

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Joseph M. Bryan School of Business and Economics

INTRODUCTION TO INTERNATIONAL BUSINESS
MGT 301-Online
Spring 2017

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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

- There are no course prerequisites. Certain topics appear in both 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

- International Business (The Challenges of Globalization), 8th edition, by Wild/Wild/Han, Prentice Hall.

Note: Editions 7, 6, and even 5, have only minor differences. Get the 8th or 6th edition if you want more recent examples, otherwise an older edition will suffice.

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=tx6Esv0akVBCnznfcj-0bCg&hl=en#gid=0>

You will also be able to sell the textbook to my future students using the same webpage when the semester is over.



RECOMMENDED OPTIONAL READINGS FOR KEENERS

- Cairns, G. and Sliwa, M. (2008), A Very Short, Fairly Interesting and Reasonably Cheap Book about International Business, London: Sage Publication
- Friedman, T. (2006), "The World is Flat: A Brief History of the Twenty-First Century" CA: Farrar, Straus, and Giroux.
- Porter, M. (1998) "The Competitive Advantage of Nations", New York: Free Press.
- Friedman, T., Mandelbault, M. (2008) "That Used to be Us: How America Fell Behind in the World It Invented and How We Can Come Back", New York: Farrar, Straus and Giroux.

Canvas

Canvas is used to post course materials and grades.

To avoid confusion, all materials, including course syllabus, grades, assignments, and readings, are posted in the “Files” section rather than in designated subfolders.

COURSE OBJECTIVES

The Bryan School's mission is “to prepare students to perform successfully as business professionals in a *global* economy.” MGT-301 directly contributes to the mission as it teaches the students to:

- 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.
- Find, interpret, and evaluate information on diverse cultures.
- Describe interconnections among regions of the world.
- Use diverse cultural frames of reference and alternative perspectives to analyze issues.

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, an accounting course would do, 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 this course are based on statistics and rooted in the research of the world’s leading scholars and the experiences of practitioners.

The major topics covered in the 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

This is an online course.

Instructor→ Students

- All materials will be posted on Canvas (syllabus, slides, video lectures (YouTube links in the syllabus), exam reviews at the beginning of the semester, etc.)
- To match your personal learning style, all course content will be available in text, video and audio format. This way, you can read, watch or listen to the lectures – whatever fits your lifestyle. The textbook contains the most detailed information, but the slides are deliberately made wordy so that they provide enough information to comprehend the material and be used for a quick but thorough review and preparation for tests.

Students→ Instructor

- There will be three non-cumulative exams and homework assignments pertaining to each chapter, and optional course improvement assignments.

- X-Culture is a big part of the project. It is an exercise, not an exam, so your effort, not your answers will affect your grade. Namely, your peer evaluations and your weekly progress updates will tell me you're doing your best and determine your grade.

Students ↔ Instructor

- You are welcome to stop by my office outside my regular office hours: I am in most of the days from about 9 am till about 6 pm.

POWER POINT PRESENTATIONS (PPTs)

The PPTs are posted on CANVAS, by chapter. 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 can 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 used by students 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 very unlikely, but I may include additional examples or better explanations of the concepts.

VIDEO AND AUDIO LECTURES

For those of you who prefer a face-to-face contact, there are video lectures. Canvas limits the total size of content to 100Mb, so I can't post high-resolution video lectures there. Instead, I've uploaded the video lectures to YouTube. You can stream them, or download the files using this service <http://getfbstuff.com/> or <http://www.downvids.net/> to watch them off-line.

Also, the video lectures are designed in a way that you can just listen to them. The video stream helps as it allows you to see my "talking head", plus the many charts, graphs, pictures and video clips. However, simply listening to them should give you 99% of the content. So if you commute a lot, or go to the gym or work in a backyard garden a lot, you can just listen to my video lectures as you do other physical work. It's best, of course, to watch the video lectures, take notes and jot down your questions, but if you have time only for listening, that should work, too.

While video lectures cannot fully replace true in-class lectures, this is as close as we can get in an on-line course to face-to-face interaction. I also tried live video conferences/lectures, but those don't work as well as the technology always doesn't work for a sizable portion of the class. Most importantly, the recorded lectures give you the scheduling flexibility – you can watch them at your (not mine) convenience.

