

YORK UNIVERSITY
WINTER 2022 - INTERNATIONAL BUSINESS
ADMS 3960, Section M
Tuesdays 7:00 - 10:00 p.m.
Ross South 205

COURSE DIRECTOR

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Office Tel: (416) 961-6611 ext. 109
**e-mail always fastest!*

TECHNICAL REQUIREMENTS FOR THE COURSE

In addition to the weekly lectures, this course will be largely directed through the course's Moodle page.

Accordingly, students will need a computer and high-speed internet access to complete this course.

COURSE OVERVIEW

The forces of globalization appeared to be integrating economies more than ever before. Nations were opening up, trading with each other in greater volume and becoming more economically interdependent.

Then, globalization's seemingly unstoppable march has appeared much more stoppable. The election of President Donald Trump in the United States. The vote for Brexit in the United Kingdom. Trade tensions are escalating – not just between economic rivals like the US and China, but also between economic allies like the US and Canada – threatening to tear apart the World Trade Organization. Into this mix came COVID-19. The pandemic has further impacted globalization's rise as a result of many economies shutting down for weeks or months on end and a renewed desire in many locations to re-nationalize their supply chains and increase their self-reliance for essential products.

In the years following WWII, a rules-based system came into place, driving ever greater economic integration and prosperity. The recent developments threaten this rules-based system. And governments are becoming readier to intervene, often to the benefit of their domestic companies. Business leaders face daunting considerations. Today, companies have the opportunity to consider the entire globe – not just their domestic market – as their potential market. This development increases potential profitability...and makes the practice of business much more complex. With new market opportunities also comes new market competitors and new business considerations.

This course seeks to equip students with an understanding of the global economic environment, how this global environment continually evolves and how that evolution impacts upon business strategy and activities. Through lectures, class discussions and debates and experiential learning, students will gain knowledge of 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.

Academic honesty and integrity

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty. Please take this seriously.

You are responsible for knowing the policies and for knowing 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.

Turnitin

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

COURSE OBJECTIVES

- Introduce students to the world of international business, management and international trade.
- Study cultural influences and economics, as well as governmental, legal and business structures in our global economy.
- Understand the impact of globalization, the integration of the world economies and the impact these have on the conduct of business.
- Learn about international trade theory, multinational enterprise theory, collaborative strategies and legal agreements.
- Understand how "international business" is different from "business."
- Discuss the role of managers within companies to identify and manage the impacts of international business on their company's operations.

LEARNING OBJECTIVES

- Understand what globalization is, what factors are driving it and its impact on international business.
- Differentiate the different ways in which companies undertake international business and the factors that may push them to choose a particular operating mode over another.
- Relate how politics, laws, culture and other factors influence international business.

- Identify the foundations for pursuing ethical behaviour in international business.
- Recognize the role of a business manager in a successful international business strategy and the relevant factors at play in a given operating environment.
- Differentiate the types of strategies used by multinational enterprises.

COURSE MATERIALS

Daniels, Radebaugh and Sullivan. *International Business Environments and Operations*, 17th ed. Pearson Prentice Hall, 2021. This textbook is also available as an e-textbook.

NOTE: The 16th and 15th editions are fine as well but you will then 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

I use Moodle to communicate with students. 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.

To the extent pre-recorded lectures and Zoom meetings are posted to the Moodle, please note the following policies: 1) the recordings should be used for educational purposes only and as a means for enhancing accessibility; 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#)); and 3) all recordings will be destroyed after the end of classes.

In past courses, I have had guest speakers. Depending on availability, I will have guest speakers again this semester. They may join in person during the regularly scheduled lecture or I may record the conversation with them and post it to the Moodle. These guest speakers will be part of the course and questions about them may be included in the final exam.

COURSE EVALUATION

Midterm:	25%
Group Presentation:	30%
Professionalism:	10%
Final Exam:	35%

Mid-term (25%): A **mid-term exam** will be held in class on **Tuesday, February 15**. If you miss the mid-term exam for a valid reason (as set-out in York policies), then the value of the mid-term will be added to the value of your final exam, making your final exam worth 60%. If you do not have a valid reason for missing the mid-term exam, you will get a mark of zero. **There will be no make-up mid-term exam.** The mid-term exam is a closed-book exam covering materials covered in class. You will be advised of the format in advance.

Final Exam (35%): The **final exam** will be held during the formal examination period. Exact timing of the final exam will be determined as the semester progresses. More details will follow later, but the exam will be cumulative, covering all material from the semester.

Professionalism (10%): This is more than just a participation or attendance mark. Please see further explanation of Professionalism vs. Participation below.

Group Project (30%): This project has two components: an **in-class presentation** and **peer evaluation**. 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., presentations and peer evaluations).

The purpose of this group assignment is to 1) analyze international business impacts on a particular company; 2) how these would affect a company's operation strategy; and 3) explain your analysis in a thoughtful and engaging manner. In groups of 5, this is a 12 - 15 minute presentation exploring a particular company and considering whether to engage in international business. **You will be penalized for going beyond the time limit.**

Specifically, your group will seek to answer:

"Is now a good time for your chosen company to expand internationally? If yes, where and through which methods of entry? If no, why not?"

