

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

**INTRODUCTION TO INTERNATIONAL BUSINESS**  
**MGT 301**  
Spring 2014

Professor	Vas Taras
Office	349 Bryan
Office hours	Mon/Wed, 4:45 pm – 5:45 pm or by appointment
Office phone	336-256-8611
E-mail	v_taras@uncg.edu
MGT 301	Mon/Wed 3:30 pm – 4:45 pm
Location	Bryan 160



### 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 BlackBoard 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

- There are no course 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

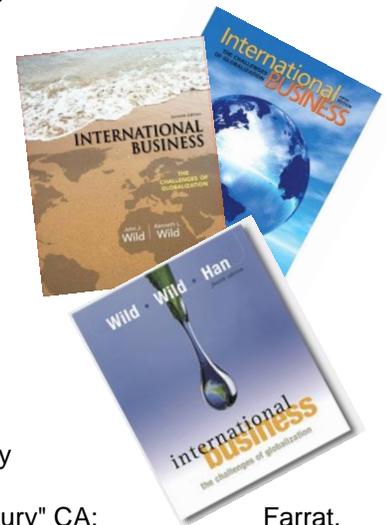
- International Business (The Challenges of Globalization), 7<sup>th</sup> edition, by Wild/Wild/Han, Prentice Hall.

Note: 4th, 5th and 6th editions have only minor differences. Get the 7th or 6th edition if you want more recent examples, otherwise 5<sup>th</sup> or 4th 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=tx6Esv0akVBCnznfj-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.
- 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.
- Porter, M. (1998) "The Competitive Advantage of Nations", New York: Free Press.

### 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 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**

The course is organized around a series of lectures, readings, take-home assignments (THAs), and an international collaboration project (X-Culture).

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 covered on the exams.

## POWER POINT PRESENTATIONS (PPTs)

The PPTs are posted on BB, 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 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 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.

## 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:	15
Exam 2 (non-cumulative):	15
Exam 3 (non-cumulative):	15
Take-Home Assignments (best 2 (each 10%) out of 3):	20
X-Culture Project	25
Participation and attendance (iClicker points), up to 0.5 per lecture, 10 max	10
<hr/>	
Total:	100
+ Bonuses	
Bonus for working in a team on THAs, 1 point per THA	0.2
Exam Jeopardy bonuses, up to 2.5 in addition to each exam grade (up to 1.5 in addition to the course grade)	1.3
In-class participation (a.k.a. Golden Stars), for insightful verbal or written answers to discussion questions (the “green” questions in the Course Schedule table at the end of this document), max 0.1 per lecture up to 2.3 total	2.3
Course improvement input (grammar error corrections, links to relevant readings, suggestions for better course assignments, etc.), 0.1 per suggestion, up to 1 total	1
<hr/>	
<b>Possible maximum</b>	<b>105</b>

\* 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.). 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 25 multiple-choice questions.

Cell phones and other portable electronics 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.
- 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.

#### 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>

### *Format and Submission*

About 10 days before the THA deadline, each student will receive an email with a personalized link (link containing student name) to an online THA form. All you have to do is to click on the link and answer the questions.

If you work in a team, only one student from the team must submit THA on behalf of the entire team (there will be a field to provide the names of all team members).

### *THA grading procedures*

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

## **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 3,000 students from 80+ universities in 40+ countries on 6 continents participate in X-Culture every semester. For more on the project, visit [www.X-Culture.org](http://www.X-Culture.org).

Upon successful completion of X-Culture, students receive Global Collaboration Certificates, which have been shown to help a lot with prospective employers (e.g., see a recent story about an UNCG graduate: [www.prweb.com/releases/2012/8/prweb9767734.htm](http://www.prweb.com/releases/2012/8/prweb9767734.htm) or other stories here: [www.x-culture.org/news\\_media.html](http://www.x-culture.org/news_media.html)).

Furthermore, members of the best teams will be invited to attend the Academy of International Business Conference (Oct in Atlanta, hosted by the Home Depot). The students will meet in person their teammates, present their work, and have a chance to participate the many conference networking and presentation events.

Working in global virtual teams (typically 7 students, 7 countries), students will conduct a market opportunity analysis and develop a market entry plan for a multi-national company.

Students will be randomly assigned to teams.