Also note, I've considered creating more entertaining video lectures (Discovery Channel style or Whiteboard Animation style). Those will be more fun to watch, but in a test run they turned out to be not the best option. A simpler "talking head" video with the slides in the background turned out to be much more convenient for studying. The students have the same set of slides, can make notes if needed, and most important, my "wordy" slides seem to be very convenient to use as class notes. If we have a "documentary" type film for each lecture, it will make it very difficult to connect the video content to the class notes and will make it virtually impossible to quickly review the lecture when preparing for the test. So at least for now we'll stick with the simpler traditional video lectures. However, if any of you could help me create professional-quality video lectures, talk to me. Generous bonuses will be available for your help.

Should you watch/listen to the video/audio lectures?

Yes, you should. Although my slides are detailed enough to fully understand the material, the video/audio lectures provide even more information and would be beneficial if you want to learn more and prepare better for the homework assignments and exams.

Moreover, to encourage you to review the video/audio lectures, I incorporated 5 sample questions in each lecture. The format and difficulty of these questions are similar to those you will see on the exam in terms of format and difficulty. These sample questions will not be shared in the PPT version of the slides.

LETTER GRADE SCALE*

97 and up	A+	82 – 85	B	66 – 69	C-
94 – 96	A	78 – 81	B-	61 – 65	D+
90 – 93	A-	74 – 77	C+	50 – 60	D
86 – 89	B+	70 – 73	C	0 – 49	F

COURSE GRADE COMPOSITION*

Exam 1:	20
Exam 2 (non-cumulative):	25
Exam 3 (non-cumulative):	25
X-Culture Project Including:	
- Weekly Milestone tasks: 30% (10 x 3% each)	30
- Team report: 30% (pass/fail for each section)	
- Peer evaluations: 40% (continuous, lowest dropped)	
Total:	100
+ Bonuses	
Green-question bonuses: 0.2 points per lecture to a total of 5.	4
Course improvement input (grammar error corrections, links to relevant readings, suggestions for better course assignments, etc.), 0.1 per suggestion, up to 3 total	3
Theoretical maximum	107

* 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 Canvas in the Files section. An Excel file, rather than the Canvas'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.). The file is regularly updated, usually shortly after each lecture. **The date in the file name shows when it was last updated.**

EXAMINATIONS

There will be three non-cumulative exams. Each Exam will include only multiple-choice questions. 40 questions will be randomly selected from a large pool of questions, so each student will see a different set of questions presented in random order. There will be a 48-hour window to take the test, but once started, you will have 75 minutes to complete the test (about 2 minutes per question).

The first Exam is deliberately made worth a bit less (20% instead of 25%) so you can get used to my exam format at a "lesser cost." That is, if you find the exam format strange or unexpectedly difficult and don't do well on the first test, it won't hurt your grade much. As long as you adjust and do better on the remaining two exams, your grade will be fine.

X-CULTURE INTERNATIONAL COLLABORATION PROJECT

MGT-301 students will have an opportunity to gain first-hand experience in international business collaboration. A total of almost 4,000 students from 100+ universities in 40+ countries on 6 continents participate in X-Culture every semester. For more on the project, visit www.X-Culture.org.

1. Review information on this page: <http://www.x-culture.org/2017-1b> (access code: 20171b)

Start with:

- Watch this short video www.x-culture.org on what X-Culture is and how it works.
- Then watch this short video on what's in it for you as a student and how to do well in X-Culture: www.x-culture.org/for_students
- It may also be a good idea to watch this short video to better understand how our business partners approach X-Culture and what they expect from you: www.x-culture.org/for_businesses
- Then review the X-Culture Training Module (item #3 here <http://x-culture.org/2017-1b>)
- Then review this semester's challenges presented by our business partners. They are very similar in terms of the general task, but each revolves around a different industry/product and has some unique questions.

The challenge instructions also contain the detailed schedule and a list of weekly deliverables. *The schedules are identical for all challenges*, though the questions you need to answer and the weekly deliverables may vary a bit.

2. Around Feb 20, you will receive an X-Culture Welcome Letter that also includes the Readiness Test link. You will be asked to complete a short test that will check if you've reviewed the materials from #1. The test will take about 30 min to complete and must be completed by March 6.
3. 95% of all students pass the test the first time, another 3% pass on the second try. As long as you carefully review the project materials, you should have no difficulties passing the test. If you fail the test, you will still have to complete the test, but you will have to work individually, not in an international team.
4. As long as you pass the Readiness Test, on March 6 you will receive the names and contacts of your team members. There will be 5-7 team members from different countries.

