

Institutional Syllabus – GBUS 300-04 International Business Fall 2017

I. COURSE DESCRIPTION

An introduction to international business examining the environment in which multinational firms operate and the distinctive ways in which global enterprises perform business functions. Topics include the impact of cultural and political-legal differences, trade theory, regional and global economic integration, foreign exchange, country selection, exporting and importing, supply chain management, marketing globally, and international human resource management.

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): GBMG 341 Organizational Management

Corequisite(s): None

Follow-On Courses: Seminar courses

Role in Curriculum: Major course

II. TEXT(S)

A. Assigned Text(s):

1. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2015). *International Business. Environments and Operations* (15th ed.). Upper Saddle River, NJ: Prentice Hall (Pearson). ISBN 10: 0-13-345723-0; ISBN 13: 978-0-13-345723-0.

Instructor's Note: This is a very good book and, if you are serious about international business, is a good investment. I call to your attention that it can be rented (see Amazon) and a copy is available in the Luce Library.

B. Additional Material:

1. Distributed in class or via Blackboard

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

1. Exhibit development of teamwork, leadership, communication, and critical thinking skills.
2. Recognize the legal, economic, political and cultural environments impacting international business
3. Identify government, direct investment, stakeholder influences on trade and international trade theory.
4. Be familiar with foreign direct investment, exchange rates and restrictions.
5. Have an understanding of multinational firms, corporate policy, export/import strategies, country selection and operational factors in respective host countries.

6. Understand economic integration (e.g., NAFTA, EU) and free trade organizations and initiatives (e.g., GATT, WTO) effect on MNEs' decision making.
7. Be familiar with international business functions, such as global marketing and international human resources sourcing and staffing needs.
8. Understand ethical issues as they apply to international business.

Instructor's Note

These learning objectives, approved by GBAT, are a mix of the general and specific and, inasmuch as they provide the basis for guidance to the student, may overcomplicate the learning experience. They may also sow the seeds of confusion when trying to grasp international business. I'm inclined to think there are three major objectives:

- 1. Understand the what, why, where, how, who, and when of international business and be able to apply that understanding to the analysis of international business issues.***
- 2. Awareness and understanding of contemporary issues in international business, especially how these affect the shipping industry.***
- 3. Apply a comprehensive set of ethical, critical thinking, and communications skills to international business.***

IV. COURSE ASSESSMENTS

A. Assessments in the Class

1. Attendance (mandatory; three or more unexcused absences will lead to failure in the course)
2. OBOR Deliverables (written assignments)
3. Team work

B. External Assessments

1. None.

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office of Accessibility Services at (718) 409-7348 or email Associate Dean William Imbriale at wimbriale@sunymaritime.edu for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS

GBUS 300-04 International Business Fall 2017

Instructor Information

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: 9AM – 3PM Monday – Thursday MAC 228. Appointments are recommended.

Class Meetings

Monday and Wednesday, 130PM – 245PM, MAC 214

Class Policies

Attendance is mandatory. Please notify me by any available means if you expect to be absent.

Cellphones, laptops, and tablets are welcome, but need to be used within the context of the course. This is a privilege will, if necessary, be rescinded.

Respect is paramount, for others, and of self. I encourage and seek to provoke lively debate on relevant issues. The aim here is to pay attention, to listen and hear, to understand, to practice tolerance, to accept and, ultimately, to work in a more positive way for the common good. Derision and snarky comments have no place in the classroom.

Grading

Grading comprises:

1. Attendance: 29 meetings x 2 points each = 58 points
2. OBOR Deliverables: 9 deliverables x 10 points each = 90 points. Grading of OBOR Deliverables utilizes a rubric. Detail on the rubric will be found at Grading of OBOR Deliverables on p 11.
3. Teamwork: 15 points

No more than 163 points can be earned. That is, there is no such grade as an A+.

No makeup work will be assigned and no other extra credit is available.

Final Grade Assignments

%	GPA	Grade
100.0%	4	A
93.0%	4	A
90.0%	3.7	A-
87.1%	3.3	B+
83.0%	3	B
80.0%	2.7	B-
77.1%	2.3	C+
73.0%	2	C
70.0%	1.7	C-
67.1%	1.3	D+
63.0%	1	D
0.0%	0	F

The initial final grade is assigned according to the following table.

The initial final grade represents the points attained divided by the total points available. This math guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class.

Course Outline

Overview

This course is summarized in the following graphic.

