



Instructor: Professor Sunny Jeong	
Place and time	Tuesday & Thursday 1:00 PM – 2:35 PM Classroom: Hollenbeck 101
Office Hours	Wednesday 1-3, Tuesday & Thursday 12-1 or by appointment Hollenbeck, Room 218B
Contact Information:	Email : jeongs@wittenberg.edu Office Phone : 937-327-7929

Web Page and Email Communication

Accessible via the Wittenberg Moodle page, <http://mymoodle.wittenberg.edu>

Course web page includes class notes, downloadable papers, assignments, and other course materials, updated as the semester progresses. The course web site will be heavily used to transmit information that clarifies discussions and assignments. You should check the web site daily, as you will be held responsible for any information posted that affects any component of your grade. When sending me an email, please use class number or course name in the subject line (i.e. HONR 300 or International Business)

COURSE DESCRIPTION

This is an introductory course in international business. The basic content of the course includes (1) an overview of the means of conducting international business, with an emphasis on culture, international politics, negotiation, ethics, government interventions which make international business different from domestic; (2) the effects of the social systems within countries on the conduct of international business; (3) the major theories explaining trade and the institutions influencing international business; (4) the dynamic interface between countries and companies attempting to conduct foreign business activities; (5) corporate strategy alternatives for global operations; and (6) international activities that fall largely within functional disciplines such as marketing, corporate culture and human resource management.

Note! CATME.org (Comprehensive Assessment of Team-Member Effectiveness) will be used for you to submit your schedules, majors and necessary skills etc. at the beginning of the semester. Based on those info, your group will be composed of people with diverse backgrounds. You will remain with this group through all discussions and projects for the entirety of the semester.

COURSE OBJECTIVES

1. Understand the different challenges and dynamics businesses face when they operate in a global environment (free trade vs protectionism).
2. Examine the various cultural, political and legal issues that impact international business activity.
3. Appreciate the interaction of business and government as they relate to international commerce.
4. Understand trade theory and international business strategy.
5. Develop insight into the management implications of international business operations (marketing & HR).

COURSE MATERIALS

1. McGraw-Hill Create™ eBook (2019), BUSN 250 International Business by Professor Sunny Jeong: Selected chapters from Hill, Charles. (2019) International Business, 12th edition, McGraw-Hill
 - 1) Go to <http://create.mheducation.com/shop/>
 - 2) Search for and select book by Title, ISBN, Author, or State/School.


ISBN: 1307042481

Title: BUSN 250 International Business by Professor Sunny Jeong

BUSN 250C International Business by Professor Sunny Jeong

(BUSINESS ADMINISTRATION)

WHAT YOU GET:




BUSN 250C International Business by Professor Sunny Jeong

School: Wittenberg University
Department: BUSINESS ADMINISTRATION
Instructor: Sunny Jeong
ISBN: 9781307042481

Formats Available : Online, Download

Summary:
 This text is for use in BUSN 250C, International Business by Professor Sunny Jeong at WITTENBERG UNIVERSITY (SPRINGFIELD)



\$69.02 USD

(or redeem your access code)

ADD TO CART

or

- 3) Add the book to your cart and pay using a credit card or access code (Those who like to use book awards, please purchase access code at Wittenberg bookstore.)
2. Bring your cell phone to every class to earn participation points via Socrative.com.
3. Other required text will be supplemented by outside readings from book chapters, selected periodicals and journals, Harvard business cases and other articles about international business. Additional materials such as the followings will be provided via the course website under each week of Course Materials:
 - Ha-Joon Chang. (2008). Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism. Bloomsbury Press. Chapter 1: The Lexus and the olive tree revisited: Myths and facts about globalization
 - Malcolm Gladwell (2008). Outliers: The Story of Success. Little, Brown and Company. Chapter 7: The ethnic theory of plane crash "Captain, the weather radar has helped us a lot" & Chapter 6: Harlan, Kentucky "Die like a man, like your brother did!"