If you fail the test, you will be given another chance. If you fail again, you will have to complete the project individually.

5. You will then have two months to develop a business proposal for a real-life client organization.
6. After the project is over, you will receive an X-Culture Global Business certificate, which have been shown to have a "you're hired" effect on prospective employers (e.g., see a recent story about an UNCG graduate: <http://www.prweb.com/releases/2012/8/prweb9767734.htm> or other stories here: <http://x-culture.org/media/>).

Furthermore, members of the best teams will be invited to attend the Academy of International Business Conference (www.x-culture.org/meetings/). The students will meet in person their teammates, present their work, and have a chance to participate the many conference networking and presentation events.

Grading: The project will involve a series of tasks that your team must complete, each graded as pass/fail. That is, a "pass" (100) is awarded if the task is completed fully by the respective deadline and a "fail" (0) is given if the student/team misses the deadline or partially completes the component of the project.

Although you will work in a team, your grade will be largely determined by your INDIVIDUAL performance. X-Culture is an exercise, not a test. This means that your effort and diligence matters more than your knowledge (we have exams to test your knowledge). As long as you complete each task fully and on time, submit your weekly progress updates, and your team members give you high weekly peer evaluations, you will get an excellent grade. The quality of your team report matters, but much less than your individual effort.

Historically, all students in my class received a 100 for the project, but they all agree that it was not an easy task; one that required much, and at times frustrating, work - but in the end was very rewarding and worth the extra effort.

Summing up,

- Weekly progress updates get automatic 100s as long as they are submitted on time and all questions are answered. Almost all students get 100s every time.
- Your report grade will be 100 as long as you submit it on time, fully answer all questions, and your answer are of acceptable quality. The vast majority of the students get 100 for the report.
- Your final post-project peer evaluations will be used for grading purposes. The original peer evaluations will be on 1-5 scale. They will be recoded to 1-100 scale as the following:
 - If peer evaluations are higher than 4.0 (good), you get 100.
 - If higher than 3.0 (OK), you get 80.
 - If lower than 3.0 (less than OK), prorated by your actual grade*20. For example, if you had 2 (bad), that would result in 40.

About 2/3 of the class gets 100 for peer evaluations, 1/3 get 80, and only a very few get lower.

Students who complete the project individually (after being excluded from the team for a lack of participation) will be scored solely based on the quality of their report. Unlike for team submissions where the report gets 100 as long as all questions are answered and the quality of the answers is acceptable, individual submissions are graded as regular term papers. The average grade on the individual submission is 75.

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 small bonus for working in teams on THAs described above, the following are ways to earn extra points:

Staying on Track Bonus, up to 4.6 points

The biggest challenge of teaching (or taking) online courses is self-discipline. Since there are no fixed-time lectures, many students have a hard time staying on track and keeping up with the course materials. They often procrastinate until the exam day, and then try to muddle through the entire course content at once before taking the exam.

There is nothing fundamentally wrong with this approach in general but, unfortunately, it does not work very well in a course like MGT-301. While the material covered in this course is not hard to comprehend, it is not calculus, it is a lot of material. It just takes time to watch the video lectures and do the readings. So what often happens, students wait until the last day, then they realize the video lectures require 8-10 hours. They don't have that time anymore. So they just quickly review the textbook. This is not enough to do well on the test and then they get a low grade. Students regret they procrastinated, but it is too late.

To provide an incentive to do a little work every week, rather than procrastinate and hope to get everything done the last day before the exam, I offer a bonus for completing each lecture on time. There will be a quiz after each lecture. The quiz will be comprised of a few open-ended "green" questions and several multiple-choice questions that you will see in the video lectures. The "Green" questions can be located in the Syllabus in the Course Schedule table, about five of them for each lecture.

The Staying On Track bonus assignments are posted on CANVAS in the Course Documents section. All 23 lectures are posted from the start of the semester, and they close (disappear) as the deadline passes. See the Schedule table at the end of this document.

As an optional bonus assignment, you can submit your written answers to the "Green" questions in the Course Schedule and answer the few multiple choice questions, for a 0.2 point bonus per lecture. With 23 lecture sessions scheduled for the course, continuous quality participation can improve the overall course grade by up to 4.6 points, which is enough to change the letter grade from, for example, B+ to A-.