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 **company** your group is investigating.
2. Your **analysis** and **recommendations** to provide a full answer to **the questions above** (reflecting, where relevant, international **business topics covered in the course**).
3. A **bibliography** that properly cites **any relevant materials** or **visuals used** in the presentation.

~ It is important to focus on the specifics not generalities. ~

Group Formation: I will create your groups. Approximately 2 weeks into the semester, I will e-mail each group introducing the members to one another. Each group will have approximately 5 members. Within a week of the date of my introductory e-mail to your group, each group must choose a presentation date and a company from the list provided below (or propose your own). Only one group can do a particular company, which 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. Presentations will take place between March 1 and March 29.

Set out below is a list of suggested companies to explore.

- Zara
- Volkswagen
- Walmart
- Starbucks
- Booster Juice
- Macy's
- Freshii
- Canopy Growth Corporation
- Lululemon
- Harvard University
- Costco
- RBC
- Uniqlo
- Didi Chuxing
- Gucci
- IKEA
- Major League Baseball
- * any other company for which you have received approval from the instructor *

The purpose of the presentation is to help develop your presentation skills. Things such as content, structure, clarity, eye contact, audibility and effective use of presentation aids will form part of your grade. **Grading will be based 80% on the content of the presentation and 20% for "style"** (creative/interesting presentation of material, effective use of visuals and other materials, structure and flow of presentation, etc.). 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.

Peer Evaluations/Group Dynamics: 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 peer evaluations via the eClass feedback item "Peer Evaluation (confidential)"**. Carefully evaluate each team member's behavior during activities with your group. These are CONFIDENTIAL evaluations. You should not hesitate to provide negative feedback if it is warranted.

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.

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 iPhones 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

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.

SEVENTEENTH EDITION – READING LIST

	DATE	MAIN TOPICS	READINGS IN TEXT
1	Jan. 11	Intro; The meaning and impact of globalization	Ch. 1 “The Retreat of the Global Company,” <i>The Economist</i> , Jan. 28, 2017.
THE GLOBAL ECONOMIC/BUSINESS ENVIRONMENT			
2	Jan. 18	1) Why enter the international marketplace 2) Theories of international economics and trade; why trade occurs and how	Ch. 6 (<i>only</i> pp. 148-159) <i>and</i> Ch. 14
3	Jan. 25	The global trading system: key features of economic integration (WTO, NAFTA, EU, etc.); Government influence on trade and trade patterns: types of trade barriers	Ch. 7 (<i>only</i> pp.186-202) <i>and</i> Ch. 8 (<i>only</i> pp. 199-217) <i>and</i> Ch. 14
4	Feb. 1	1) Foreign Direct Investment (FDI); motives, patterns and government influence on FDI 2) Impact of Foreign exchange; exchange rates and inflation	Ch. 3 (<i>only</i> pp. 54-57 <i>and</i> 83-88) <i>and</i> Ch. 15 (<i>only</i> pp. 379-388) Ch. 9 (<i>only</i> pp. 223-227); <i>and</i> Ch. 10 (<i>only</i> pp. 252-254 <i>and</i> 255-257 <i>and</i> 259-260)
5	Feb. 8	Corruption, ethics and CSR in International Business	Ch. 5
	Feb. 15	MIDTERM	
6	March 1	Why go international and entry strategies; forms of ownership and alliances	Ch. 13 (<i>only</i> pp.338-356) <i>and</i> Ch. 15 (<i>only</i> pp. 406-420)
NEW BUSINESS DYNAMICS RESULTING FROM GLOBALIZATION			
7	March 8	Role of competition, technology and globalization in international business; innovation and productivity; reasons for opposition to globalization	Ch. 12 Ghemawat, Pankaj. “Globalization in the Age of Trump,” <i>Harvard Business Review</i> , July-August 2017.
8	March 15	Risk (cultural, political, economic, etc.); culture and its impact on business; identifying and managing risk	Ch. 2; <i>and</i> Ch. 3 (<i>only</i> pp. 57-88); <i>and</i> Ch. 13 (<i>only</i> pp. 327 to top of 333)
MULTINATIONAL ENTERPRISES AND MANAGEMENT			
9	March 22	Marketing Globally	Ch. 17
10	March 29	Management in a MNE; supply chain management; logistics; control of operations	Ch. 16 (<i>only</i> pp. 433-438); <i>and</i> Ch. 18 (<i>only</i> pp. 469-486); <i>and</i> Ch. 20
11	April 5	IB in Action/Review	None

RELEVANT UNIVERSITY REGULATIONS

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Deferred Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding coursework on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at <https://sas-app.laps.yorku.ca/>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam.

These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit:

<http://www.yorku.ca/univsec/policies/document.php?document=86>

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit:

<http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at:

<http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.