



Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT **MBA 511: Law for Global Business**

3 Credits
Effective: Spring 2022

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

The shift to a global economic environment has created a variety of challenges for modern organizations. As competition increases in established markets, developing new markets overseas has become a strategic alternative for many organizations. The challenges of such a strategy are many, not the least of which are legal challenges. Law for Global Business is a course designed to explore the legal content of multinational business operations, comparative law and regulation as established in the United States and selected Asian and European nations, and the legal liability in global commerce.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the Reading List link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Diverse and global perspectives

COURSE OUTCOMES

In this course, learners:

- Assess current international law by applying it to common business problems
- Appraise the roles of significant contractual clauses, documents and parties
- Advocate innovative methods of communication to avoid litigation
- Interpret the role of national institutions and international organizations in international law
- Create alternative courses of action for the parties to international sales transactions in order to avoid litigation
- Evaluate the various risks associated with international transactions
- Assess methods of risk assignment and transfer
- Analyze the strengths and weaknesses of various methods available for resolving trade disputes

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Advertising law
- Agency law
- Arbitration/mediation
- Choice of law/forum
- Comparative law
- Convention on contracts for the international sale of goods
- Currency risk
- Customs entry
- Determining the dutiable status of goods
- Documentary letter of credit
- Documentary sales
- Dumping
- Economic integration
- Enforcement of foreign judgments
- European legal integration
- Export control
- Foreign Corrupt Practices Act
- Foreign direct investment
- Free trade areas
- GATT dispute settlement
- GATT Government Procurement
- GATT Technical Barriers to Trade
- Intellectual property transfer
- International codes of conduct
- International Court of Justice
- Jurisdiction/venue
- Labor law
- Law of treaties
- Liability for carriage of goods
- Methods of export
- NAFTA
- National treatment
- Non-discrimination/MFN
- Private international organizations influencing international law
- Risks of international business
- Safeguards against injury
- Section 301
- Shipping terms
- Subsidies
- Tariffication
- Tariffs/non-tariff barriers to trade
- Tax issues

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Instructor Determined Activities	20%
Problem Set	20%
Case Analysis- Ethical issue	20%
Case Analysis- Intellectual Property	20%
Comprehensive Final Examination	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Instructor Determined Activities

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in classroom discussions; ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of business management. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form, APA style, and professional presentation. The instructor may also choose to create additional activities to support learning in the classroom or online.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	50%
Quantity of Responses	30%
Timeliness	20%
TOTAL	100%

Problem Set

The process of legal analysis, i.e. the Issue-Rule-Analysis-Conclusion (I-R-A-C) format, is the analysis which all lawyers will doubtless feel comfortable with. It should be emphasized that this type of analysis is not limited solely to legal analysis. It can (and should) be applied in any situation in which a knowledgeable person attempts to apply that knowledge to a specific life experience.

The following description of the I-R-A-C process may be helpful: In the I-R-A-C process the student is required to do the following:

- Issue: Identify the question which best addresses the problem posed by the facts presented (There should be a direct link between the question raised in the Issue and the general "rule" set out in the Rule. For example, if the facts presented raise a question whether one party made an "offer" to the other party, the Issue could be stated, "Did X make an offer to Y?")

- Rule: Identify and state the legal rule(s) verbatim (word-for-word) from the text which apply in the situation or fact pattern given. (Again, there should be a direct link between the question raised in the Issue and the general “rule” set out in the Rule. For example, if the issue is “Did X make an offer to Y?”, then the Rule would be a definition of an offer: “Under the common law, three elements are necessary for an offer to be effective: “1. The offeror must have a serious intention to become bound by the offer. “2. The terms of the offer must be reasonably certain, or definite so that the parties and the court can ascertain the terms of the contract. “3. The offer must be communicated by the offeror to the offeree, resulting in the offeree’s knowledge of the offer.”)
- Application: Apply the legal rule(s) identified to the given fact pattern. The analysis should proceed in a step-by-step logical fashion and connect each point raised in the rule to the facts given in the fact pattern. Students should use the words in the Rule to shape the discussion in the Application. They should identify who in the facts presented is: the “offeror”, “terms of the offer”, “parties”, and “offeree”. Those connections are relatively easy to do. In addition, however, they should explain why: the offeror had “serious intention to become bound”; the terms are “reasonably certain, or definite so that the parties and the court can ascertain the terms of the contract”; and the “offer” was communicated. These connections require developing the habit of explaining their thinking fully and clearly.
- Conclusion Make a conclusion based upon the analysis. Be sure that the conclusion is logically supported by the analysis. There is no need to repeat what was said in the Application.