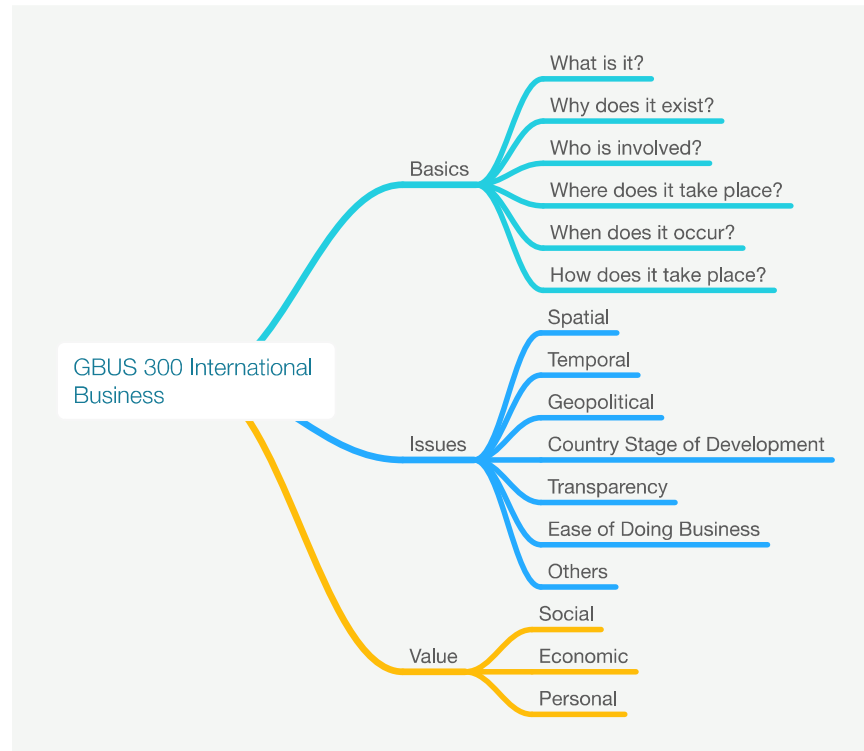


Figure 1 Major Topics in the Course

There are 15 major topics in this course corresponding with 15 of the 20 chapters in Daniels. A topic will be introduced in a facilitated discussion on a Wednesday. On the following Monday the topic will be reviewed in a facilitated discussion. In the interim between Wednesday and Monday you are expected complete any reading assignments, give some thought to the matter at hand, prepare for the ensuing Monday discussion.

Please note that the introduction of the topic will not be a reprise of the applicable chapter from Daniels.

A second major component of the classes is a facilitated discussion of an OBOR (One Belt One Road) on Wednesday followed by a student-led discussion of this same topic on the following Monday. OBOR is further explained in *One Belt One Road* (Drogan, 2017a).

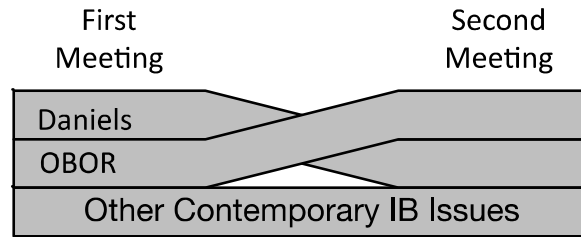


Figure 2

Figure 2 shows the relationship between the two meetings during the week. The OBOR discussion in the second meeting is led by students.

Detail

1. Introduction to the Course (Monday only)
 - a. Introduction to the course.
 - (a) Objectives
 - (b) Approach
 - (c) Grading
 - (d) Feedback
 - b. Introduction to *International Business*
 - c. Introduction to *One Belt One Road*
 - d. Introduction to *Contemporary Issues and Tools*
 - e. Reading Assignments
 - (a) *A Splendid Exchange* (Bernstein, 2008, Introduction)
 - (b) *No Ordinary Disruption* (Dobbs, Manyika, & Woetzel, 2015, pp. 1–12)
 - (c) *The Second Machine Age* (Brynjolfsson, 2014, Chapter 1)
 - (d) *One Belt One Road* (Drogan, 2017a)
2. Globalization and International Business (Wednesday only)
 - a. Introduction to *Globalization and International Business*
 - b. Reading Assignments
 - (a) *Globalization and International Business* (Daniels, Radebaugh, & Sullivan, 2015, Chapter 1)
 - (b) *China Paves the Way for a New Silk Road* (“China Paves the Way for a New Silk Road,” 2017)