The detailed instructions and the contacts of the teammates are posted on Black Board.

**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.

The detailed instructions are posted on BlackBoard - to receive full credit for the project (100), you must meet all 10 deadlines.

Historically, all students in my class receive 100 for the project, but all also note that it was not an easy task, one that required much work and was at times frustrating, but in the end very rewarding and certainly worthwhile the extra effort.

## **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 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)**

iClicker 1 or iClicker 2 can be used in this course.

A part 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 0.5 participation points for the session. You will receive 0.375 points if you answer 3 questions correctly, 0.25 points if you answer two questions and 0.125 points if you answer only one question correctly. To earn all 10 participation points, you have to participate in any 20 of the 23 lectures during the semester and answer 4 out of 5 questions correctly every lecture. In other words, as long as you do not miss more than a few 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 only 2 or 3 out of 5 questions in some lectures (attend more, answer less), which will also give you a cumulative of the maximum 10 participation points. Historically, 95% of the students get full participation credit.



**Important:** you cannot receive more than 0.5 participation point per lecture and more than 10 participation points per semester. Even if you attend all sessions and answer every single question correctly, your participation grade will be limited to 10 points total. So relax and don't worry about it. Just don't miss too many lectures.

You must get an iClicker and register it on-line before our second lecture. 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=tx6Esv0akVBCnzncfj-0bCg&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 eBay, Amazon or Craigslist. About 2,000 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.

### **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.

### **Teamwork on THAs, 1 per submission**

As noted above, you can complete THAs individually or in teams – if you choose the latter option, you automatically get 1 point bonus and your total assignment grade can be 101 points.

### **Exam Jeopardy Bonuses**

As noted above, the exam reviews are offered in the format of the Jeopardy game. Everyone is welcome to participate for a bonus of up to 2.5, which makes the theoretical maximum exam grade of 102.5.

### **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 classes 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](http://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)**

1	Mon Jan 13	Introduction.	<b>Very important session. Do NOT miss it.</b> Get your iClicker and register it online. See the iClicker section of this syllabus for further instructions. It's ok not to have your iClicker by this date, but you must have it by next lecture.
2	Wed Jan 15	Chapter 1. Globalization	Prep/Bonus Questions: <ol style="list-style-type: none"> <li>1. How old is globalization?</li> <li>2. How can globalization help you make money?</li> <li>3. How can globalization hurt your business?</li> <li>4. You want to expand your business to other countries. What challenges are you likely to face (list 10)?</li> <li>5. How would you measure the degree of globalization of a country?</li> <li>6. Is globalization good or bad? Why? Effects of globalization of wealth, freedom, and culture around the world and in the US in particular?</li> </ol> Optional readings: <ul style="list-style-type: none"> <li>• A Search for a Surrogate Leads to India, Wall Street Journal</li> <li>• Distance Still Matters, Harvard Business Review</li> </ul>
	Mon Jan 20	Dr. Martin Luther King Jr. Day	No Class
3	Wed Jan 22	Chapter 4: Economic Systems and Development I	Prep/Bonus Questions: <ol style="list-style-type: none"> <li>1. Pros and cons of free market economy?</li> <li>2. Pros and cons of command economy?</li> <li>3. Pros and cons of mixed economy?</li> <li>4. Should the government regulate any aspects of economy and if so, which ones?</li> </ol> Optional readings: <ul style="list-style-type: none"> <li>• The Rise and Fall of the GDP, New York Times</li> </ul>
4	Mon Jan 27	... continued Chapter 4: Economic Systems and Development II	Prep/Bonus Questions: : <ol style="list-style-type: none"> <li>1. How would you measure economic success of a nation?</li> <li>2. Why is GDP/capita not a sufficient measure of success of a nation?</li> <li>3. What are better ways to measure development level of a nation?</li> </ol> Optional readings: <ul style="list-style-type: none"> <li>• The Inequality Delusion, Bloomberg's Business Week</li> <li>• Inflation – The Great New Divide, Bloomberg's Business Week</li> </ul>