COURSE GRADING

This course is taught combining lectures, online quizzes, discussion sessions, two or three guest lectures, exams and team projects and presentations. Your final grade will be calculated according to the following table:

		<u>Number of Points</u>	<u>% of Total</u>
1. Online Mini-Quizzes	8 online open book quizzes X 20 points = 160 points – two quizzes of lowest scores (40 points) = total 120 points <u>*No late submission & No make-up points</u>	120	12%
2. Class participation	(a) Class engagement: participation up to <u>Feb 21: 40 points & May 2: 40 points (20 points deduction for any unexcused absence toward total grade points, automatic failure after 6 absences including excused ones)</u>	80	24%
	(b) Class Socrative Participation: At least 200 in-class questions asked during the semester: 200 possible correct answers (200 points – 40)	160	

3. Group/ Online Discussion	(a) Leading/facilitating two memo discussion sessions - Prepare case & business summary slides - Prepare summary of students' online discussion postings - Lead a discussion - Prepare snacks	40	20%
	(b) Memos and online discussion (total of 10 memos X 20 points = 200-40 (drop two memos of lowest scores) = 160 points	160	
4. Team Projects & Presentations	(a) Cross-Cultural Competence – “Understanding Others” Assignment	40	24%
	(b) Midterm Project Presentation (instructor’s evaluation) *Peer Evaluation – Will be used to adjust team score (up or down)	100	
	(c) Final Project Presentation (instructor’s evaluation) *Peer Evaluation – Will be used to adjust team score (up or down)	100	
5. Exam I	Scheduled in-class exam	100	10%
6. Exam II	Scheduled in-class exam	100	10%
		Total points possible	<u>1,000</u> <u>100%</u>

Late submission policy:

- No late submission of online quizzes and memos will be accepted.

The alphabetical grade will be determined in the following way:

A+	97.1% - 100% (971-1000 points)	A	95.1% - 97% (951-970 points)
A-	90.1% - 95% (901-950 points)	B+	87.1% - 90% (871-900points)
B	83.1% - 87% (831-870 points)	B-	80.1% - 83% (801-830 points)
C+	77.1% - 80% (771-800 points)	C	73.1% - 77% (731-770 points)
C-	70.1% - 73% (701-730 points)	D+	65.1% - 70% (651-700 points)
D	60.1% - 65% (601-650 points)	D-	55% - 60% (550-600 points)
F	< 55% (< 550 points)		

1. Online Mini-Quizzes

There will be eight online quizzes during the semester (open book, ONLY ONE TRIAL with unlimited time, before due), which will evaluate your knowledge on the textbook material. Each quiz will be available online to take for one full week before the due date. You can take the quiz only one time.

No late submission will be accepted nor graded.

2. Class Participation

a. Engagement in class

Your class participation will be graded two times this semester. I expect students in this class proactively contribute to the class by offering & sharing ideas, answering & asking questions, and participating case discussions. As long as you have spoken more than **3 class sessions** with **no unexcused absences** in each evaluation period (midterm and final), you will receive full points. I will mark dates of your participation when you speak in any class on the back of your nameplate. **Unexcused absence will receive 20 points deduction. If you miss more than 6 class sessions, you will automatically fail this class.**

Excused Absences: Medical Reasons and Emergent Situations (doctor’s note required), Job Interviews (Interview schedule or communication with companies required), Athletic Contests (Coach’s announcement of game schedule required)

Student-athletes are expected to contact professors in advance in order to resolve conflicts between class attendance and participation in athletic contests. It is recommended that student-athletes miss not more than 3 sessions of any class in a semester for regular season athletic contests.

* There will be 40 extra participation points throughout this semester to make up your missed points

b. In-Class Socratic Participation Points and Policy

Points

In order to earn the maximum number of points for in-class Socratic participation, you must correctly answer **at least 160 Socratic point questions by using your cell phone**. Each correct response will earn 1 or 2 points. There will be at least 200 Socratic point questions during the semester so there will be ample opportunity for students to earn full credit for this component of the final grade. If you miss classes due to interviews, lose or forget your cell phone, or if cell phone batteries are dead, you can still earn the maximum number of points as long as you correctly answer toward 160 points during the semester. Therefore, there will be no make-up points for missed classes. The maximum number of points that can be earned toward the course grade from using your cell is 160 and no extra credit will be granted.