3. The Cultural Environments Facing Business
 - a. Wednesday Agenda
 - (a) Introduction to *The Cultural Environment Facing Business*
 - (b) Introduction to *OBOR: Definition*
 - (c) Reading Assignment
 - (i) *The Cultural Environment Facing Business* (Daniels et al., 2015, Chapter 2)
 - (ii) *The Affect of Cross Cultural Management Factors on the Design of Global Business Systems* (Drogan, 2010)
 - (iii) *Cultural Acumen for the Global Manager: Lessons from Project GLOBE* (Javidan & House, 2001)
 - (d) Writing Assignment
 - (i) Propose a definition of OBOR
 - b. Monday Agenda
 - (a) Discussion of *The Definition of OBOR* led by students
 - (b) Discussion of *The Cultural Environment Facing Business*
4. The Political and Legal Environments Facing Business
 - a. Wednesday Agenda
 - (a) Introduction to *The Political and Legal Environments Facing Business*
 - (b) Introduction to *The Objectives of OBOR*
 - (c) Reading Assignment
 - (i) *The Political and Legal Environments Facing Business* (Daniels et al., 2015, Chapter 3)
 - (d) Writing Assignment
 - (i) Identify and prioritize the objectives of OBOR
 - b. Monday Agenda
 - (a) Discussion of *The Objectives of OBOR* led by students
 - (b) Discussion of *The Cultural Environment Facing Business*

5. The Economic Environments Facing Business
 - a. Wednesday Agenda
 - (a) Introduction to *The Economic Environments Facing Business*
 - (b) Introduction to *The Assets Required for OBOR*
 - (c) Reading Assignment
 - (i) *The Economic Environments Facing Business* (Daniels et al., 2015, Chapter 4)
 - (d) Writing Assignments
 - (i) Identify *The Assets Required for OBOR*
 - b. Monday Agenda
 - (a) Discussion of *The Assets Required for OBOR* led by students
 - (b) Discussion of *The Economic Environments Facing Business*
6. International Trade and Factor-Mobility Theory
 - a. Wednesday Agenda
 - (a) Introduction to *International Trade and Factor-Mobility Theory*
 - (b) Introduction to *The Parties Interested in OBOR*
 - (c) Reading Assignment
 - (i) *International Trade and Factor-Mobility Theory* (Daniels et al., 2015, Chapter 5)
 - (d) Writing Assignment
 - (i) Identify and prioritize *The Parties Interested in OBOR*
 - b. Monday Agenda
 - (a) Discussion of *The Parties Interested in OBOR* led by students
 - (b) Discussion of *International Trade and Factor-Mobility Theory*
7. Governmental Influence on Trade
 - a. Wednesday Agenda
 - (a) Introduction to *Governmental Influence on Trade*
 - (b) Introduction to *OBOR Accomplishments and Plans*
 - (c) Reading Assignment
 - (i) *Governmental Influence on Trade* (Daniels et al., 2015, Chapter 6)
 - (d) Writing Assignment
 - (i) Identify the *OBOR Accomplishments and Plans* as of this date
 - b. Monday Agenda
 - (a) Discussion of *OBOR Accomplishments and Plans* led by students
 - (b) Discussion of *Governmental Influence on Trade*

8. Cross-National Cooperation and Agreements
 - a. Wednesday Agenda
 - (a) Introduction to *Cross-National Cooperation and Agreements*
 - (b) Introduction to a model for analyzing international business
 - (c) Reading Assignment
 - (i) *Cross-National Cooperation and Agreements* (Daniels et al., 2015, Chapter 7)
 - b. Monday Agenda
 - (a) Discussion of a model for analyzing international business
9. Global Foreign Exchange Markets
 - a. Wednesday Agenda
 - (a) Introduction to *Global Foreign Exchange Markets*
 - (b) Introduction to *The Relationship Between OBOR and Existing International Business*
 - (c) Reading Assignment
 - (i) *Global Foreign Exchange Markets* (Daniels et al., 2015, Chapter 8).
 - (d) Writing Assignment
 - (i) Describe *The Relationship Between OBOR and Existing International Business*
 - b. Monday Agenda
 - (a) Discussion of *The Relationship Between OBOR and Existing International Business* led by students
 - (b) Discussion of *Global Foreign Exchange Markets*
10. The Determination of Exchange Rates
 - a. Wednesday Agenda
 - (a) Introduction to *The Determination of Exchange Rates*
 - (b) Introduction to *Competition and Collaboration in OBOR*
 - (c) Reading Assignment
 - (i) *The Determination of Exchange Rates* (Daniels et al., 2015, Chapter 9)
 - (d) Writing Assignment
 - (i) Identify the major competitors and collaborators likely to be found in OBOR
 - b. Monday Agenda
 - (a) Discussion of *Competition and Collaboration in OBOR* led by students
 - (b) Discussion of *The Determination of Exchange Rates*