<i>Components</i>	<i>% of Grade</i>
Identification of Issue	20%
Identification of Appropriate Rule	20%
Application of Rule to Facts	40%
Make a conclusion based upon preceding analysis	10%
Grammar, spelling & syntax	10%
TOTAL	100%

Case Analysis- Ethical issue

A case analysis is designed to help students sharpen their analytical skills. The strongest way to analyze a case is to apply a variation of the scientific method. This method of analysis is simply a logical approach that usually includes seven steps:

Step 1: Problem Definition. A case seldom involves one clear cut problem. The task is to: • determine the symptoms which require immediate attention. • identify the fundamental issues and causal factors giving rise to these symptoms. It is important to separate the immediate problems from their more basic sources. For example, immediate problems may be a high rate of absenteeism, while the more fundamental issue may be a poor motivational climate. How students define a problem determines how they go about solving it. A short term solution for absenteeism is likely to be different from solutions which attempt to deal with motivational climate. Clearly define the problem in a short phrase.

Step 2: Justification for Problem Definition. In this step students should review what information they have. Students will need to make some inferences to fill in gaps. Clearly label what is inference and what is factual. Do not be afraid to assume, but clearly state the assumptions are being making. Students should make assumptions on the basis of their knowledge of what typical managerial practices are like, and they should be consistent with the fact’s students have about the case. Managerial decisions are always based on limited information. In fact, practicing managers find that many of their decisions must be made quickly on the basis of limited information. Explicitly address the following four information factors: a) what information is known, b) what information is unknown, c) what assumptions will the student make

because of the missing information, and d) why those assumptions are reasonable at the time of writing the analysis.

Step 3: List Alternative Courses of Action. Be creative. Students should jot down ideas as they occur. Students should list as many ideas as are possible, without evaluating them or censoring anything. They can always be deleted later. The point is to let students' imagination take over. Each alternative should be numbered and get its own separate paragraph.

Step 4: Evaluate Alternatives. Students should look critically at the alternatives they came up with in Step 3. Analyze the alternatives regarding their costs, potential benefits and risks. The more examples of costs, potential benefits and risks per each alternative, the higher the grade will be. The benefits must be described as "potential benefits". Address the quantity level (e.g., high, medium or low) of each cost, potential benefit and risk.

Step 5: Review. Students should reread their notes and think. This may be a good time to let the case sit for a while. Students should go back to it later when they have had a chance to digest all the data.

Step 6: Draw Conclusions, Make Recommendations/Decisions. Students should select the alternative or alternatives they would recommend and fully explain/justify the logic behind the choice. Include specifics about the implementation of the recommendation: who should do what, when, and how. Source: Myers, T. & Myers, G. (1982). Managing by communication: An organizational approach. New York: McGraw Hill.

<i>Components</i>	<i>% of Grade</i>
Problem definition	10%
Writing Mechanics	10%
Justification for problem definition	10%
List of alternative courses of action	15%
Evaluation of alternatives	30%
Recommendations	25%
TOTAL	100%

Case Analysis- Intellectual Property

A case analysis is designed to help students sharpen their analytical skills. The strongest way to analyze a case is to apply a variation of the scientific method. This method of analysis is simply a logical approach that usually includes seven steps:

Step 1: Problem Definition. A case seldom involves one clear cut problem. The task is to: • determine the symptoms which require immediate attention. • identify the fundamental issues and causal factors giving rise to these symptoms. It is important to separate the immediate problems from their more basic sources. For example, immediate problems may be a high rate of absenteeism, while the more fundamental issue may be a poor motivational climate. How students define a problem determines how they go about solving it. A short term solution for absenteeism is likely to be different from solutions which attempt to deal with motivational climate. Clearly define the problem in a short phrase.

Step 2: Justification for Problem Definition. In this step students should review what information they have. Students will need to make some inferences to fill in gaps. Clearly label what is inference and what is factual. Do not be afraid to assume, but clearly state the assumptions are being making. Students should make assumptions on the basis of their knowledge of what typical managerial practices are like, and they should be consistent with the fact students have about the case. Managerial decisions are always based on

limited information. In fact, practicing managers find that many of their decisions must be made quickly on the basis of limited information. Explicitly address the following four information factors: a) what information is known, b) what information is unknown, c) what assumptions will the student make because of the missing information, and d) why those assumptions are reasonable at the time of writing the analysis.

Step 3: List Alternative Courses of Action. Be creative. Students should jot down ideas as they occur. Students should list as many ideas as are possible, without evaluating them or censoring anything. They can always be deleted later. The point is to let students' imagination take over. Each alternative should be numbered and get its own separate paragraph.

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<i>Components</i>	<i>% of Grade</i>
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Writing Mechanics	10%
Justification for problem definition	10%
List of alternative courses of action	15%
Evaluation of alternatives	30%
Recommendations	25%
TOTAL	100%

Comprehensive Final Examination

Students will take a comprehensive final examination. The instructor will determine the content and format of the exam. The rubric provides guidance in evaluating essay answers in the examination. The rubric provides guidance in evaluating essay answers in the examination.

<i>Components</i>	<i>% of Grade</i>
Demonstrated ability to employ terms, concepts, and frames of reference from texts, lectures, and other course materials	40%
Appropriate analysis, evaluation, and synthesis	30%
Clear grasp of major issues posed by the questions	30%
TOTAL	100%

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions

regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request a user name and password.