Socratic Policy

- a. Registration: Students are required to have a smart phone, tablet, i-pad, or laptop computer to participate by logging in <https://b.socrative.com/>
Room Name : HONR300
 Your id number is listed on Moodle
- b. Use: You must bring your own device (cell or laptop) to each and every class. There is nothing that I can do for you if you forget your device.
- c. Participation: In order for your points to be counted you must attend all class sessions. Unfortunately there is no exception to this. Again, there will be no make-up points for missed classes.

3. Group Discussion Participation & Discussion Leading

a. Leading/facilitating one (group) discussion session

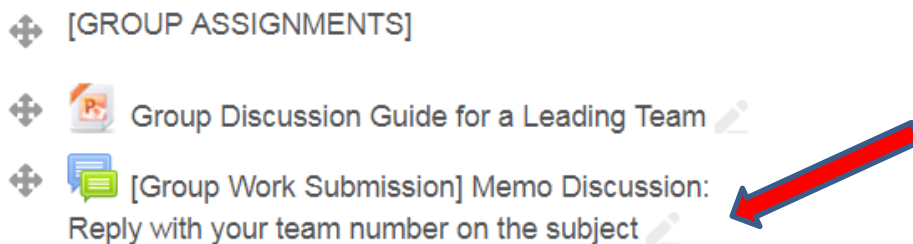
(a) Group Discussion Leaders

Since discussions will serve as the cornerstone of the class, each group (formed at the start of the semester) will be assigned as discussion leaders for two discussion sessions (2 memo cases) of your team’s choice. Essentially, the team will divide up to lead other classmates in informal, small group discussions during class. Detailed guideline (ppt format) is available on Moodle.

Leading team is responsible for the submission of 1) short case summary & follow up research (10 minutes), 2) bring snacks to share with the class 3) lead a small group discussion (10-15 minutes), 4) 10 minutes of the whole class panel discussion

Your preparation material (PPT slides) is due midnight before a class session of your discussion

Where to submit: On Moodle under Group work Submission



(b) Other Participants

On the days of in-class group discussions (as mentioned above), a discussion leading group will guide discussion activities. A significant portion of the class time will be devoted to case analysis or discussion, so it is expected that all students will read the memo case, videos and articles before the class.

b. Memos and online discussion

All students will be required to submit at least 500 words (5-6 paragraphs) of 10 memos on Moodle. Check dues on Moodle. Please do NOT simply summarize the readings. (I already know what is in them.) Instead, I want to have your own opinion or ideas, express them clearly and make connections among the ideas. Think of them as mini-essays that help you make a clear, focused point. On the calendar, I have provided prompts (for each discussion and related reading) to help lead your train of thought when writing these memos. Each memo is worth 20 points, for a total of 160 points for the 10 discussion sessions. In other words, I will drop your two lowest scoring memos from your grade.

*Conduct research and include relevant news to these memos. Your sources for current international business news updates that you can use for your memo may include the daily press such as the *Wall Street Journal*, the *Financial Times*, the *New York Times*, the *International Herald Tribune*; current business periodicals such as *Business Week*, *Fortune*, *Forbes*, *Barrons*; or general news publications such as the *Economist*, *Time*, *Newsweek*, and *US News & World Report*. Finally, television programs, such as Moneyline, the Nightly Business Report, Newshour with Jim Lehrer, Wall Street Week, and the Sunday morning programs including Meet the Press, Face the Nation, and This Week, as well as CNBC, and C-SPAN programs offer invaluable means for keeping up with important news stories.

[IMPORTANT] You can work on memo assignments as a group but you can't submit same answers. You have to write and submit your own answers. Same answer submission will be counted as plagiarism and no points will be given and you will be reported to the honor council. If you are found responsible for having violated the Code of Academic Integrity, then a record of the case is included in your file, but no notation will be made your transcript, unless you have been assigned an XF for the course, that is, failed the course due to academic dishonesty. Also, your transcript will indicate if you have been suspended or expelled from the university for academic dishonesty.

