

**YORK UNIVERSITY**  
**FALL 2019 - INTERNATIONAL BUSINESS**  
**ADMS 3960, Section A**  
**Mondays, 7:00 – 10:00 p.m.**

**COURSE DIRECTOR**

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**COURSE DESCRIPTION**

This is an overview course that introduces students to the world of international business, management and international trade by studying cultural influences and economics, as well as governmental, legal and business structures in our global economy. The key to international business is rooted in understanding the impact of globalization, the integration of the world economies and the impact these have on the conduct of business. Students also learn about international trade theory, multinational enterprise theory, collaborative strategies and legal agreements.

**COURSE OVERVIEW**

Today, nations are more economically integrated than ever before. This increased integration presents business leaders with unprecedented opportunities and challenges. On the one hand, the opportunity to sell to multiple, global markets rather than a single, national market, increases the potential profitability of nearly every kind of business activity. Furthermore, the sharp differences among nations in terms of wage rates and national resource endowments allow multinational firms to create value by locating different aspects of the value chain in those countries where those functions can be undertaken most efficiently. On the other hand, globalization increases the number and range of potential competitors and risks in nearly every industry. As well, the challenges of effectively managing a multinational enterprise can be substantially greater than those confronting a firm largely based in a single country.

This course seeks to equip future business leaders to exploit these opportunities and to cope with these challenges. The course will accomplish this goal by providing students with a systematic understanding of the fundamental aspects of the global business environment that influence business decisions and behavior. Corporate managers must understand the structural economic factors that determine locational advantages, the way government policies both promote and restrain the integration of national economies within the global economy and the impact of volatility in the global macroeconomic environment on international business strategy. These issues will be studied using the analytical tools and concepts of international economics and risk, as well as case studies and examples that will be used to relate these concepts to actual business problems.

## **COURSE MATERIALS**

Daniels, Radebaugh and Sullivan. *International Business Environments and Operations*, 16<sup>th</sup> ed. Pearson, 2017. NOTE: The 15<sup>th</sup> edition is fine as well but you would need to figure out the page and chapter number differences to determine what to read.

Course website, accessible via York University Moodle.

## **COURSE STYLE & FORMAT AND GENERAL COMMENTS**

I make extensive use of Moodle and all class announcements will be posted there, so you should regularly check the site for important communications.

I strongly believe in having *interactive discussions* rather than formal lectures. Class participation is crucial both to your learning and our collective sanity, and is strongly related to the professionalism component of your final grade for reasons described below.

I encourage relevant interruptions/questions at any point during any class, and I am available by e-mail/phone regularly to address any questions or concerns that you may not want to raise in class.

## **COURSE ORGANIZATION AND READINGS**

Please come to the first class with the required reading done. Also, **have your name displayed in large dark writing that I can see from the front of the room and bring that to every class.**

The required reading list appears at the end of this document. \*NOTE: Class schedule may be changed at the discretion of the Course Director.

## **ACADEMIC INTEGRITY AT YORK UNIVERSITY**

Unfortunately, I have had several instances of students breaching the school's academic integrity policies. Not only it this unpleasant for all involved, but it can significantly impact your academic performance and future. You are responsible for knowing the policies, and what types of things constitute breaches of these policies. There is a lot of information available on the Academic Integrity Web Site for York University and you should spend some time familiarizing yourself with this website and its resources. The school also has librarians who can assist and you can always ask me. Please take this seriously and do not make the mistaking of falling offside these policies either intentionally or inadvertently as this will be treated very seriously.

## **COURSE EVALUATION**

Mid-term test:	20%
Group Project:	30%
Professionalism	15%
Final exam:	35%

**Mid-term Exam:** A **mid-term exam** will be held in class on **October 21, 2019**. If you miss the mid-term exam for a valid reason (as set-out in York policies), then you must present the proper documentation to the school promptly. If approved, the value of the mid-term will be added to the

value of your final exam, making your final exam worth 55%. If you do not have a valid reason for missing the mid-term exam, you will get a mark of zero. The mid-term exam is a closed-book exam covering materials covered in class. You will be advised of the format in advance.

**Group Project:** This project has three components: a written paper (15%), a presentation and group discussion facilitation (10%) and peer evaluation (5%). Each of these components is an essential part of the group project and must be completed and presented at the same time for the project to be deemed to be submitted. A penalty of 5% for the first day, and 3% for each day thereafter (*including* each day of a weekend or holiday) shall apply to all late assignments (*i.e.*, paper, peer evaluations).

The purpose of this group assignment is to 1) analyze the case or issue, its relevance to and implications for international business; 2) explain this case or issue to your classmates in a thoughtful and engaging manner; and 3) engage your classmates to consider the broader issues created by this case or issue by facilitating a class discussion on it.

