



Instructor: Professor Sunny Jeong	
Place and time	Tuesday & Thursday 2:30 PM - 3:45 PM Hollenbeck Hall, 231
Office Hours	Tuesdays & Thursdays 4:00-5:00 PM Wednesday 9:30 AM - 12:00 PM Online Office Hour By Appointment Hollenbeck, Room 209
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Web Page and Email Communication

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

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

COURSE DESCRIPTION

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

Note! Group work: Your group will be composed of 5 people with diverse backgrounds. You will remain with this group through all discussions and projects for the entirety of the semester.

COURSE OUTCOMES

Upon completion of this course students will:

1. Understand the different challenges and dynamics businesses face when they operate in a global environment (free trade vs protectionism).
2. Demonstrate understanding of cultural, political and economic differences in the global workplace, identify the desirable competencies for an effective global manager, demonstrate cultural sensitivity and emotional intelligence in business and the workplace.
3. Appreciate the interaction of business and government as they relate to international commerce.
4. Understand trade theory, tools of government interventions and international business strategy.
5. Develop insight into the management implications of international business operations (marketing & HR).
6. Enhance confidence in oral communication and discussion of issues relating to international business, present ideas in a succinct and clear manner, and engage in culturally sensitive communication.

GENERAL EDUCATION OUTCOMES

This course supports students’ achievement of the LO2 & LO5 general education outcomes:

Learning Outcome 2: Students will write effectively, considering audience and purpose.

Learning Outcome 5: Students will analyze the distinctive viewpoints that are only available through the study of one or more languages and/or culture(s) outside of the United States and Canada.

COURSE MATERIALS

All course materials will be provided on Moodle

1. Several chapters from McGraw-Hill Create™ eBook (2022), BUSN 250 International Business by Professor Sunny Jeong: Selected chapters from Hill, Charles. (2022) International Business, 13th edition, McGraw-Hill
2. Other required text will be supplemented by outside readings from book chapters, selected periodicals and journals, Harvard business cases and other articles about international business. Additional materials such as the followings will be provided via the course website under each week of Course Materials:
 - Ha-Joon Chang. (2008). Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism. Bloomsbury Press. Chapter 1: The Lexus and the olive tree revisited: Myths and facts about globalization
 - Malcolm Gladwell (2008). Outliers: The Story of Success. Little, Brown and Company. Chapter 7: The ethnic theory of plane crash "Captain, the weather radar has helped us a lot" & Chapter 6: Harlan, Kentucky “Die like a man, like your brother did!”
3. Bring your cell phone to every class to earn participation points via Socrative.com and Ahasldies.com

COURSE GRADING

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

		<u>Number of Points</u>	<u>% of Total</u>
1. Quizzes	(a) 8 online open book mini-quizzes X 20 points = 160 points – two quizzes of lowest scores (40 points) = total 120 points <u>*No late submission & No make-up points</u>	120	22%
	(b) In class Socrative quizzes	100	
2. Class participation	(a) Class attendance and engagement: participation up to Feb 23: 50 points & May 1st: 50 points, <u>20 points deduction for each unexcused absence toward total grade points, automatic failure after 6 absences including excused ones</u>	100	14%
	(b) Class presentation: Effects of mindfulness on you (Moodle posting), lead a meditation & present “current events of International Business”	10 30	
3. Group/ Online Discussion	(a) Leading/facilitating two memo discussion sessions - Prepare case & business summary slides - Prepare summary of students’ online discussion postings - Lead a discussion and engage students in a learning game - Prepare snacks	40	20%
	(b) Memos and online discussion (total of 10 memos X 20 points = 200-40 (drop two memos of lowest scores) = 160 points	160	
	(a) Cross-Cultural Competence – “Understanding Others” Assignment	40	24%

4. Team Projects & Presentations	(b) Midterm Project Presentation (instructor’s evaluation) *Peer Evaluation – Will be used to adjust team score (up or down)	100	
	(c) Final Project Presentation (instructor’s evaluation) *Peer Evaluation – Will be used to adjust team score (up or down)	100	
5. Exam I & 2	Scheduled exam I =100 points Scheduled exam II =100 points	200	20%
Total points possible		<u>1,000</u>	<u>100%</u>

Late submission policy:

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

The alphabetical grade will be determined in the following way:

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

1. Quizzes

a. Online Mini-Quizzes

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

No late submission will be accepted nor graded.

b. In-Class Socratic Quiz Points and Policy

Points

In order to earn the maximum number of points for in-class Socratic participation, you must correctly answer **at least 100 Socratic review questions by using your cell phone**. Each correct response will earn 1 points. There will be at least 130 Socratic questions during the semester so there will be ample opportunity for students to earn full credit for this component of the final grade. If you miss classes due to interviews, lose or forget your cell phone, or if cell phone batteries are dead, you can still earn the maximum number of points as long as you correctly answer at least 100 questions during the semester. Therefore, there will be no make-up points for missed classes. The maximum number of points that can be earned toward the course grade from using your cell is 100 and no extra credit will be granted.