4. Semester Team Project

Working on teams and ability to conduct a field research are crucial elements for those in any field these days. You should *expand* your knowledge you gained throughout cases we discuss and apply them to the company your team chooses. In order to research a country and a company, students will use library resources, web database, Encyclopedia, newspaper articles, company visit, and individual interviews. After collecting data, students will prepare presentation describing the company and its reasons of international business failure.

Team Formation:

Class will be divided into 5 teams. CATME (group work software) will pick your group members for you based on your school standing, available meeting time, major, GPA, leadership preference etc. (This group is the SAME group that you work for other group assignments such as Leading Discussions and Cultural Competence). Please share your contact information with your group members and sign a group project contract as guided in a class session.

Cross-Cultural Competence Group Interview – “Understanding Others” Assignment (40 points)

Cross-Cultural competence is the ability to be mindful, respectful and responsive to the cultural distance, and interact effectively with people of different cultures. In class, we will work on biases, prejudices, and cultural judgements on others and develop skillsets on cross-cultural competence. As a group, you will identify your biases on the homeless, spend at least 30 minutes for an engaging conversation with a homeless, reflect on your findings, and find ways to apply to international business:

1) Describe the homeless before you meet one: What kind of prejudices do you have? What is your typical response to a man, or woman, begging for food or money? Why don't they have a home or job? Do you have

any personal experience of homelessness? How do you feel about them? Are the homeless asking for money because, in the main, they want to buy drugs and/or alcohol?...

2) Spend at least 30 minutes with a homeless and have engaging conversations. Describe narratives of his/her life trajectory. What other questions did you ask and what did you find something new and surprising? Are you somehow *better* than the homeless or just better off?

3) How would you apply your findings to the context of international business? What are key components for a high degree of cultural competency? Awareness, curiosity, non-judgmental attitude, openness, listening skills....What strategies will you use to communicate and work respectfully with people whose cultures differ from your own?

Selection of a company and one focus country:

Each team will complete the following project in two parts: choose a multinational firm that you are interested in (I will provide you a list) and analyze its international expansion to a chosen country (I will also provide a list of countries paired with a company). This project requires much time and research. Please plan meeting times accordingly. More guidance will be given in a class one month before your presentation is scheduled. A powerpoint template (presentation guidelines) is available on Moodle.

Mid-term team project presentation

The order of presentation will be decided one session prior to the presentation date. The team coordinator must drop their power point presentation file that your team will use in the oral presentation under the team folder on Moodle, by midnight, one day before your team's presentation date.

The midterm presentation will cover the following information.

Company analysis criteria for mid-term presentation

- Company/product overview: describe a company's profile and its international business profile
- Country overview: describe business practices from the country, your company's target market and compare/contrast their results to the home country's business practices
- Industry/ market overview: trends in industry and market where your company belong
- PPT presentation (or other formal presentation medium)
- Bringing one dish per team to share is suggested (bringing a dish will earn 10 extra points)

Final project presentation with an executive summary

The same presentation order, turn in, and grading procedures are applied to the final presentation. Students will present the same company/country internationalization strategy (as the midterm presentation). However, the final presentation requires much more research and detail, including method of country-entry, projected budgets, target market and market analysis, etc. A powerpoint template (presentation guidelines) is available on Moodle.

Company analysis criteria for final presentation

- Introductory overview of company and country (i.e., why country is fitting for specific company)
- Research on strategy of a global market entry (exporting/importing, global production, outsourcing, joint venture, M&A, logistics)
- Research on marketing/advertising and human resources/hiring strategies
- PPT presentation(or other formal presentation medium)
- Executive summary (2 pages) is required to submit
- Bringing one dish per team to share is suggested (bringing a dish will earn 10 extra points)

Assessment of mid-term and final presentation:

Each team will be assessed by an evaluation rubric on introduction of team and project scope, organization and transition, time management, public speaking skills, demonstrated knowledge, contribution to the field by other teams. As previously mentioned, presentations are evaluated in three ways: 1) Each team will evaluate other teams, as a team, as well. 2) I will evaluate presentations in two categories (research quality and presentation quality). 3) You will also evaluate your peer members' contribution to the team project and other group assignments.