There are no specific format requirements for your answers to the "green" questions – just try to keep it to the point, preferably 3-10 lines per question, unless more is truly needed. The multiple-choice questions all appear in the video lectures, so as long as you watch them, you will know the answers.

Course Improvement Suggestions, 0.1 per good suggestion

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://sa.uncg.edu/handbook/academic-integrity-policy/>
- Student Code of Conduct: <http://sa.uncg.edu/handbook/student-code-of-conduct/>
- Violations of the 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

TENTATIVE COURSE SCHEDULE, SUBJECT TO CHANGE - CHECK FOR UPDATES FREQUENTLY!!!

Color code:

Red – Exams, assignments due

Blue – Important sessions (e.g., Exam Jeopardy)

Orange – X-Culture project deadlines

Green – Questions/topics to be discussed in class, prepare if you want a participation bonus, optional

Gray - FYI (e.g., holiday, no class)

These are **suggested** dates. You can certainly move at your own pace. The only dates that are non-negotiable are the exam window dates and the X-Culture deadlines (see <http://www.X-Culture.org/2017-1b> for details).

Tue Jan 17	Introduction.	Very important. Please watch the Introduction video (posted on CANVAS) YouTube: To be posted on the first day of the semester
Fri Jan 20	Chapter 4: Economic Systems and Development I	Prep/Bonus Questions: <ol style="list-style-type: none"> 1. Pros and cons of free market economy? 2. Pros and cons of command economy? 3. Pros and cons of mixed economy? 4. Should the government regulate any aspects of economy and if so, which ones? Optional readings: <ul style="list-style-type: none"> • The Rise and Fall of the GDP, New York Times YouTube (both parts): https://youtu.be/eC6FFjtH2KA
Tue Jan 24	... continued Chapter 4: Economic Systems and Development II	Prep/Bonus Questions: : <ol style="list-style-type: none"> 1. How would you measure economic success of a nation? 2. Why is GDP/capita not a sufficient measure of success of a nation? 3. What are better ways to measure development level of a nation? Optional readings: <ul style="list-style-type: none"> • The Inequality Delusion, Bloomberg's Business Week • Inflation – The Great New Divide, Bloomberg's Business Week YouTube (both parts): https://youtu.be/eC6FFjtH2KA
Fri Jan 27	Chapter 3: Politics and Law	Prep/Bonus Point Questions: <ol style="list-style-type: none"> 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? Optional Readings: <ul style="list-style-type: none"> • 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 YouTube: http://youtu.be/K3N6W-cAPFQ

<p>Tue Jan 31</p>	<p>Chapter 6: Business-Government Trade Relations</p>	<p>Prep/Bonus Point Questions:</p> <ul style="list-style-type: none"> • Why would a government want to restrict international trade (imports/exports)? • Why would a government want to stimulate trade (imports/exports)? • What can a government do to stimulate imports? • What can a government do to stimulate exports? • What are the likely short-term and long-term consequences (positive and negative) of governments helping private corporations compete in global arena? <p>Optional Readings</p> <ul style="list-style-type: none"> • Why Andy Grove Is Wrong About Job Growth, Bloomberg's Business Week • Europe and U.S. Accuse China of Unfair Trade Practices, New York Times • 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 <p>YouTube: http://youtu.be/akUDc_i4OZY</p>
<p>Fri Feb 3</p>	<p>Chapter 11: International Strategy and Organization -I</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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 is Multinational strategy 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? <p>Optional Videos:</p> <ul style="list-style-type: none"> • Video: Simon Sinek of Business Strategy, TED Talks • Costco vs. Wal-Mart <p>YouTube: http://youtu.be/JVGgZYzitbw (both parts)</p>
<p>Tue Feb 7</p>	<p>... continued International Strategy and Organization II</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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 are truly global companies 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.)? <p>Optional Readings:</p> <ul style="list-style-type: none"> • A Comparison of Costco to Wal-Mart's Sam's Club, Academy of Management Perspectives <p>YouTube: http://youtu.be/JVGgZYzitbw (both parts)</p>