Socratic Policy

- Registration: Students are required to have a smart phone, tablet, i-pad, or laptop computer to participate by logging in <https://b.socratic.com/>
Room Name: HONR300

Your id number is listed on Moodle

- Use: You must bring your own device (cell or laptop) to each and every class. There is nothing that I can do for you if you forget your device.
- Participation: In order for your points to be counted you must attend all class sessions. Unfortunately there is no exception to this. Again, there will be no make-up points for missed classes.

2. Class Participation

a. Attendance and Engagement in class

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

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

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

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

b. Class presentation: Effects of mindfulness on you (Moodle posting), lead a meditation & present "current events of International Business"

This is an individual assignment, which you will choose and present current international business news (one article and one short video) on content that is covered by the course.

- 1) Conduct research and find relevant news (one article & one short video) of international business, topics that are covered during a week that you are presenting. Your sources for current international business news updates that you can use may include the daily press such as the *Wall Street Journal*, the *Financial Times*, the *New York Times*, the *International Herald Tribune*; current business periodicals such as *Business Week*, *Fortune*, *Forbes*, *Barrons*; or general news publications such as the *Economist*, *Time*, *Newsweek*, and *US News & World Report*. Finally, television programs, such as Moneyline, the Nightly Business Report, Newshour with Jim Lehrer, Wall Street Week, and the Sunday morning programs including Meet the Press, Face the Nation, and This Week, as well as CNBC, and C-SPAN programs offer invaluable means for keeping up with important news stories.
- 2) Make ppt slides of a quick summary of an article (5 minutes) and post it on Moodle before the class session of your presentation
- 3) Lead a class stretching and meditation.
- 4) Present your slides. Explain unfamiliar concepts, countries, people or background that are relevant. Make a connection of them to course contents.
- 5) Present your video of same topics and relevant events
- 6) Present your opinion about this event, What do you think, feel, wonder, agree or disagree with?

3. Group Discussion Participation & Discussion Leading

a. Leading/facilitating one (group) discussion session

(a) Group Discussion Leaders

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

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

Your preparation material (PPT slides) is due before a class session of your discussion
Where to submit: On Moodle under Group work Submission

[GROUP ASSIGNMENTS]



[Group Work Submission] Memo Discussion: Post it with your case name in the subject



Case discussion guides for leading teams

(b) Other Participants

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

b. Memos and online discussion

All students will be required to submit at least 200 words (2-3 paragraphs) of memos on Moodle. Check dues on Moodle. Please do NOT simply summarize the readings. (I already know what is in them.) Instead, I want to have your own opinion or ideas, express them clearly and make connections among the ideas. Think of them as mini-essays that help you make a clear, focused point. On the calendar, I have provided prompts (for each discussion and related reading) to help lead your train of thought when writing these memos. Each memo is worth 20 points, for a total of 160 points for the 10 discussion sessions. In other words, I will drop your two lowest scoring memos from your grade.

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

4. Semester Team Project and Presentations

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

Team Formation:

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

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

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

- 1) Describe them before you meet one: What kind of prejudices do you have? Are they positive or negative ones? What is your typical response to them? Do you have any personal experience of them? How do you feel about them?
- 2) Spend at least 30 minutes with an individual from your team's identified cultural background and have engaging conversations. Describe narratives of his/her life trajectory. What other questions did you ask and what did you find something new and surprising?
- 3) How would you apply your findings to the context of international business? What are key components for a high degree of cultural competency? Awareness, curiosity, non-judgmental attitude, openness, listening skills....What strategies will you use to communicate and work respectfully with people whose cultures differ from your own?

Selection of a company and one focus country:

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

Mid-term team project presentation

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

The midterm presentation will cover the following information.