5. Exam I & II

Format

Exams will consist of objective, multiple-choice questions and several essay questions. Exams are in-class with closed books. The questions may include definitions, explanations of concepts, application of concepts, and analysis of international business situations.

Materials

In class exam I will cover the material learned until the class before the midterm.

In class exam II will cover the material after Exam I. The exams are not cumulative.

Questions on the exams will cover materials introduced in class including online quizzes, discussion cases, guest lectures etc. Absence from class, whether excused or not, does not excuse a student from knowing class materials; it is each student's responsibility to learn all materials covered during missed classes.

Conflict exams

You **MUST** take the exams during the regularly scheduled times unless prior arrangements have been made in writing. Acceptable reasons for taking conflict exams include (a) documented medical emergencies for the student, (b) the documented death of a close family member. Absences for illness or emergencies will be excused only if accompanied by an official letter from the Dean of Students Office and a physician (or other acceptable documentation).

ATTENDANCE

Because class participation is a critical part of the course, non-emergency absences will adversely affect grades. You should schedule all other activities, including sport activities, job interviews, so as not to conflict with your class meetings.

LAPTOP/ CELL USE IN CLASS

We want to foster a respectful learning environment. As such, outside of specific classroom activities, our classroom will be device-free (no laptops or phones). Laptop/cell use is banned in the classroom unless advised differently for one or two scheduled Socratic activities that requires laptop/cell use. In my class, students who bring laptops to class have performed worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. Laptops can also be a distraction for other students. There is a zero-tolerance policy for electronic communications (cell phones, instant messaging, etc.) during class. Students who disrupt the class will be asked to leave.

“Please note that numerous research supports this approach (<http://www.commfox.org/blog/2014/10/02/why-i-dont-allow-devices-in-my-classes/>):

- Observations of classrooms shows that 2/3 of time on laptops was spent on nonclass activities (Ragan, Jennings, Massey, & Doolittle, 2014).
- Classroom multitasking is bad and can lead to diminished learning and academic performance (Fried, 2008; Hembrooke & Gay, 2003; Junco, 2012; Kuznekoff & Titsworth, 2013; Ravizza, Hambrick, & Fenn, 2014; Sana, Weston, & Cepeda, 2013; Wei, Wang, & Fass, 2014; Wood, Zivcakova, Gentile, Archer, de Pasquale, & Nosko, 2012).
- There is evidence that taking notes by hand is better than using a computer (Aguilar-Roca, Williams, & O'Dowd, 2012; Mueller & Oppenheimer, 2014; Wood, Zivcakova, Gentile, Archer, de Pasquale, & Nosko, 2012).

- Devices are also distracting not just to users, but to the students sitting near users (Fried, 2008; Sana, Weston, & Cepeda, 2013).

LEAVING THE CLASSROOM

Classes are only 95 minutes in duration. Students are expected to remain in their seats for the entire class period. Leaving to stretch, get a snack, get a drink, or smoke a cigarette is disruptive to the class and is not appropriate.

GRADING DISPUTES

While I make every effort to grade all of your work accurately, grading errors can occur. If you believe there's an error, you may request a re-grading of your project or exams. Be aware, however, that grading errors can occur in both directions - errors can make grades higher as well as lower. By requesting a re-grade, you accept the possibility that your grade may go either up or down.

You check your grade points in progress on Moodle for all grade components. Please pay attention to only points (total 1,000 points), not percentage of your grade which Moodle miscalculates. To request a re-grade of your final letter grade, you must state the area of dispute, your recommendation for change in grade, and an explanation or justification for your recommendation.

GETTING HELP OR CLARIFICATION OF INFORMATION

To succeed in this course, you'll need to invest a great deal of time and energy. If at any time you feel you're investing the required time and energy but aren't learning the material or improving your skills, contact me and I'll do my best to help you and to suggest additional resources and options.

However, **EMAIL IS NOT THE BEST WAY TO REACH ME AND ASK HELP.** You can ask questions right before or after each class or I'll ask you to come to my regular office hours or make an appointment. If you have questions or concerns that you believe can be handled via e-mail, again **please use class number and your name in the subject line** (i.e. HONR 300, International Business) so that I will not miss your emails.