5	Wed Jan 29	Chapter 5: International Trade I: Theories of International Trade	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. World trade: Who trades with whom? Provide a very brief statistics summary</li> <li>2. What are the differences in how we see (regulate) international trade compared to what people thought about it 500 years ago?</li> <li>3. What are the areas (products/services in production of which) where the US has competitive advantage?</li> <li>4. What are the advantages and disadvantages of international trade to the US?</li> <li>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?</li> </ol> <p>Optional Readings</p> <ul style="list-style-type: none"> <li>• What Do Undergrads Need To Know About Trade? – MIT Papers</li> <li>• Distance Still Matters, Harvard Business Review</li> </ul>
6	Mon Feb 3	...continued International Trade II: Outsourcing (see the slides for more details on economic effects of outsourcing)	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. What are the benefits of outsourcing production overseas?</li> <li>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)?</li> <li>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?</li> <li>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?</li> <li>5. Provide examples of interesting or absurd facts about job outsourcing (list 3)</li> </ol> <p>Optional Readings</p> <ul style="list-style-type: none"> <li>• Five Options for Tackling Trade with China, Bloomberg's Business Week</li> <li>• In Praise of Not So Free Trade, Bloomberg's Business Week</li> <li>• NAFTA's impact on Alabama</li> </ul>
7	Wed Feb 5	Chapter 6: Business-Government Trade Relations	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. Why would a government want to restrict international trade (imports/exports)?</li> <li>2. Why would a government want to stimulate trade (imports/exports)?</li> <li>3. What can a government do to stimulate imports?</li> <li>4. What can a government do to stimulate exports?</li> <li>5. What are the likely short-term and long-term consequences (positive and negative) of governments helping private corporations compete in global arena?</li> </ol> <p>Optional Readings</p> <ul style="list-style-type: none"> <li>• Why Andy Grove Is Wrong About Job Growth, Bloomberg's Business Week</li> <li>• Europe and U.S. Accuse China of Unfair Trade Practices, New York Times</li> <li>• Brussels Split on Chinese Import Tariffs, Bloomberg's Business Week</li> <li>• WTO Agrees to Investigate U.S. Tariffs on Chinese Tire Imports, Bloomberg's Business Week</li> </ul>

8	Mon Feb 10	Chapter 3: Politics and Law	<p><b>THA 1. What if: Ban on Outsourcing, due 3:29 pm</b></p> <p>To submit THA1 as a team, students must send an email with the list of team members (names, ID's) by noon, Feb 8.</p> <p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. What are the different types of political ideologies? Pros and cons of different political ideologies?</li> <li>2. Ways to handle/minimize political risk?</li> <li>3. Pros and cons of different legal systems?</li> <li>4. You want to expand your business to other countries. What challenges are you likely to face due to legal system differences?</li> <li>5. You want to expand your business to other countries. What challenges are you likely to face due to ethics differences?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• The Higher Cost of Bribery in China, Bloomberg's Business Week</li> <li>• Why Malaysia Rules in Islamic Finance, Bloomberg's Business Week</li> <li>• Deutsche Bank Launches Shariah Compatible Funds – Spiegel</li> <li>• Concerns about Intellectual Rights Piracy In China – audio</li> </ul>
J	Wed Feb 12	Exam 1 Review. Exam Jeopardy	Strongly advised: Finish the first round of preparation for Exam 1 before this class.
E	Mon Feb 17	<b>EXAM 1</b>	<b>(Chapters 1, 3, 4, 5, 6)</b>
9	Wed Feb 19	Chapter 7: Foreign Direct Investment (FDI)	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. Is FDI good or bad? Who wins? Who loses? Why?</li> <li>2. What does the US gain/lose when foreign companies enter the US market?</li> <li>3. What does the US gain/lose when American companies invest in foreign markets?</li> <li>4. How does the US compare to the rest of the world in terms of incoming/outgoing FDI?</li> <li>5. Should the US increase/reduce its incoming/outgoing FDI?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• FDI - Can India Beat China, BBW</li> <li>• Foreign direct investment Trend, The Economist</li> </ul>
10	Mon Feb 24	Chapter 8 Regional Economic Integration	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. Is regional economic integration (e.g., NAFTA) good for America?</li> <li>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?).</li> <li>3. Should the US consider an economic union with other countries and if so which ones? Why?</li> <li>4. Should North Carolina consider becoming an independent country and why?</li> <li>5. Would any US state be better off economically if it left the Federation?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• A Punching Bag Named NAFTA, BBW</li> <li>• NAFTA: Two Mexicos, Two Outcomes, BBW</li> <li>• Evaluation of Regional Integration in Latin America, Research Report</li> </ul>