Company analysis criteria for mid-term presentation

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

Final project presentation

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

Company analysis criteria for final presentation

- Introductory overview of company and country (i.e., why country is fitting for specific company)

- Research on strategy of a global market entry (exporting/importing, global production, outsourcing, joint venture, M&A, logistics)
- Research on marketing/advertising and human resources/hiring strategies
- PPT presentation(or other formal presentation medium)
- Bringing one dish per team to share is suggested (bringing a dish will earn 10 extra points)

Assessment of mid-term and final presentation:

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

5. Exam I & II

Format

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

Materials

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

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

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

Conflict exams

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

STATEMENT ON THE EXPECTATION OF WORK

In this course students will be expected to spend at least twice as much time out of class doing work for each course as they spend in class. In other words, for each credit hour of classroom or direct faculty instruction, students are expected to engage in two hours of out of class course related work each week for approximately fifteen weeks. A four-credit hour course requires eight hours per week of out of class work. In addition, you will need to read articles and watch videos of current events concerning international business from various sources as outlined on the course schedule. The reading and viewing of these articles and videos will average about one hour per week.

ATTENDANCE

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

LAPTOP/ CELL USE IN CLASS

We want to foster highly interactive learning environment by fully utilizing cell phones and laptops. However, laptop/phone should be strictly used only for scheduled Socrative.com or Ahaslides.com activities

that requires to take quizzes. All other uses of any eclectic devices are banned in the classroom unless advised differently. Students who disrupt the class will be asked to leave.

LEAVING THE CLASSROOM

Classes are only 75 minutes in duration. Students are expected to remain in their seats for the entire class period. Leaving to stretch, get a snack, get a drink, or smoke a cigarette is disruptive to the class and is not appropriate.

GRADING DISPUTES

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

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

GETTING HELP OR CLARIFICATION OF INFORMATION

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

You can ask questions right before or after each class or I'll ask you to come to my regular office hours or make an appointment. If you have questions or concerns that you believe can be handled via e-mail, again *please use class number and your name in the subject line* (i.e. BUSN 250-1, Susan Foster about exam 1) so that I will respond to your emails within a day.

LEARNING DISABILITIES AND NEED FOR ACCOMMODATIONS

Your learning in this course is important to me. I invite you to talk with me about ways to ensure your full participation in and access to this course. Please be aware that Wittenberg is committed to providing reasonable accommodations for students with documented disabilities (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary medical conditions, etc.) If you are eligible for course accommodations because of a disability, you need to register with the Accessibility Services Office, located in the COMPASS: Sweet Success Center in Thomas Library. After you register, give me your accommodation letter from Academic Services and arrange to talk with me about your learning needs privately in a timely manner. Early identification at the start of the term is essential to ensure timely provision of services as accommodations are not retroactive. If you have questions or would like more information about services for students with disabilities, please contact the Accessibility Services office at accessibilityservices@wittenberg.edu. Please note that services are confidential and may take time to put into place, and are not retroactive.

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly and creative activity in an open, honest and responsible manner, free from fraud and deception. It is extremely important that you use references in all of your writings in order to avoid unintentional plagiarism. Every time you quote something directly from a book, article, website or newspaper, you must list after that quotation the name of the person who wrote it and the date it was published. Also, always list the books, articles, web-pages and so forth that you consulted for your essay in a bibliography or list of references. Cheating, including plagiarism, falsification of research data, using the same assignment for more than one class, or passively allowing others to copy your work will result in academic penalties. Any student found guilty of these infractions will be penalized according to the

Wittenberg University Code of Academic Integrity. * If you are found responsible for having violated the Code of Academic Integrity, then a record of the case is included in your file, but no notation will be made your transcript, unless *you have been assigned an XF for the course, that is, failed the course due to academic dishonesty. Also, your transcript will indicate if you have been suspended or expelled from the university for academic dishonest*

CLASS SCHEDULE

Course instructors reserve the right to adjust this syllabus and changes in class content and/or scheduling may be made as the course progresses and will be announced in class and/or on the course Moodle page. You are responsible for the preparation of such changes.

