

International Business

ADMS 3960, Section M
Winter 2025

Course Information

Course Instructor: Steven Liang
E-mail: zliang@yorku.ca
Office Hours: By appointment
Course Time & Days: Thursdays 4-7 pm

Class Location: DB 1005
Course eClass site:
<https://eclass.yorku.ca/course/view.php?id=120673>

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

This course seeks to equip students with an understanding of the global 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

Lectures, discussions, and case analyses form the basic pedagogy of this course. We will also have in-class individual and group activities. For all class meetings, students should read the assigned readings and be prepared to discuss reading materials and participate in case discussions. Constructive contribution to class discussions is an integral part of this course. Your contribution will be evaluated based on your preparation for class discussions (i.e. assigned readings and cases), presentation skills, and willingness to commit yourself in front of the class. Attendance, timely arrival for classes and significance of contribution are important elements of your overall evaluation.

Technical Requirements

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Communication Plan and Office Hours

- eClass will be used in this course for course announcement and course materials.
- Instructor will primarily use Email to communicate with individual students after class, if necessary. Please make sure your email address is valid and up to date.
- Students can communicate with one another using discussion forums on eClass or other means they prefer.
- Office hour is by appointment only. Students can request meeting with the instructor in advance.

Course Expectations

- Attending class and being on time
- Having your name clearly displayed in a large, dark font so it can be read 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

Required Course Materials

Textbook: **International Business: Competing in the Global Marketplace (14th eds.)**
by Charles Hill, McGraw-Hill

The cases and articles for discussion are available at Ivey Publishing
<https://www.iveypublishing.ca>

Optional Materials

Harvard Business Review, The Economist

Course Evaluation

Assessment	Due Date	Weight %	Description
Mid-term	In-class Week 6	30	Completion of a timed exam in class
Group Project		40	Project of international business activities by a group of students
Class Participation		10	Attendance and engagement in weekly class and discussion
Final Exam	Week 12	20	Completion of a timed case study
		100%	

Assessment Descriptions

Mid-term (30%): A mid-term exam will be held in class on Thursday. 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 50%. 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 all course lectures, videos, and case discussions preceding the mid-term. You will be advised of the format in advance.

Group Project (40%)

The project is a team exercise for which each team will consist of 5–6 members. There will be time available in the first class for you to form yourselves into teams for this assignment. Students are to prepare a complete strategic analysis of the current and prospects for a real company engaging in international business activities. In general, the companies must conduct international business (e.g., export and import, cross-border merger and acquisition, international joint venture, licensing, establishing facilities in foreign countries, global supply chain management.). Choose a major international business activity of the company of interest and make a systematic analysis of the antecedents and consequences of that activity. That activity is of course the focus of the considerable primary and secondary research that the project entails.

There are three key events for the completion of this term project. They are submission of your project proposal, handing in of interim report and presentation of your final project. Dates for these key events are shown in the SCHEDULE.

1. Project Proposal (5%) due 3rd week

Think of your project proposal as a one-page (maximum) memo to me that achieves the following:

- Identifies the members of the group (names and student numbers).
- Identifies the company and IB activity you have chosen, and states why you chose them.
- **The following companies can NOT be chosen:**
Walmart, P&G, Nestle, Toyota, Apple, Marriott, Muji, Pepsi co, Zara, Paypal, BMW, Ford, Volkswagen, Nike, Unilever, Starbucks, Red bull, McDonald, TikTok, L'oreal, Heineken, Alibaba, Costco
- Identifies planned start and finish dates for key activities you will engage in to complete the project (e.g., select the topic, complete the interim report, group discussions).
- The instructor will discuss any concerns with your proposal if necessary. No discussion from the instructor means proceed.

2. Interim Report (10%) due 7th week

A ten-page submission of an analysis of the data and information gathered. Please prepare a preliminary report based on your analysis of the materials collected and submit it in Microsoft Word format to the folder named "Interim Report" on eClass.

Please name your file with your group number and your company (e.g., "Group 04-Walmart"). This is my opportunity to be in your group to provide you with feedback to ensure you are heading in the right direction and have a good deal of the work done at this point. Please provide in-depth analysis as much as possible so that I can provide comments and suggestions to help you further improve it for the final presentation.

Please make the report 12-point font in Times New Roman, double-spaced. The 10-page limit does not include charts, figures, tables, pictures, and references. But please include only pertinent information in your appendices. Redundant or irrelevant appendices will negatively affect your score. You should use in-text citations and provide a bibliography at the end of the report. Citation format can be Chicago, APA, or MLA.

The interim report will be evaluated based on a clear objective or problem definition, the information on your company and country gathered as well as much of the analysis. Also try to apply the relevant IB concepts, theories and/or analytical frameworks when necessary.

3. Project Presentation (20%) beginning on 9th week

You are supposed to continue your research on your company and its IB activity based on your increased knowledge of IB and my feedback on your interim report in the second half of the semester. In the final presentation, you are expected to show a much more in-depth and comprehensive analysis of your company's IB activity. There are many ways to improve your study, such as addressing your research questions more adequately, collecting additional data and information to support your arguments, and providing creative and feasible suggestions to resolve the problems faced by your company. The format of your final presentation depends a good deal on your choice of company and IB activity or chosen country. However, as a minimum, you will want to include the following sections:

- Introduction / Objective
- Company background and/or country analysis as it pertains to the chosen industry. How the company is handling the activity currently.
- Analysis and evaluation of current results. If your company has no experience in the international environment, then find an alternate company to use for benchmarking purposes.
- Analysis of the business environment in the host country as it pertains to your project.
- Your recommendation for handling the IB activity. What would be the optimal strategy for the firm?
- References

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% on "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 can explain and explore the topic. Therefore, all group members are required to do a presentation of 15-20 minutes for this component. Then, there will be a Q&A session that takes about 10 minutes. (Depending on the number of teams made, this time allocation can change.) You will be penalized for going beyond the time limit.