11	Wed Feb 26	Chapter 10 International Monetary System	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. What affects currency exchange rates?</li> <li>2. What does America gain/ lose when the US dollar is strong? Weak?</li> <li>3. Would you recommend strengthening or weakening the US dollar? Why?</li> <li>4. Why would governments restrict international trade of their currencies?</li> <li>5. Why do identical products have different prices in different countries?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• What is Currency Manipulation Anyhow and a Related Report – Bloomberg’s Business Week and CNN Money</li> <li>• Sample Reports on Currency Exchange Rates</li> <li>• The Big Mac index_ An indigestible problem, The Economist</li> </ul>
X	Mar 1	X-Culture, project starts, Deadline 1. Readiness test	<p>By this date, you must complete the Pre-Project Readiness Test. As long as the training and pre-project survey are completed, you will receive the names of your teammates on Mar 1 (+/- one day), and you can start working on the project.</p> <p>See Student Instructions (posted on BB) for links to the Training page. You will receive an email to complete the survey with a link to the survey.</p>
12	Mon Mar 3	Chapter 9: International Financial Markets	<p><b>THA 2: What if: US and Canada One Country, due 3:39 pm</b>  <b>To submit THA2 as a team, students must send an email with the list of team members (names, ID’s) by noon, Mar 1.</b></p> <p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. What are the pros and cons of borrowing/lending money internationally?</li> <li>2. Are offshore financial centers (aka tax havens) good or bad? Who gains, who loses?</li> <li>3. What financial instruments can be sold/acquired internationally?</li> <li>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?</li> <li>5. Why are all currencies not freely traded?</li> <li>6. What are the pros and cons of the US dollar being the “world currency” for America and for other countries?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Germany Reaps the Euro's Reward, BBW</li> <li>• Why the Dollar Will Remain the Global Currency, BBW</li> <li>• How China's Yuan Can Become a Global Currency, BBW</li> </ul>
X	Mar 5	X-Culture, Deadline 2 Report on Establishing Contact with Teammates	<p>By this date, you are expected to exchange at least a few messages with your teammates. If some teammates are not responding, you are expected to send at least three email reminders to them by this deadline.</p> <p>3 days before the deadline, you will receive an email with your personalized link to an online report on your progress with establishing contact with your teammates. Even if none of your teammates responds to your emails, you must still complete the online form – just say nobody is responding to your emails.</p>

13	Wed Mar 5	Chapter 11: International Strategy and Organization -I	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. How would you go about developing a business strategy for your company?</li> <li>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?</li> <li>3. When is Multinational strategy likely to be better than Global strategy (what types of products/consumers)?</li> <li>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?</li> </ol> <p>Optional Videos:</p> <ul style="list-style-type: none"> <li>• Video: Simon Sinek of Business Strategy, TED Talks</li> <li>• Costco vs. Wal-Mart</li> </ul>
X	Mar 7	X-Culture, Deadline 3 Select Organization	<p>By this date, your team must select an organization that you will be writing the international business proposal for.</p> <p>3 days before the deadline, you will receive an email invitation to report what organization you chose as your client. Each team member will have complete the survey</p>
	Mon Mar 10	Spring Break	No Class. Don't drink and drive. Watch AFV before you decide to impress your buddies with something "awesome."
	Wed Mar 12	Spring Break	No Class. Don't drink and drive. Watch AFV before you decide to impress your buddies with something "awesome."
X	Mar 14	X-Culture, Deadline 4 Select Product/Service	By this date, your team must agree on the product you will be writing the business proposal
14	Mon Mar 17	... continued International Strategy and Organization II	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>5. What is the best way to incorporate international operations division into your organizational structure?</li> <li>6. What is the best strategy for incorporating teams into your organizational structure?</li> <li>7. Why are truly global companies often seen as "evil"? What can be done to help them create the "Good Guy" image?</li> <li>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.)?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• A Comparison of Costco to Wal-Mart's Sam's Club, Academy of Management Perspectives</li> </ul>
J	Wed Mar 19	Exam 2 Review. Exam Jeopardy.	Strongly advised: Finish the first round of preparation for Exam 2 before this class.
X	Mar 21	X-Culture, Deadline 5 Select Market	<p>By this date, your team must agree on the market where the proposed product/service should be offered</p> <p>3 days before the deadline, you will receive an email invitation with a personalized link to report your team's choice of product and market. Each team member will have to complete the form separately.</p>
E	Mon Mar 24	<b>EXAM 2. Non-cumulative</b>	<b>Chapters 7, 8, 9, 10, 11.</b>