Class Week	Date	Topic	In-class Activities & related readings	Readings and Assignments to be Completed in Advance of this lecture period
I. INTRODUCTION AND GLOBALIZATION				
Week 1	Jan 10, 12	<ul style="list-style-type: none"> Course introduction Term globalization Nature of globalization and interdependency Global environment of international business 	<p>-Introduction and Course Overview</p> <p>-Mini Socratic quiz about the course & multinational corporations/globalization</p> <p>-Group project team composition</p> <p>-Team's choice of discussion session & project case</p> <p>- Learn the global environment of IB.</p>	-Chapter 1. Globalization
Week 2	Jan 17, 19	<ul style="list-style-type: none"> Pros and cons of Globalization and free trade Impact of globalization Free trade vs protectionism The changing nature of the global economy Major arguments in the debate over the globalization. Determination of different levels of economic development of a nation 	<p>- Class lecture on Chapter 1 & 2</p> <p><u>-Discussion 1:</u> Trade war and its challenges & opportunities</p> <p>*Please click the link of Memo on Moodle and submit your answers on Perusall.</p> <p>Memo 1 addressed government interventions of free trade (tariff and trade war)</p> <p>Part 1 (40%): Highlight a portion of the text which explain benefits or costs of tariffs. Does a tariff bring any benefits? Who benefits from a tariff Who loses? (government, industry, domestic companies, consumers, etc)</p> <p>Part 2 (40%): Highlight a portion of the text which illustrates the nature and depth of trade war between US-China? Who won and who lost?</p> <p>Post any question(s) that you like to start a discussion with others and respond to others (20%)</p> <p><u>Other factors of "opening assignment," "reading to the entire document," "active engagement time" will be considered for your memo grade</u></p>	<p>- <u>Quiz 1 (Read Chapter 1. Globalization)</u></p> <p>- <u>Memo 1:</u> Read the articles or watch videos on Moodle and answer the question <i>Due: Check Moodle</i></p> <p>*<u>Memo 1 supports in-class discussion 1.</u></p> <p>*<u>Discussion leading team should submit 1) short case summary & follow up research, 2) lead a small class discussion, 3) whole class panel discussion (Guiding slide template is available on Moodle)</u></p> <p>*<u>Leading team is responsible for class snacks</u></p>

II. COUNTRY DIFFERENCES AND ETHICS				
Week 3	Jan 24, 26	<ul style="list-style-type: none"> • Different political/ economic/ legal systems of countries • Business implication of differences in political economy 	-Class lecture on Chapter 3 -Lecture on national differences in negotiation <u>Discussion 2</u> : International Negotiation Culture & Apple/Samsung Case	<u>-Quiz 2 (Read Chapter 3 National Differences)</u> -Memo 2 <u>Memo 2 supports Discussion 2</u>
Week 4	Jan 31, Feb 2	<ul style="list-style-type: none"> • National differences in negotiation • Roles of political/ economic/ legal differences in negotiation 	- Cultural competence assignment guidance - Simulation of IBM/ LG joint venture case - Negotiation simulation reflection	
Week 5	Feb 7, 9	<ul style="list-style-type: none"> • Cultural differences in international business • Business implication of differences in culture • Geert Hofstede's Studies • Reflections on your cultural dimensions • Cross-cultural competence 	-Cultural competence assignment reflection Class Activity on Your Cultural Profile: <ul style="list-style-type: none"> • Answer cultural dimension survey questions. • Reflect on your cultural dimension score and compare them with others • Answer question: How to interact with colleagues/business partners with different cultural dimensions? <u>Discussion 3</u> : Individualism vs collectivism	<u>Quiz 3 (Chapter 4 Differences in Culture)</u> <u>-Cultural competence assignment due: Moodle submission as a group before Tuesday class</u> <u>Memo 3 Individualism vs collectivism (COVID)</u> <u>Memo 3 supports Discussion 3</u>