LEARNING DISABILITIES AND NEED FOR ACCOMMODATIONS

Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary medical conditions, etc.) please, let COMPASS: Sweet Success Center (at Thomas Library on the 1st floor) know immediately so that you can privately discuss options. To establish reasonable accommodations, you must register with Accessibility Services <https://www.wittenberg.edu/academics/studentssuccess/accessibility-services> Please note that services are confidential and may take time to put into place, and are not retroactive.

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly and creative activity in an open, honest and responsible manner, free from fraud and deception. It is extremely important that you use references in all of your writings in order to avoid unintentional plagiarism. Every time you quote something directly from a book, article, website or newspaper, you must list after that quotation the name of the person who wrote it and the date it was published. Also, always list the books, articles, web-pages and so forth that you consulted for your essay in a bibliography or list of references. Cheating, including plagiarism, falsification of research data, using the same assignment for more than one class, or passively allowing others to copy your work will result in academic penalties. Any student found guilty of these infractions will be penalized according to the Wittenberg University Code of Academic Integrity. * If you are found responsible for having violated the Code of Academic Integrity, then a record of the case is included in your file, but no notation will be made your transcript, unless you have been assigned an XF for the course, that is, failed the course due to academic dishonesty. Also, your transcript will indicate if you have been suspended or expelled from the university for academic dishonesty.

CLASS SCHEDULE

Changes in class content and/or scheduling may be made as the course progresses and will be announced in class and/or on the course Moodle page. You are responsible for the preparation of such changes.

Class Week	Date	Topic	In-class Activities & related readings	Readings and Assignments to be Completed in Advance of this lecture period
I. INTRODUCTION AND GLOBALIZATION				
Week 1	Week of August 19	<ul style="list-style-type: none"> Course introduction Term globalization Nature of globalization and interdependency Global environment of international business 	-Introduction and Course Overview -Mini Socratic quiz about the course & multinational corporations/globalization -Group project team composition -Team's choice of discussion session & project case - Learn the global environment of IB.	-Chapter 1. Globalization
Week 2	Week of August 26	<ul style="list-style-type: none"> Pros and cons of Globalization and free trade Impact of globalization Free trade vs protectionism 	- Class lecture on Chapter 1 & 2 - WTO dispute resolution activity: <ul style="list-style-type: none"> WTO strengthened abilities to settle trade disputes and to enforce its rulings compared with the GATT. However, critics of the WTO thought that "it was simply a bad deal for particular countries." Review the list of dispute cases Analyze winners and losers of the case (including countries of disputes, companies involved, producers and customers). Do you think the decision of WTO is ultimately in the best interest of the world or representing only the interests of certain countries as WTO was criticized? 	- <u>Quiz 1 (Read Chapter 1. Globalization)</u> - <u>Memo 1: Read the articles or watch videos on Moodle and answer the question</u> <i>Due: Check Moodle</i> * <u>Memo 1 supports in-class discussion 1.</u>
		<ul style="list-style-type: none"> The changing nature of the global economy Major arguments in the debate over the globalization. Determination of different levels of economic development of a nation 	- <u>Discussion 1: Globalization, Democracy and Economic Success</u> (1) Why did the US lose its place as China's largest soybean supplier to Brazil? What impact will this have on American soybean farmers? (2) Based on the video and article, what are some benefits and drawbacks of being interdependent? What are pros and cons of globalization & free trade? (3) What is relation between democracy and economic development? Is democracy necessary for achieving economic success?	* <u>Discussion leading team should submit 1) short case summary & follow up research, 2) lead a small class discussion, 3) whole class panel discussion (Guiding slide template is available on Moodle)</u> * <u>Leading team is responsible for class snacks</u>
II. COUNTRY DIFFERENCES AND ETHICS				