15	Wed Mar 26	Chapter 13: Selecting and Managing International Entry Modes	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. Why do companies export?</li> <li>2. How can you find international partners for your business?</li> <li>3. What are the challenges related to paying your international partners (e.g., distributors, suppliers) when offering products/services overseas?</li> <li>4. What are the challenges of international joint ventures?</li> <li>5. Can your company establish business presence in a foreign market without selling a product or offering service there?</li> </ol> <p>Optional Readings</p> <ul style="list-style-type: none"> <li>• Daimler Chrysler Merger</li> <li>• How DC Merger Failed</li> </ul>
X	Mar 28	X-Culture, Deadline 6 Entry Mode	<p>By this date, your team must decide on the market entry mode. Several days before the deadline, you will receive an email invitation to report your team's choice of the market entry mode and provide a brief (up to 150 words) explanation for your decision (give reasons why you selected this mode of entry). Each team member has to complete this survey.</p>
16	Mon Mar 31	Chapter 15. International Operations	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>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?</li> <li>2. What would be your preferred location for your production facilities? Why?</li> <li>3. Would the choice of these locations depend on your product?</li> <li>4. If you are expanding overseas, where would you get money to expand your business?</li> <li>5. What are the likely challenges to finance your operations abroad? Where can you get money to finance your expansion into a foreign market?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Venture Money Flows in India and China, BBW</li> </ul>
17	Wed Apr 2	Chapter 14: Developing and Marketing Products Internationally-I	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. Examples of international marketing blunders?</li> <li>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?</li> <li>3. What does "Made in the USA" actually mean?</li> <li>4. What marketing tools or tricks are likely to be equally effective worldwide?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Ethnic Marketing - McDonald's Is Lovin' It, BBW</li> <li>• What Companies Get Wrong When Marketing to Minorities - BusinessWeek</li> </ul>
X	Apr 4	X-Culture, Deadline 7 Staffing	<p>By this date, your team must decide on how your client should staff operations in the new market. Several days before the deadline, you will receive an email invitation to report your team's recommendation for staffing the new market operations and a brief (up to 150 words) explanation for your decision. Each team member has to complete this survey.</p>

18	Mon Apr 7	...continued  Chapter 14: Developing and Marketing Products Internationally-II	<p>5. If a company chooses to use the same marketing strategy in a different country, what challenges can it face?</p> <p>6. Should a company charge the same price for its products/services in different markets? Why?</p> <p>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?</p> <p>8. Can/should the government control prices on products sold by private companies?</p> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Top 10 International Marketing Mistakes</li> </ul>
19	Wed Apr 9	Chapters 16: International HRM Hiring and Managing International Employees, Working overseas -1	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>3. What would be the challenges of recruiting/selecting personnel in a foreign country?</li> <li>4. When managing a team of experts from different countries, what are the likely compensation challenges?</li> <li>5. Should a company pay different wages to its employees in different countries? Why? If yes, how should the pay difference be determined?</li> </ol> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• The Gulf in Auto Wages</li> </ul>
X	Apr 11	X-Culture, Deadline 8, Marketing	<p>By this date, your team must decide on the key elements of the marketing strategy for introducing the proposed product/service in the new market. Several days before the deadline, you will receive an email invitation to provide a brief description of your proposed marketing strategy (up to 250 words). Each team member has to complete this survey.</p>
20	Mon Apr 14	Employing immigrants, Effects of immigration-I	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>1. Is immigration good for America? Why?</li> <li>2. Is immigration good for South Africa? Why?</li> <li>3. How does immigration help/hurt the home and host countries?</li> <li>4. Can immigration lead to job creation/lower unemployment? How?</li> </ol> <p>Optional Readings</p> <ul style="list-style-type: none"> <li>• At tax time, illegal immigrants are paying too - Tax Tactics</li> <li>• Dream Act fails to advance in Senate – LA Times</li> <li>• Immigration - More Foreign Nurses Needed</li> <li>• Immigration Amid a Recession – BusinessWeek</li> <li>• Immigration Can Fuel U.S. Innovation and Job Growth</li> </ul>
21	Wed Apr 16	... Continued  Employing immigrants, Effects of immigration-II	<p>Prep/Bonus Point Questions:</p> <ol style="list-style-type: none"> <li>5. Is it good or bad that immigrants are willing to work for less? Why?</li> <li>6. Are some types of immigrants better for America than others? Why?</li> <li>7. What are the differences in the effects of illegal vs. legal immigration?</li> <li>8. If you were in charge of the US immigration reform, what would you change? Why?</li> </ol> <p>Optional Readings</p> <ul style="list-style-type: none"> <li>• Immigration Raids Hurt Farmers</li> <li>• Immigration Reform_ Doing What Works – BusinessWeek</li> <li>• Immigration_ Google Makes Its Case</li> <li>• Immigration_ When Only 'Geniuses' Need Apply – BusinessWeek</li> </ul>