<p>Fri Feb 10</p>	<p>Chapter 13: Selecting and Managing International Entry Modes</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 1. Why do 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? <p>Optional Readings</p> <ul style="list-style-type: none"> • Daimler Chrysler Merger • How DC Merger Failed <p>YouTube: https://youtu.be/E1GRlr8niU</p>
<p>EXAM 1</p>		<p>Covers: Chapters 4, 3, 6, 11, 13 Exam window: Sat, Feb 11, 12 noon - Tue, Feb 14, 11:59 pm</p>
<p>Fri Feb 17</p>	<p>Chapter 14: Developing and Marketing Products Internationally-I</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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? <p>Optional Readings:</p> <ul style="list-style-type: none"> • Ethnic Marketing - McDonald's Is Lovin' It, BBW • What Companies Get Wrong When Marketing to Minorities - BusinessWeek <p>YouTube: https://youtu.be/3rJqkrhdmtc (both parts)</p>
<p>Tue Feb 21</p>	<p>...continued Chapter 14: Developing and Marketing Products Internationally-II</p>	<ol style="list-style-type: none"> 5. If a company chooses to use the same marketing strategy in a different country, what challenges can it face? 6. Should a company charge the same price for its products/services in different markets? Why? 7. When marketing your product in a foreign market, should you hire a local marketing consulting company, find a local distributor or rely on internal resources of your company? Why? 8. Can/should the government control prices on products sold by private companies? <p>Optional Readings:</p> <ul style="list-style-type: none"> • Top 10 International Marketing Mistakes <p>YouTube: https://youtu.be/3rJqkrhdmtc (both parts)</p>

<p>Fri Feb 24</p>	<p>Chapter 15. International Operations</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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? <p>Optional Readings:</p> <ul style="list-style-type: none"> • Venture Money Flows in India and China, BBW <p>YouTube: : https://youtu.be/YW7zzQbya4o</p>
<p>Tue Feb 28</p>	<p>Chapters 16: International HRM Hiring and Managing International Employees, Working overseas</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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? <p>Optional Readings:</p> <ul style="list-style-type: none"> • The Gulf in Auto Wages <p>YouTube: https://youtu.be/aOxxsgBmc10</p>
<p>Fri Mar 3</p>	<p>X-CULTURE</p>	<p>FOCUS ON THE READINESS TEST, Must take by 9 am Monday, March 6</p>
<p>Tue Mar 7</p>	<p>X-CULTURE</p>	<p>FOCUS ON INITIATING CONTACT WITH YOUR X-CULTURE TEAM</p>
<p>Fri Mar 10</p>	<p>Chapter 2: Cross-Cultural Management-1</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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? <p>Optional Readings:</p> <ul style="list-style-type: none"> - The Trouble of Mitigated Speech <p>Optional Video Examples: Blue Eyes vs. Brown Eyes: A Class Divided</p> <p>YouTube: https://youtu.be/uSTJaKfEfiU (both parts)</p>

Mar 11- Mar 20	Break	
Tue Mar 21	<i>continued</i> Cross-Cultural Management-2	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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? <p>Optional Reading</p> <ul style="list-style-type: none"> • Half a century of measuring culture, J. of Intl. Management • Three Decades of Research on Culture, Org. Dynamics • The Virtual Choir – TED Talks, video, highly recommended <p>YouTube: https://youtu.be/uSTJaKFEFiU (both parts)</p>
Fri Mar 24	Chapter 7: Foreign Direct Investment (FDI)	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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? <p>Optional Readings:</p> <ul style="list-style-type: none"> • FDI - Can India Beat China, BBW • Foreign direct investment Trend, The Economist <p>YouTube: https://youtu.be/ANYi6jZoamY</p>
	EXAM 2. Non-cumulative	Covers: Chapters 14, 15, 16, 2, 7 Exam window: Sat, Mar 25, 12 noon - Tue, Mar 29, 11:59 pm
Fri Mar 31	Chapter 5: International Trade I: Theories of International Trade	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 1. World trade: Who trades with whom? Provide a very brief statistics summary 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? <p>Optional Readings</p> <ul style="list-style-type: none"> • What Do Undergrads Need To Know About Trade? – MIT Papers • Distance Still Matters, Harvard Business Review <p>YouTube: https://youtu.be/WgRCI1KTGms</p>