Week 3	Week of September 2	<ul style="list-style-type: none"> Different political/ economic/ legal systems of countries Business implication of differences in political economy 	-Class lecture on Chapter 3 -Lecture on national differences in negotiation - Simulation of IBM/ LG joint venture case - Negotiation simulation reflection	-Quiz 2 (Read Chapter 3) -Memo 2 <u>Memo 2 supports Discussion 2</u>
		<ul style="list-style-type: none"> National differences in negotiation Roles of political/ economic/ legal differences in negotiation 	<u>Discussion 2</u> : International Negotiation Culture - Class lecture on Chapter 4 - Cultural competence assignment guidance	
Week 4	Week of September 9	<ul style="list-style-type: none"> Cultural differences in international business Business implication of differences in culture Geert Hofstede's Studies 	-Cultural competence assignment reflection -Class Activity on Your Cultural Profile: <ul style="list-style-type: none"> Answer cultural dimension survey questions. Reflect on your cultural dimension score and compare them with others Answer question: How to interact with colleagues/business partners with different cultural dimensions? 	-Cultural competence assignment due: <u>Moodle submission as a group before Tuesday class</u>
Week 5	Week of September 16	<ul style="list-style-type: none"> Reflections on your cultural dimensions Cross-cultural competence 	<u>Discussion 3</u> : Gladwell's chapter 7 & Case of Agrikraft, (1) What is the ethnic theory of plane crash? How to overcome negative cultural impacts in this case? (2) How does a pilots' culture (combating mitigation) impact their crash record? (3) What is the crucial part of Greenberg's reform in terms of his understanding of cultural legacies? (4) Discuss different work styles of American and German employees	<u>Quiz 3 (Chapter 4)</u> <u>Memo 3 (Gladwell's chapter 7 & Agrikraft)</u> <u>Memo 3 supports Discussion 3</u>

Week 6	Week of September 23	<ul style="list-style-type: none"> Ethics of international business Ethical issues by international businesses 	<p>Lecture on ethical issues of international business Philosophical approaches to ethics Class discussion -Discuss video clips of Wal-mart: the high cost of low price & e-Waste in China <u>Discussion 4: Wal-mart</u> <u>Questions to answer:</u> (1) Walmart's wages are above the legally required minimum wage, and health benefits are not legally mandated. Are there reasons for a business to take actions not required by law but which might reduce profits? (2) Who pays the costs of Walmart's low prices and who benefits the costs of everyday's low prices? Do the benefits outweigh the costs? (3) Should business management always seek the lowest prices for its customers and the highest rate of return on investment? What reasons might there be for seeking something less for customers and stockholders?</p>	<p><u>Memo 4 (supports discussion 4):</u> Watch video clips under week 4 1) list #s of ethical issues Wal-mart has faced and 2) Find any one ethical issue faced by MNC, Research on major newspapers</p>
Week 7	Week of September 30	<ul style="list-style-type: none"> Philosophical approaches to ethics Business implication of ethics Ethical dilemma 	<p><u>Discussion 5: Corporate Social Responsibility</u> <u>-Workshop: Ethical dilemma</u> (1) What kind of ethical issues and challenges are there to run an international business and how to deal with them? (2) What Advantages do ethical practices provide to the international business companies?</p>	<p><u>Memo 5 (supports discussion 4):</u> Ethical Lens Inventory & Ethical Dilemma Cases</p>
III. THE GLOBAL TRADE AND INVESTMENT ENVIRONMENT				
Week 8	Week of October 7	<ul style="list-style-type: none"> Trade Theories of international trade Implications of trade theories for international business Government role in trade Exam 1 study guide 	<p>-Lecture on trade theories <u>Discussion 6: WTO</u> Pros and Cons of Free Trade (1) Reflect on the changes in U.S. manufacturing over the last half century. Why did the United States lose so many jobs? What impact did that job loss have on the U.S. economy and on the economies of countries like China and Mexico that have been the recipients of outsourced U.S. jobs? (2) Why are companies like Wham-O returning to the United States to manufacture their products? Discuss the implications of this trend for countries like China that depend on Western manufacturing investments.</p>	<p><u>Quiz 4 (Chapter 6: Trade Theory)</u> <u>Memo 6 (supports discussion 6)</u></p>
<p>* Week 9 (Week of October 14): Fall Break during October 14-15: Enjoy your Fall Break</p>				