11. Global Capital Markets
 - a. Wednesday Agenda
 - (a) Introduction to *Global Capital Markets*
 - (b) Introduction to *OBOR Conclusions*
 - (c) Reading Assignment
 - (i) *Global Capital Markets* (Daniels et al., 2015, Chapter 10)
 - (d) Writing Assignment
 - (i) The conclusions have you reached regarding the potential impact of OBOR on international business
 - b. Monday Agenda
 - (a) Discussion of *OBOR Conclusions* led by students
 - (b) Discussion of *Global Capital Markets*
12. Globalization and Society
 - a. Wednesday Agenda
 - (a) Introduction to *Globalization and Society*
 - (b) Introduction to *OBOR Recommendations*
 - (c) Reading Assignment
 - (i) *Globalization and Society* (Daniels et al., 2015, Chapter 11)
 - (d) Writing Assignment
 - (i) Recommendations for resolving the issues emerging from the intersection of OBOR and international business.
 - b. Monday Agenda
 - (a) Discussion of *OBOR Recommendations* led by students
 - (b) Discussion of *Globalization and Society*
13. The Strategy of International Business
 - a. Wednesday Agenda
 - (a) Introduction to *The Strategy of International Business*
 - (b) Reading Assignment
 - (i) *The Strategy of International Business* (Daniels et al., 2015, Chapter 12).
 - b. Monday Agenda
 - (a) Discussion of *The Strategy of International Business*

14. Country Evaluation and Selection
 - a. Wednesday Agenda
 - (a) Introduction to *Country Evaluation and Selection*
 - (b) Reading Assignment
 - (i) *Country Evaluation and Selection* (Daniels et al., 2015, Chapter 13)
 - b. Monday Agenda
 - (a) Discussion of *Country Evaluation and Selection*
15. Export and Import
 - a. Wednesday Agenda
 - (a) Introduction to *Export and Import*
 - (b) Reading Assignment
 - (i) *Export and Import* (Daniels et al., 2015, Chapter 14)
 - (c) Monday Agenda
 - (i) Discussion of *Export and Import*
16. Global Manufacturing and Supply Chain Management
 - a. Wednesday Agenda
 - (a) Introduction to *Global Manufacturing and Supply Chain Management*
 - (b) Reading
 - (i) *Global Manufacturing and Supply Chain Management* (Daniels et al., 2015, Chapter 18)
 - (c) Student Course Evaluations
 - (d) Course After Action Review (optional)

Writing Guide for OBOR Deliverables

See *Writing Guide for OBOR Deliverables* (Drogan, 2017b).

Grading of OBOR Deliverables

Here is the rubric by which the deliverables will be assessed.

Assessment → Factor ↓	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Concise, Precise, Clear	Words and structure match the context and clearly convey the intent of the communications. Graphics are appropriate in support of the narrative.	The words and structure match the context, but occasionally interfere with clearly understanding in the intent of the communications. Graphics are occasionally inappropriate.	The words and structure do not match the context to a noticeable degree and consistently interfere with understanding the intent of the communications.	The words and structure do not match the context nor do they permit an understanding of the intent of the communications.
Compelling	Compels one to read and accept the assessments, conclusions, and recommendations included therein.	Compels one to read, but occasionally causes one to question the assessments, conclusions, and recommendations included therein.	Occasionally impedes the reading and accepting the assessments, conclusions, and recommendations included therein.	Substantial difficulty in reading and accepting the assessments, conclusions, and recommendations included therein.
Relevant	All aspects are relevant to the requirements of the assignment.	There are a few, minor examples of inattention to the requirements of the assignment.	There are a few, major examples of inattention to the requirements of the assignment.	Examples of inattention to the requirements of the assignment abound.
Credible	Little to no evidence of concern	Occasional, minor evidence that generates concern	Occasional, major evidence that generates concern	Major question of credibility

The assessment process is the result of reading the submission and judging each of the Factors (rows) on the basis of the Assessment of the degree to which the expectation of the factor are met. For example:

	4	3	2	1	
Clear, Precise, Clear	X				
Compelling		X			
Relevant			X		
Credible				X	
	4	3	2	1	2.5

The assessment of a submission may be as shown above. The grade points are vertically summed in the bottom row. That sum is divided by four to yield a grade of 2.5 (C+) for this submission. The grade of a

2.5 is converted to points and entered into the gradebook. That sum is divided by four to yield a grade of 2.5 (C+) for this submission. For example, for a midterm worth 20 points, the points awarded would be 15.6.