X	Apr 18	X-Culture, Deadline 9 Team Report Draft	By this date, you must submit a draft of your team report. The report does not have to be fully completed by this date. Several days before the deadline, you will receive an email invitation with a link a progress survey. Each team member will have to complete the progress survey, but only one team member will have to submit a draft of your team report via TurnItIn using the instructions provided on page 3 of this document (Submitting Team Reports section). TurnItIn will automatically generate a plagiarism report so you can see which parts (if any) of your report were copied and pasted from other sources. Similarity index of up to 20% is considered acceptable, provided the copy-and-pasted materials are properly cited quotes and extracts. If your report draft will be found to contain plagiarized pieces, your team will have until Deadline 10 to fix the problems. Plagiarism in the final version of the report will not be tolerated.
22	Mon Apr 21	Chapter 2: Cross-Cultural Management-1	Prep/Bonus Point Questions: <ol style="list-style-type: none"> <li>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?</li> <li>2. Would you say that culturally diverse teams perform better than culturally homogeneous ones? Why?</li> <li>3. What are the challenges of cross-cultural communication?</li> <li>4. How is the American communication style different from that in other cultures?</li> </ol> Optional Readings: <ul style="list-style-type: none"> <li>- The Trouble of Mitigated Speech</li> </ul> Optional Video Examples: <ul style="list-style-type: none"> <li>- Blue Eyes vs. Brown Eyes: A Class Divided</li> </ul>
23	Wed Apr 23	continued Cross-Cultural Management-2	<b>THA 3: What if: Aliens Kidnapped All Immigrants, due 3:29 pm</b> <b>To submit THA3 as a team, students must send an email with the list of team members (names, ID's) by noon, Apr 20.</b>  Prep/Bonus Point Questions: <ol style="list-style-type: none"> <li>5. What is culture anyway?</li> <li>6. How would you measure culture?</li> <li>7. How would you describe American culture?</li> <li>8. What kind of training would you provide to a culturally diverse workgroup to enhance performance?</li> </ol> Optional Reading <ul style="list-style-type: none"> <li>• Half a century of measuring culture, J. of Intl. Management</li> <li>• Three Decades of Research on Culture, Org. Dynamics</li> <li>• Virtual Choir – TED Talks, video, highly recommended</li> </ul>
E	Mon Apr 28	Exam Jeopardy 3	Strongly advised: Finish the first round of preparation for Exam 3 before this class.
X	Apr 25	X-Culture, Deadline 10 Final Team Report	By this date, one of the team members must submit the final copy of the report on behalf of the team – only one submission per team! Please submit your report draft via TurnItIn using the instructions provided in the Student Instructions.
X	Apr 28	X-Culture, Post-Project Survey	<i>To receive a grade for the project, you must complete the Post-Project survey. You will be asked to comment on your experiences and evaluate performance of your team members. Please note, all questions must be answered. The software checks for random response patterns – surveys with random answers will be disqualified. Peer evaluations will NOT be shared with your team member and will be seen only by the instructors. 5 days before this deadline, you will receive an email with a link to this survey.</i>
E	TBA	Exam 3, Non-Cumulative	Chapters 2, 13, 14, 15, 16 + Immigration <b>3:30-5:00 pm</b> , Bryan 166 (same classroom)