US compare to the rest of the world in terms of incoming/outgoing FDI?  
5. Should the US increase/reduce its incoming/outgoing FDI?  
Optional Readings:  
- FDI - Can India Beat China, BBW  
- Foreign direct investment Trend, The Economist |
| 10 Thu | Chapter 8: Regional Economic Integration   | Prep/Bonus Point Questions:  
1. Is regional economic integration (e.g., NAFTA) good for America?  
2. 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?).  
3. Should the US consider an economic union with other countries and if so which ones? Why?  
4. Should North Carolina consider becoming an independent country and why?  
5. Would any US state be better off economically if it left the Federation?  
Optional Readings:  
- A Punching Bag Named NAFTA, BBW  
- NAFTA: Two Mexicos, Two Outcomes, BBW  
- Evaluation of Regional Integration in Latin America, Research Report |
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- What is Currency Manipulation Anyhow and a Related Report – Bloomberg’s Business Week and CNN Money  
- Sample Reports on Currency Exchange Rates  
- The Big Mac index_ An indigestible problem, The Economist |
| 12     | Thu   | Chapter 9: International Financial Markets           | THA 2: Likely Outcomes of the US-Canada Union, due Feb 24, 10:59am/12:29pm  
To submit THA2 as a team students must send an email with the list of team members (names, ID’s) by noon, Feb 21.  
Prep/Bonus Point Questions: 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 financial instruments can be sold/acquired internationally? 4. How foreign currencies could be bought and what are pros and cons of each approach? How much the transaction cost differs across the different of currency exchange? 5. Why not all currencies are freely traded? 6. What are the pros and cons of the US dollar being the “world currency” for America and for other countries? | Optional Readings:  
- Germany Reaps the Euro's Reward, BBW  
- Why the Dollar Will Remain the Global Currency, BBW  
- How China's Yuan Can Become a Global Currency, BBW |
| 13     | Tue   | Chapter 11: International Strategy and Organization  | Prep/Bonus Point Questions: 1. How would you go about developing a business strategy for your company? 2. Should a company rely on strategy that is the same in every country, or should it adapt its strategy to local conditions in every country? What are pros and cons of each approach? 3. When Multinational strategy is likely to be better than Global strategy (what types of products/consumers)? 4. Should companies that sell products/services worldwide manage their operations and productions centrally or should they have autonomous regional offices/production facilities? When may one work better than the other? | Optional Videos:  
- Video: Simon Sinek of Business Strategy, TED Talks |
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| 14    | Thu Mar 3  | continued International Strategy and Organization II | 5. What is the best way to incorporate international operations division into your organizational structure?  
6. What is the best strategy for incorporating teams into your organizational structure?  
7. Why truly global companies are often seen as “evil”? What can be done to help them create the “Good Guy” image?  
8. Strikes in China are becoming common (e.g., recent strike at Honda factories that led to a 25% wage increase). How do increasing wages in China affect the US (wages, prices, employment, wealth, etc)? | - A Comparison of Costco to Wal-Marts Sam’s Club, Academy of Management Perspectives                     |
|       | Mar 4      | Last day to drop course(s) without academic penalty |                                                                                                | ------------------------------------------------------------------------------------------------------|
|       | Tue Mar 8  | Spring Break                                 |                                                                                                | ------------------------------------------------------------------------------------------------------|
|       | Thu Mar 10 | Spring Break                                 |                                                                                                | ------------------------------------------------------------------------------------------------------|
|       | Tue Mar 15 | Exam 2 Review. Exam Jeopardy.                | Strongly advised: Finish the first round of predations for Exam 2 before this class.          | ------------------------------------------------------------------------------------------------------|
|       | Thu Mar 17 | EXAM 2. Non-cumulative                       | Chapters 7, 8, 9, 10, 11.                                                                       | ------------------------------------------------------------------------------------------------------|
| 15    | Tue Mar 22 | Chapter 13: Selecting and Managing International Entry Modes | Prep/Bonus Point Questions:                                                                 | Optional Readings                                                                                     |
|       |            |                                            | 1. Why companies export?  
2. How can you find international partners for your business?  
3. What are the challenges related to paying your international partners (e.g., distributors, suppliers) when offering products/services overseas?  