4. Group discussant (5%): The purpose of this exercise is to provide you with an opportunity to share the responsibility of class learning. Specifically, for each group presentation, there will be one discussant group that is responsible for assessing the ideas and quality of the work put forward by the presenting group. The presentation slide will be shared to the responsible group in advance by the instructor.

The discussant group will have up to 10 minutes to present their assessment. Groups are encouraged to develop their own assessment criteria. Importantly, your assessment should at least include both positive aspects of the presentation (content and style) and areas for improvement. The 5% will be evaluated based on the degree of constructive feedback provided by the group. Only group members who are present at the time when the group is asked to offer the assessment will get the credits. In other words, group members who do not show up in the class at that time will receive no credits for this component.

5. Peer Evaluations (due the day after presentation): Subject to any concerns raised in the confidential peer evaluations, 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 behaviour 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 who are reported by other group members as avoiding their responsibilities may be investigated to determine, if necessary, the appropriate academic penalties.

Class Participation (10%): 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. There will be no other opportunity to make up the 10% awarded, to your individual participation, by doing an alternate assignment.

In grading class participation, the instructor will look at both the **quality** and **quantity** of your class contributions. With regard to quality, the dimensions I look for include:

- Relevance---Does the comment bear on the subject at hand?
- Analysis---Is the reasoning employed consistent and logical?
- Responsiveness---Does the comment react in an important way to what someone else has said?
- Importance---Does the contribution further our understanding of the issue at hand?
- Evidence---Have data from the case, from personal experience, and from general knowledge been employed to support the assertions made?
- Clarity---Is the comment succinct and understandable? Does it stick to the subject, or does it wander?

There are 7 sessions (starting Session 2) in which students will have opportunities to participate in class discussion. Students are expected to participate all activities to receive good performance in this component. Starting Session 2, each student will get points according to his/her participation relative to the class average. Normally, students will receive 7 or more points if their points are one standard deviation above the class average of the session. Students will receive points below 3 if their performances are one standard deviation below the class average. There are 7 live-class participation sessions. To account for the potential errors in evaluating participation and consider the situation where students might have to miss sessions for unexpected events, your participation in this component will be based on your best 6 sessions.

Final Exam (20%): The final exam will be held during the last class. The exam will consist of questions on a case (which will be provided in the exam paper). The exam will be cumulative, based on all materials covered in the course (i.e., lecture notes, textbook readings, case and article discussed, presentations, and videos) throughout the semester. Students must write the final exam to pass the course.

Late Work Policy

Late submission of any assignment will result in a mark reduction of 25% of its value per day.

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

How to Use Citations

- [SPARK Student Papers & Academic Research Kit](#)
- [Chicago Style Overview](#), YorkU Libraries
- [MLA Style Overview](#), YorkU Libraries
- [APA Style Overview](#), YorkU Libraries
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)

Course Schedule: Weekly Readings and Activities

Course Schedule

Week/Module Dates	Topic	Readings and Activities
Week 1 January 9	Introduction to international business: format of the course; nature of IB;	Chapter 1
Week 2 January 16	Trade theories: Reasons for and against going international. Why restrict or promote trade? Tools used to restrict and promote imports and exports.	Chapter 6
Week 3 January 23	Government influence on trade and trade patterns: types of trade barriers; The global trading system: key features of economic integration Project Proposal submission due	Chapter 7&9
Week 4 January 30	Political, Cultural, and Institutional Contexts	Chapters 2 & 4 , Additional reading
Week 5 February 6	International investment theories: Why do companies invest in foreign markets? Analyzing and Entering Foreign Markets	Chapters 8 & 15
Week 6 February 13	Midterm Exam	
Week 7 February 27	Firm strategy of international business: Globalization and multi- domesticity Interim Report submission due	Chapter 13
Week 8 March 6	Global Production and Supply Chain Management Group Project Development Workshop	Chapter 17

Week 9 March 13	Project presentations and discussant	
Week 10 March 20	Project presentations and discussant	
Week 11 March 27	Project presentations and discussant	
Week 12 April 3	Final Exam	

Course Policies

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

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

Academic Integrity

Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable [on-campus resources](#) that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Conduct](#). You can learn more about upholding academic integrity in your courses by exploring [Guiding Principles for LA&PS](#) and [Academic Integrity for Students](#).

Generative Artificial Intelligence (GenAI)

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created (in whole or part) through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Conduct](#). Using AI apps such as ChatGPT, GPT-3, DALL-E, translation software among others to complete academic work **without your instructor's knowledge or permission**, is considered to be a breach of academic honesty. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor or TA if they are permitting the use of these tools

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities 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. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). 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 Conduct](#), and/or legal consequences for copyright violations.

Student Support and Resources

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. 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.
- [Centre for Indigenous Student Services](#) offers a community space with academic, spiritual, cultural, and physical support, including writing and learning skills programs.
- [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.
- [Peer Mentorship](#) helps students transition through their first year by connecting them with upper-year students. The mentors can help find supports and resources. They also lead a community hub on campus.
- [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](#).