Week of 9	Week of October 14	<ul style="list-style-type: none"> Exam 1 in class 	EXAM I (October 17)	
Week 10	Week of October 21	<ul style="list-style-type: none"> Current trends of FDI Decisions for foreign expansion FDI: Different modes of entering foreign markets Entry strategy Library resource: conducting research for your team project 	--Team project guideline and overview - Team project time - Guest: Librarian: how to conduct research on IB team project -Learn a firm's choice of entry mode -Lecture on FDI trend <u>Discussion 7: Disney's Tokyo Entry Strategy</u>	<u>Quiz 5: Chapter 8: Foreign Direct Investment</u> <u>Memo 7 supports a class discussion 7: Tokyo Disney</u> -Mid-term team project presentation order
Week 11	Week of October 28	<ul style="list-style-type: none"> Team presentation 	<u>Mid-term Team Project Presentation</u> 10 minute presentation + 5 minutes Q&A - Informal Mid-Course Evaluation	Focus on General information about a company International target market and detailed information about it <u>Upload your mid-term presentation slides by due</u>

IV. THE STRATEGY AND STRUCTURE OF INTERNATIONAL BUSINESS

Week 12	Week of November 4	<ul style="list-style-type: none"> Concept of strategy Pros and cons of different strategies Factors influencing strategic choices 	<u>Lecture on Strategy</u> <u>-Discussion 8: Analysis of strategies of Unilever</u> (1) Is a strategy of producing and marketing relatively standard products across Europe possible? Was the organization structure of Unilever the problem? What could Unilever have done differently in its handling of the Krona product to ensure a better international launch? (2) How did the new international strategy affect management?	-Quiz 6 (Chapter 13 & 14) <u>Memo 8 (supports discussion 8): case of Unilever (CP 8.1)</u>
Week 13	Week of November 11	<ul style="list-style-type: none"> Organization architecture Organizational structure and its implication of international business Corporate culture 	<u>Lecture on Chapter 14</u> -Chapter 14: The Organization of International Business <u>-Discussion 9: Case of Toyota</u> (1) What are the pros and cons of Toyota's organizational structure (Toyota's subsidiary structure and keiretsu)? (2) What are the elements of Toyota's organizational structure that caused the recent crisis of this company?	- <u>Memo 9 (supports discussion 9):</u> Organization structure Read case of Toyota

V. INTERNATIONAL BUSINESS OPERATIONS

Week 14	Week of November 18	<ul style="list-style-type: none"> International business marketing Product Attributes Push versus Pull Strategies Pricing Strategy Configuring the Marketing Mix 	-Lecture on Chapter 18 -Coca cola case	- <u>Quiz 7 (Chapter 18: Global Marketing)</u>
---------	---------------------	--	---	--

		<ul style="list-style-type: none"> • Strategic role of HR • Performance appraisal systems • Compensation systems • Issues of expatriates • Management of host country's employees 	<p>Lecture on Chapter 19</p> <p>-Chapter 19: Global Human Resource Management</p> <p>-Global Leadership & Corporate Culture</p> <p><u>Discussion 10: HRM</u></p>	<p>-<u>Quiz 8 (Chapter 19)</u></p> <p>Chapter 19: Human Resource Management</p> <p>-<u>Memo 10 (supports discussion 10)</u></p> <p>Human Resource Management</p>
<p>Week 15 (Week of November 25): No class during Nov 27-29. Enjoy your thanksgiving holiday!</p>				
Week 16	Week of December 2	<ul style="list-style-type: none"> • Team Presentation • Exam II study guide 	<p><u>Final Presentation Team 1-5</u></p> <p>(10 minutes of presentation + 5 minutes of Q&A)</p> <p>Final presentation feedback and exam guide will be given in class</p>	<p><u>Upload your final presentation slides by due</u></p> <p>Focus on Entry & Marketing Strategy</p>
Week 17	Week of December 9	<ul style="list-style-type: none"> • In Class Exam 	<p><u>EXAM II</u></p>	