4. What are the challenges of international joint ventures?  
5. Can your company establish business presence in a foreign market without selling a product or offering service there? | - Daimler Chrysler Merger  
- How DC Merger Failed                                                                                   |
| 16    | Thu Mar 24 | Chapter 14: Developing and Marketing Products Internationally | Prep/Bonus Point Questions:                                                                 | Optional Readings                                                                                     |
|       |            |                                            | 1. Examples of international marketing blunders?  
2. 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 would one work better than the other?  
3. What does “Made in the USA” actually mean?  
4. What marketing tools or tricks are likely to be equally effective worldwide? | - Ethnic Marketing - McDonald's Is Lovin' It, BBW  
- What Companies Get Wrong When Marketing to Minorities - BusinessWeek                                   |
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| Thu Mar 31 | 18    | Chapter 15. International Operations | Prep/Bonus Point Questions:  
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? Where can you get money to finance your expansion into a foreign market?  
Optional Readings:  
- Venture Money Flows in India and China, BBW |
| Tue Apr 5  | 19    | Chapters 16: International HRM Hiring and Managing International Employees, Working overseas, | Prep/Bonus Point Questions:  
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. What would be the challenges of recruiting/selecting personnel in a foreign country?  
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 should the pay difference be determined?  
Optional Readings:  
- The Gulf in Auto Wages |
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| 20    | Thu Mar 7                    | Employing immigrants, Effects of immigration                                                                                                                | Prep/Bonus Point Questions:  
1. Is immigration good for America? Why?  
2. Is immigration good for South Africa? Why?  
3. What are the benefits of immigrant labor?  
4. Who benefits in home/host country?  
5. What are the downsides of immigrant labor?  
6. Who loses in home/host country?  
Optional Readings  
- At tax time, illegal immigrants are paying too - Tax Tactics  
- Dream Act fails to advance in Senate – LA Times  
- Immigration - More Foreign Nurses Needed  
- Immigration Amid a Recession – BusinessWeek  
- Immigration Can Fuel U.S. Innovation and Job Growth  
- Immigration Fight_ Tech vs. Tech |
| 21    | Tue Apr 12                   | Employing immigrants, Effects of immigration                                                                                                                | Prep/Bonus Point Questions:  
1. Can immigration lead to job creation/lower unemployment? How?  
2. Is it good or bad that immigrants are willing to work for less? Why?  
3. Are some types of immigrants better for America than others? Why?  
4. Are illegal immigrants help or hurt economy? How?  
5. If you were in charge of the US immigration reform, what would you change? Why?  
6. Do you think illegal immigrants should be offered a path to citizenship (be legalized)? Why?  
Optional Readings  
- Immigration Raids Hurt Farmers  
- Immigration Reform_ Doing What Works – BusinessWeek  
- Immigration_ Google Makes Its Case  
- Immigration_ When Only ‘Geniuses’ Need Apply – BusinessWeek  
- The Immigrant Advantage |
| 22    | Thu Apr 14                   | Chapter 2: Cross-Cultural Management                                                                                                                       | THA 3: Economic Effects of Immigration, due Mar 14, 10:59am/12:29pm  
To submit THA3 as a team students must send an email with the list of team members (names, ID’s) by noon, Mar 11.  
Prep/Bonus Point Questions:  
1. 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?  
2. Would you say that culturally diverse teams perform better than culturally homogeneous ones? Why?  
3. What are the challenges of cross-cultural communication?  
4. How is the American communication style different from that in other cultures?  
Optional Readings:  
- The Trouble of Mitigated Speech  
Optional Video Examples:  
- Blue Eyes vs. Brown Eyes: A Class Divided |
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| Tue Apr 19 | Cross-Cultural Management continued | Prep/Bonus Point Questions:  
5. What is culture anyway?  
6. How would you measure culture?  
7. How would you describe American culture?  
8. What kind of training would you provide to a culturally diverse workgroup to enhance performance?  
Optional Reading  
- Half a century of measuring culture, J. of Intl. Management  
- Three Decades of Research on Culture, Org. Dynamics  
- Cross-Cultural Differences in Perceptions of Choice – TED Talks, audio, highly recommended |
| Thu Apr 21 | Exam Jeopardy 3 | Immigration THA due |
| | Exam 3  
Chapters 2, 13, 14, 15, 16 + Immigration | Scheduled centrally by the Registrar; the exam will be held between April 28 and May 4, likely in Bryan 122; the exact date/time TBA in late March. |