Week 6-7	Feb 14, 16, Feb 21, 23	<ul style="list-style-type: none"> Ethics of international business Ethical issues by international businesses Philosophical approaches to ethics Business implication of ethics Ethical dilemma 	<p>Lecture on ethical issues of international business</p> <p>Philosophical approaches to ethics</p> <p>Ethical dilemma & Advantages of ethical practices</p> <p>Class discussion</p> <p>-Discuss video clips of Wal-mart: the high cost of low price & e-Waste in China</p> <p><u>Discussion 4: Wal-mart</u></p> <p><u>Questions to answer:</u></p> <p>(1) Walmart's wages are above the legally required minimum wage, and health benefits are not legally mandated. Are there reasons for a business to take actions not required by law but which might reduce profits?</p> <p>(2) Who pays the costs of Walmart's low prices and who benefits the costs of everyday's low prices? Do the benefits outweigh the costs?</p> <p>(3) Should business management always seek the lowest prices for its customers and the highest rate of return on investment? What reasons might there be for seeking something less for customers and stockholders?</p> <p><u>Discussion 5: Ethical Dilemma</u></p>	<p>-Quiz 4 (Chapter 5: Ethics)</p> <p>-Memo 4 (supports discussion 5): Watch video clips under week 4 1) list #s of ethical issues Wal-mart has faced and 2) Find any one ethical issue faced by MNC, Research on major newspapers</p> <p>-Memo 5 (supports discussion 6): Ethical Dilemma cases</p>
Week 8: Feb. 27 -March 3 F.I.R.E. Week				
Week 9: March 6- March 10 Spring Break				
III. THE GLOBAL TRADE AND INVESTMENT ENVIRONMENT				
Week 10	Mar 14, 16	<ul style="list-style-type: none"> Trade Theories of international trade Implications of trade theories for international business Government role in trade Exam 1 study guide WTO 	<p>-Lecture on trade theories</p> <p>EXAM I (in class, 3/16)</p>	
Week 11	Mar 21, 23	<ul style="list-style-type: none"> Current trends of FDI Decisions for foreign expansion FDI: Different modes of entering foreign markets Entry strategy 	<p>--Team project guideline and overview</p> <p>- Team project time</p> <p>-Learn a firm's choice of entry mode</p> <p>-Lecture on FDI trend</p> <p><u>Discussion 6: Entry Strategy</u></p>	<p>Quiz 5: Chapter 8: Foreign Direct Investment</p> <p>-Mid-term team project presentation order</p> <p><u>Memo 6 supports a class discussion 6</u></p>
Week 12	Mar 28, 30	<ul style="list-style-type: none"> Team presentation 	<p><u>Mid-term Team Project Presentation</u></p> <p>10 minute presentation + 5 minutes Q&A</p>	<p>Focus on</p> <p>General information about a company</p> <p>International target market and detailed information about it</p> <p><u>Upload your mid-term presentation slides</u></p>

IV. THE STRATEGY AND STRUCTURE OF INTERNATIONAL BUSINESS				
Week 13	Apr 4, 6	<ul style="list-style-type: none"> • Concept of strategy • Pros and cons of different strategies • Factors influencing strategic choices 	<u>Lecture on Strategy</u> <u>-Discussion 7: Analysis of strategies</u>	<u>-Quiz 6 (Chapter 13 & 14)</u> <u>Memo 7 (supports discussion 7): case study</u>
Week 14	Apr 11, 13	<ul style="list-style-type: none"> • Organization architecture • Organizational structure and its implication of international business • Corporate culture 	<u>Lecture on Chapter 14</u> <u>-Chapter 14: The Organization of International Business</u> <u>-Discussion 8: Case study</u>	<u>- Memo 8 (supports discussion 8):</u> <u>Organization structure Case</u>
V. INTERNATIONAL BUSINESS OPERATIONS				
Week 15	Apr 18, 20	<ul style="list-style-type: none"> • International business marketing • Product Attributes • Push versus Pull Strategies • Pricing Strategy • Configuring the Marketing Mix 	<u>-Lecture on Chapter 18</u> <u>-Coca cola case</u> <u>-Discussion 9: Case study</u>	<u>- Quiz 7 (Chapter 18: Global Marketing)</u> <u>-Memo 9 (supports discussion 9):</u>
		<ul style="list-style-type: none"> • Strategic role of HR • Performance appraisal systems • Compensation systems • Issues of expatriates • Management of host country's employees 	<u>-Lecture on Chapter 19</u> <u>-Chapter 19: Global Human Resource Management</u> <u>-Global Leadership & Corporate Culture</u> <u>Discussion 10: HRM</u>	<u>-Quiz 8 (Chapter 19: Human Resource Management)</u> <u>-Memo 10 (supports discussion 10)</u> <u>Human Resource Management</u>
Week 16	Apr 25, 27	<ul style="list-style-type: none"> • Exam II study guide • Team Presentation 	<u>Final Presentation Team 1-5</u> (10 minutes of presentation + 5 minutes of Q&A) Final presentation feedback and exam guide will be given in class	<u>Upload your final presentation slides by due</u> Focus on Entry & Marketing Strategy
Week 17	May	Exam	<u>EXAM II</u>	