Schedule

Class #	Day	Date	Topic or Deliverable	Attendance	OBOR Deliverables
1	Monday	8/28/2017	1. Introduction to the Course	2	
2	Wednesday	8/30/2017	2. Globalization and International Business	2	
None	Monday	9/4/2017	Labor Day No Classes		
3	Wednesday	9/6/2017	3. The Cultural Environment Facing Business	2	
4	Monday	9/11/2017	OBOR: Definition	2	10
5	Wednesday	9/13/2017	4. The Political and Legal Environments Facing Business	2	
6	Monday	9/18/2017	OBOR: Objectives	2	10
7	Wednesday	9/20/2017	5. The Economic Environments Facing Business	2	
8	Monday	9/25/2017	OBOR: Assets	2	10
9	Wednesday	9/27/2017	6. International Trade and Factor-Mobility Theory	2	
10	Monday	10/2/2017	OBOR: Interested Parties	2	10
11	Wednesday	10/4/2017	7. Governmental Influence on Trade	2	
None	Monday	10/9/2017	Hold Monday Classes on Tuesday		
12	Tuesday	10/10/2017	OBOR: Accomplishments and Plans	2	10
13	Wednesday	10/11/2017	8. Cross-National Cooperation and Agreements	2	
14	Monday	10/16/2017		2	
15	Wednesday	10/18/2017	9. Global Foreign Exchange Markets	2	
16	Monday	10/23/2017	OBOR: Relationship to Existing International Business	2	10
17	Wednesday	10/25/2017	10. The Determination of Exchange Rates	2	
18	Monday	10/30/2017	OBOR: Competition and Collaboration	2	10
19	Wednesday	11/1/2017	11. Global Capital Markets	2	
20	Monday	11/6/2017	OBOR: Conclusions	2	10
21	Wednesday	11/8/2017	12. Globalization and Society	2	
22	Monday	11/13/2017	OBOR: Recommendations	2	10
23	Wednesday	11/15/2017	13. The Strategy of International Business	2	
24	Monday	11/20/2017		2	
None	Wednesday	11/22/2017			
25	Monday	11/27/2017	14. Country Evaluation and Selection	2	
26	Wednesday	11/29/2017	15. Export and Import	2	
27	Monday	12/4/2017		2	
28	Wednesday	12/6/2017	16. Global Manufacturing and Supply Chain Management	2	
				56	90
				Subtotal	146
				Teamwork	15
				Total	161

References

- Bernstein, W. J. (2008). *A Splendid Exchange: How Trade Shaped the World*. New York: Atlantic Monthly Press.
- Brynjolfsson, E. (2014). *The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies* (First Edition). New York: W. W. Norton & Company.
- China Paves the Way for a New Silk Road. (2017, May 15). Retrieved May 15, 2017, from <https://worldview.stratfor.com/article/china-paves-way-new-silk-road>
- Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2015). *International Business: Environments and Operations* (Fifteenth edition). Boston: Pearson.
- Dobbs, R., Manyika, J., & Woetzel, J. (2015). *No Ordinary Disruption: The Four Global Forces Breaking All the Trends*. PublicAffairs.
- Drogan, J. (2010, November 21). *The Affect of Cross Cultural Management Factors on the Design of Global Business Systems*. Research Paper, Norwich University. Retrieved from <http://jmsdrn.squarespace.com/storage/The%20Affect%20of%20Cross%20Cultural%20Management%20Factors%20on%20the%20Design%20of%20Global%20Business%20Systems.pdf>
- Drogan, J. (2017a, May 29). One Belt One Road. GBAT Department, SUNY Maritime College.
- Drogan, J. (2017b, June 5). Writing Guide for OBOR Deliverables. GBAT Department, SUNY Maritime College.
- Javidan, M., & House, R. J. (2001). Cultural Acumen for the Global Manager: Lessons from Project GLOBE. *Organizational Dynamics*, 29(4), 289–305.