**Group Formation:** I will create your groups and choose your presentation dates. Approximately 2 weeks into the semester, I will e-mail each group introducing the members to one another and advising you of your presentation dates. Each group will have approximately 6 members. Within a week of the date of my introductory e-mail to your group, each group must choose a case or issue from the list provided below. Only one group can do a case or an issue and will be assigned on a first-come, first-served basis. Please provide at least 2 choices (in order of preference) when you send me your choices.

The presentations will take place in class beginning on February 26, with 2 or 3 groups presenting during each class.

**Project Topic:** The group project will involve analysis and application of course concepts to a particular topic that your group selects to study. Set out below is a list of suggested topics to explore. Please note your group is *not* limited to these topics – your group may seek permission to explore a different topic (but need to obtain my approval for the topic).

- An almost unprecedented refugee movement into Europe
- Changes in national borders (e.g., Crimea now a part of Russia rather than the Ukraine)
- Competition, technology and management: Zara and the creation of the fast fashion industry
- Cultural risk, technology and competition: Uber's experience in China
- Decreasing degrees of political and economic freedom throughout the world
- Ethics and corruption: Siemens corruption scandal
- Ethics and corruption: VW emissions scandal
- Foreign direct investment and political risk: French President Macron calls for a halt to Chinese takeovers in the EU
- Greater agreement that the global climate is warming
- Greater support in many countries for more national sovereignty, leading to the possible breakup of regional economic groups.
- Oil technology that has altered global supply locations and prices
- Political risk and international trade: Brexit
- Should US Imports of Prescription Drugs from Canada be Widened?
- Tax Wars: Pfizer Versus the US Government
- The Borderfree Option: Going Global–Simplified
- The emergence of disruptive technologies such 3D printers, robotics, and artificial intelligence

- The evolving role of Bitcoins for international currency exchange and investment opportunities
- The expanding scale and scope of technology
- The game changing implications of social media
- The opening of US—Cuban diplomatic exchanges
- The rise of ISIS and its extended terrorism
- The spread of mosquito-borne epidemics (Zika, Ebola, dengue fever, and yellow fever)
- The termination of an embargo on Iran
- The United States-Mexico-Canada Agreement

**Written paper (15%):** Your group will submit a written paper that should be between **8-10 pages**, excluding the title page and list of references, double-spaced, in 12-point font with 1” margins. No later than 7:00 p.m. on the night you present, you must e-mail a copy to me in PDF format. **An electronic copy must also be submitted through the Moodle course website (as indicated on the website) by 7:00 p.m. on the day you present.** Only one copy of the report for the entire group needs to be uploaded through Moodle. **Every group member also must complete, sign and date the “Academic Integrity Checklist” which is available on Moodle.**

Your paper will be judged on style (grammar, etc.) and content (the extent and quality of your research, analysis, and recommendations). (See the complete marking criteria below.) **References should be cited in MLA style.**

For the written paper, the key to your grade will be the thoroughness of your explanation of the case or issue and your analysis of it.

**Presentation (10%):** For your presentation, your group will seek to explain the topic you are covering and its relevance, significance and impact on international business. This presentation should not exceed 10 minutes in length, with an additional 3-5 minutes allowed for questions and answers. You will be penalized for going beyond these time limits.

The presentation will be marked on criteria such as clarity, visual aids, logic and flow, and the ability to answer questions on the project content. In short, this presentation should include the following, at a minimum:

1. The topic your group is investigating.
2. Your analysis of the topic and why it is a useful topic to explore in the context of an international business course.
3. It is important to focus on the specifics not generalities.

Not all members of your group are required to present, although all should be in attendance.

The purpose of the **presentation** is to help develop your presentation skills. Things such as content, structure, clarity, eye contact, audibility, effective use of presentation aids, and interaction with and involvement of the class will form part of your grade.

For the presentation, the key to your grade will be the quality of the presentation, particularly how well you are able to explain and explore the topic (as this will enable better class discussion) and the class discussion you are able to prompt and facilitate.

**Peer Evaluations/Group Dynamics (5%):** Subject to any concerns raised in the confidential peer evaluations (see below), all group members will receive the same mark (as this is a group project and the mark reflects the attainment of the group as a whole).

Each student must submit *typed peer evaluations* of their other group members which should not exceed 2 pages in length. The purpose of these evaluations is to ensure that each member is making consistent and valuable contributions to the group assignment. You should evaluate each member with respect to participation in group activities, both inside and outside of class. Carefully evaluate each team member's behaviour during activities with your group. These are CONFIDENTIAL evaluations. You should not hesitate to provide negative feedback if it is warranted.

If group members collude and agree to provide only positive feedback, then each member will receive the same mark. In other words, you can be negatively affected by the poor performance of your group members unless the collective feedback suggests that marks should not be equal for all group members. There is no standard form to be used, but instead, please comment on each group member in relation to the following:

- His/her contribution and the timeliness of the contribution;
- How well each person worked in the team;
- Leadership;
- Whether the person deserves to get the mark assigned to the project as a whole (or a higher grade or a lower grade) and an explanation
- Any comments on the assignment and suggestions to improve.

