

International Business

ADMS 3960, Section M
Winter 2023

Course Information

Course Instructor: Brian Zeiler-Kligman
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Course Time & Days: Thursdays 4-7 pm
Class Location: DB 1005

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

Course Overview

Course Description

In the years following WWII, a rules-based system came into place, driving ever greater economic integration and prosperity. Through globalization, countries traded with each other in greater volume and became more economically interdependent and integrated. In recent years, the forces of globalization appear to potentially be in retreat, with recent developments even threatening this rules-based system.

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.

Course Learning Objectives

By the end of this course, students will be able to:

- 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 Format and Organization

I use eClass 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. For all class meetings, students should have completed the assigned readings in advance of the class, be prepared to discuss these materials and to participate in any case or class discussions.

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.

Technical Requirements

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

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

While many COVID-19 protocols are no longer in place, I would kindly ask all students to protect themselves and their fellow students by not attending in-person activities if you are feeling unwell (even if it is not COVID-19) or have tested positive for COVID-19 within the past 5 days.

Course Expectations

The decision to base part of the course mark on *professionalism* (see below) 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.

Course Evaluation

Assessment	Due Date	Weight %
Mid-term	In-class on February 16	25%
Group Project	March 2, 9, 16 or 23	35%
Professionalism		10%
Final Exam	University exam period	30%
		100%

Assessment Descriptions

Mid-term (25%): A **mid-term exam** will be held in class on **Thursday, February 16**. 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 55%. 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 (30%): 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.

Constructive contribution to class discussion is an integral part of this course. Your contribution will be evaluated, in part, based on your preparation for class discussions. Attendance, timely arrival for classes and significance of contribution are important elements of your overall evaluation.

Group Project (35%): In-class presentations on March 2, 9, 16 or 23

The purpose of this group assignment is 1) to analyze international business impacts on a particular company; 2) assess how these would affect a company's operation strategy; and 3) explain your analysis in a thoughtful and engaging manner. In groups of 5 or 6, acting as a consulting team to the chosen company, you will do a 15 - 17 minute presentation exploring a particular company and considering whether to engage in international business. **You will be penalized for going beyond the time limit.** There will be a short Q&A session following the presentation (this does not count toward the presentation time).

This project has two components: an **in-class presentation** and a **written paper**. 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 written papers).

Specifically for the presentation, your group (acting as a consulting team) 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.** ~

Written paper: The written paper will be a deeper exploration of one specific international business impact identified as part of the presentation's analysis and the effect of this issue on the company and its international business prospects. The written paper will be assessed based on the clear definition of the problem, quality of your analysis and solutions, application of concepts covered in the course, sound and coherent logic throughout your paper, the quality of your sources of information and the quality of the written report.

- The paper must be a maximum of 1500 words (approx. 6 pages typed, excluding title and exhibit pages);
- The written paper is due on the same day as your in-class presentation;
- An electronic version of the paper must be submitted through eClass;
- The paper must include appropriate citations and a bibliography.

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 5 or 6 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 2 and March 23.**

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

- Zara
- Trader Joe's
- Walmart
- Starbucks
- Booster Juice
- Macy's
- Freshii
- Canopy Growth Corporation
- Lululemon
- Harvard University
- Costco
- RBC
- Maple Leaf Foods

- 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.

Submitting Assignments

Academic honesty and integrity

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.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Course Schedule: Weekly Readings and Activities

Required 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's eClass.

Course Schedule

Week/Module Dates	Topic	Readings and Activities
Week 1 January 12	Intro; The meaning and impact of globalization	Ch. 1 "The Retreat of the Global Company," <i>The Economist</i> , Jan. 28, 2017.
Week 2 January 19	1) Why enter the international marketplace 2) Theories of international economics and trade; why trade occurs and how	Ch. 6 <u>and</u> Ch. 14
Week 3 January 26	The global trading system: key features of economic integration; Government influence on trade and trade patterns: types of trade barriers	Ch. 7 <u>and</u> Ch. 8 (<i>only</i> pp. 209-220)
Week 4 February 2	Foreign Direct Investment (FDI); motives, patterns and government influence on FDI	Ch. 3 (<i>only</i> pp. 78-84) <u>and</u> Ch. 15
Week 5 February 9	Why go international and entry strategies; forms of ownership and alliances	Ch. 13 <u>and</u> Ch. 15
Week 6 February 16	MIDTERM	
Week 7 Date	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.

Week 8 Date	Risk (cultural, political, economic, etc.); culture and its impact on business; identifying and managing risk	Ch. 2; <u>and</u> Ch. 3 (<u>only</u> pp. 74-78 and 84-89)
Week 9 Date	Ethics, Corruption and ESG in International Business	Ch. 5
Week 10 Date	Management in a MNE; supply chain management; logistics; control of operations	Ch. 12 (<u>only</u> pp. 314-318) <u>and</u> Ch. 16 <u>and</u> Ch. 18
Week 11 Date	IB in Action	
Week 12 Date	Review	

Course Policies

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

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

Please also review the following course policies:

Academic Integrity

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plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.

- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).