<p>Tue Apr 4</p>	<p>...continued International Trade II: Outsourcing (see the slides for more details on economic effects of outsourcing)</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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 do such restrictions make economic sense? 5. Provide examples of interesting or absurd facts about job outsourcing (list 3) <p>Optional Readings</p> <ul style="list-style-type: none"> • 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 <p>YouTube: https://youtu.be/z_0E8MVC-Ws</p>
<p>Fri Apr 7</p>	<p>Chapter 8 Regional Economic Integration</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 1. Is regional economic integration (e.g., NAFTA) good for America? 2. Name the three most known economically-integrated regions and analyze the consequences of the integration (are individual countries in the region better or worse off 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? <p>Optional Readings:</p> <ul style="list-style-type: none"> • A Punching Bag Named NAFTA, BBW • NAFTA: Two Mexicos, Two Outcomes, BBW • Evaluation of Regional Integration in Latin America, Research Report <p>YouTube: http://youtu.be/BFriA1c2hT8</p>
<p>Tue Apr 11</p>	<p>Chapter 9: International Financial Markets</p>	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> 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 could foreign currencies be bought, and what are the pros and cons of each approach? How much does the transaction cost differ across the different currency exchanges? 5. Why are all currencies not freely traded? 6. What are the pros and cons of the US dollar being the "world currency" for America and for other countries? <p>Optional Readings:</p> <ul style="list-style-type: none"> • 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 <p>YouTube: http://youtu.be/sWXHMWPhCyU</p>

<p>Fri Apr 14</p>	<p>Chapter 10 International Monetary System</p>	<p>Prep/Bonus Point Questions: 1. What affects currency exchange rates? 2. What does America gain/ lose when the US dollar is strong? Weak? 3. Would you recommend strengthening or weakening the US dollar? Why? 4. Why would governments restrict international trade of their currencies? 5. Why do identical products have different prices in different countries?</p> <p>Optional Readings: <ul style="list-style-type: none"> • 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 </p> <p>YouTube: https://youtu.be/pdqc1AkNyEI</p>
<p>Tue Apr 18</p>	<p>Employing immigrants, Effects of immigration-I</p>	<p>Prep/Bonus Point Questions: 1. Is immigration good for America? Why? 2. Is immigration good for South Africa? Why? 3. How does immigration help/hurt the home and host countries? 4. Can immigration lead to job creation/lower unemployment? How?</p> <p>Optional Readings <ul style="list-style-type: none"> • 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 </p> <p>YouTube: https://youtu.be/-iC7d3ZjY9c (both lectures)</p>
<p>Fri Apr 21</p>	<p>... Continued Employing immigrants, Effects of immigration-II</p>	<p>Prep/Bonus Point Questions: 5. Is it good or bad that immigrants are willing to work for less? Why? 6. Are some types of immigrants better for America than others? Why? 7. What are the differences in the effects of illegal vs. legal immigration? 8. If you were in charge of the US immigration reform, what would you change? Why?</p> <p>Optional Readings <ul style="list-style-type: none"> • Immigration Raids Hurt Farmers • Immigration Reform_ Doing What Works – BusinessWeek • Immigration_ Google Makes Its Case • Immigration_ When Only 'Geniuses' Need Apply – BusinessWeek </p>
<p>Sun Apr 23</p>	<p>X-Culture</p>	<p>Focus on finishing up and submitting the X-Culture report draft</p>
<p>Fri Apr 28</p>	<p>X-Culture</p>	<p>Focus on finishing up and submitting the final X-Culture report</p>

Tue May 2	Chapter 1. Globalization	<p>Prep/Bonus Questions:</p> <ol style="list-style-type: none"> 1. How old is globalization? 2. How can globalization help you make money? 3. How can globalization hurt your business? 4. You want to expand your business to other countries. What challenges are you likely to face (list 10)? 5. How would you measure the degree of globalization of a country? 6. Is globalization good or bad? Why? Effects of globalization of wealth, freedom, and culture around the world and in the US in particular? <p>Optional readings:</p> <ul style="list-style-type: none"> • A Search for a Surrogate Leads to India, Wall Street Journal • Distance Still Matters, Harvard Business Review <p>YouTube: https://youtu.be/QtQrmuOS3uE</p>
	Exam 3, Non-Cumulative	Covers Chapters 1, 5, 8, 9, 10 + Immigration Exam window: Thu, May 4, 12 noon - Mon, May 8, 11:59 pm