The peer evaluation must be handed-in at the time of your presentation or you will receive a mark of 0. Late peer evaluation survey responses will not be accepted.

The 5% awarded for the peer evaluations is comprised of two components: i) whether – in preparing it – you have closely followed the instructions above; and ii) this 5% will also be adjusted, in part, based on what your peers have said about you.

Avoiding responsibility within groups is a form of academic dishonesty. Students that are reported by other group members as avoiding their responsibilities may be investigated in order to determine, if necessary, the appropriate academic penalties.

**Final Exam:** The **final exam** will be held during the university's office exam period. More details will follow later, but the exam will be cumulative, covering all material from the semester.

## Criteria for Evaluation for Group Project

The criteria set out below are specific to the written paper. However, they are reflective of the evaluation criteria that will be used for the presentation as well.

### 1. Format and Writing Style

- Overall presentation; Section Headings; Graphs, Tables and Illustrations; Footnotes; Bibliography; Appendices; Other; Sentence structure; Word choice; Flow of paper (including how fluid and seamless the various writing styles are); Vocabulary; Punctuation; Spelling

### 2. Content

- Topic clearly defined; Directed at target audience; Arguments clearly presented; Originality of thinking; Thoroughness of research; Thoroughness of response; Quality of evidence; Coherence; Overall persuasiveness

## Marks for *Professionalism vs. Participation*

The decision to base part of the course mark on *professionalism* is based, in part, on teaching experience, through which I found there to be a direct correlation between students' marks and their level of participation in class discussions.

However, in considering this further, I decided that mere *participation* is insufficient, but in fact, it is *professionalism* (which includes participation, among other things) that should be considered. It is my hope that in basing a material portion of your final mark on professionalism, this will better prepare you for the "real world".

Practically-speaking, some of the things that will count towards this component of your final grade include (but are not limited to) the following:

- Attending class and being on time
- Having your name clearly displayed in a large, dark font so I can read it from the front of the room
- Paying attention in-class, not using smart phones or other electronic devices
- Being prepared for class, having done all of the assigned readings, and being prepared to speak when called upon, often *randomly*
- Participating in class discussions with *meaningful* contributions
- Asking pertinent questions
- Carefully following all instructions relating to classes, assignments and exams
- Handing-in your work on-time (or early)
- Respecting other students

This is not a kindergarten class and it is not my intent to "*police*" you. However, professionalism is extremely important in the real world, and what better training than to begin now! To be clear, you will not fail this course by missing classes, but if you regularly miss class with no valid reason, this will certainly impact your professionalism mark, the same way regularly missing work with no valid reason would certainly impact your career.

# **SIXTEENTH EDITION – READING LIST**

1	9-Sep	Course overview, history and trends; the meaning and impact of globalization; why enter the international marketplace	Ch. 1
2	16-Sep	Theories of international economics and trade; why trade occurs	Ch. 6 (only pp. 156-168) and Ch. 7
3	23-Sep	The global trading system; key features; economic integration (WTO, NAFTA, EU, etc.); government influence on trade and trade patterns; types of trade barriers	Ch. 3 (only pp.57-60 and 86-91) and Ch. 8 (only pp. 209-228); and Ch. 14
4	30-Sep*	Foreign Direct Investment (FDI); motives, patterns and government influence on FDI; Corruption, ethics and CSR  <i>* This week's class will be pre-recorded and made available online so we will <u>not</u> meet in person.*</i>	Ch. 5 and Ch. 15 (only pp.397-406)
5	7-Oct	Multinational enterprises; why go international and entry strategies; forms of ownership and alliances	Ch. 13 (only pp.338-343 and 350-356) and Ch. 15 (only pp. 406-425)
	14-Oct	<i>NO CLASS – READING WEEK</i>	<i>NO CLASS – READING WEEK</i>
<b>6</b>	<b>21-Oct</b>	<b><i>MID TERM EXAM</i></b>	<b><i>MID TERM EXAM</i></b>
7	28-Oct	Foreign exchange, exchange rates and inflation; balance of payments; impact of recent global recession and debt crisis (Class Presentations)	Ch. 4 (only pp. 114-118 and 121-123); and Ch.9 (only pp. 235-239); and Ch. 10 (only pp. 266-268 and 269-271 and 273-275)
8	4-Nov	Role of competition, technology and globalization in international business; innovation and productivity; reasons for opposition to globalization (Class Presentations)	Ch. 12
9	11-Nov	Risk (cultural, political, economic, etc.); culture and its impact on business; identifying and managing risk (Class Presentations)	Ch. 2; and Ch. 3 (only pp.60-91) and Ch. 13 (only pp.343 to mid 348)
10	18-Nov	Marketing Globally	Ch. 17
11	25-Nov	Management in a MNE; supply chain management; logistics; control of operations; Human Resources Management	Ch. 16 (only pp. 451-456); and Ch. 18 (only pp. 493-511); and Ch. 20
12	2-Dec	Catch-up and review	