



Syllabus

SCHOOL OF MANAGEMENT **MC 573: International Business**

3 Credits
Effective: Spring 2014/2015

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

All businesses need to understand the current international business environment. From a strategic systems perspective, the international market is considered from the viewpoint of competition and emerging opportunities. Internal functional operations need to conform to international requirements with reference to marketing, taxation, finance, management, and labor. This course explores cultural, social and political forces, and governmental regulations that affect strategies and profit.

COURSE RESOURCES

To find a list of the required and recommended resources for this course, please consult your [Course Document Lookup](#).

COURSE OUTCOMES

In this course, learners:

- Analyze different ethical dilemmas businesses encounter in the international environment.
- Analyze the factors companies with international operations should consider when setting overall international strategy.
- Compare and contrast the rationale for trade versus direct foreign investment in evaluating operational choices
- Demonstrate an understanding of the world financial environment in terms of currency convertibility, exchange rate exposure, and methods of securing funds.
- Evaluate the facts of a business situation and make decisions by applying principles of international business
- Explain how companies may need to adapt their functional operations to conform to international requirements, with reference to marketing, accounting, taxation, finance, management, human resources and labor.

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>
Building Global Skills - Country and Culture Assignment	10%
Building Global Skills - HR Assignment	10%
Case Analysis	10%
Research Paper	30%
Instructor-Determined Activities	20%
Comprehensive Final Examination	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

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

Building Global Skills - Country and Culture Assignment

This assignment is designed for students to apply knowledge about conducting international business in different countries and cultures where it may be necessary to adapt business practices, products or services to succeed in another culture or country. Students will select three diverse countries and three diverse products, and then consider each product in each of the selected countries (i.e. 9 combinations). They will address how cultural and social factors affect international business decisions and how a given product will be received in each country given that country's culture.<p>

This Homework Assignment should be prepared as an individual assignment. Consult the APA Manual or other online APA sources. Students should be mindful of the following guidelines:<p>

Students should cite the sources of all ideas, facts and information used that are not original. Failure to do so is plagiarism, even if the oversight is unintentional. See The APA Manual for a detailed explanation of proper APA author-page documentation format.<p>

In scholarly writing, students are not merely copying information from another author, but using evidence to support the contentions drawn from their findings and critical analysis of related literature. <p>

All homework assignments must be word-processed, double-spaced, with 11- or 12-point font and one-inch margins. Papers should be at most 10 pages in length (not including title, references or contents pages). Students should include at least three (3) primary or main sources of publications dated no earlier than three (3) years ago. It is expected that additional or secondary sources will also be cited. The instructor may specify any other requirements relating to the references.<p>

Components of an APA formatted paper:<p>

Cover Page

 Abstract

 Table of Contents

 Body (double spaced) - Sources must be cited within the body of the paper using the American Psychological Association (APA) author/year parenthetical method of documentation

 References (APA – compliant)

<i>Components</i>	<i>% of Grade</i>
Critical use and application of information	20%
DAS-U-Organization and coherence	20%
Diverse and Global Perspectives	40%
APA Style (citations, references, formatting)	10%
Style and Mechanics	10%
TOTAL	100%

Building Global Skills - HR Assignment

This assignment is designed for students to apply knowledge about managing human resources in an international business. The instructor will assign a case study that explores the dynamics of international hiring.

This Homework Assignment should be prepared as an individual assignment. Consult the APA Manual or other online APA sources. Students should be mindful of the following guidelines:<p>

Cite the sources of all ideas, facts and information used that are not your own, even if you have put the information into your own words. Failure to do so is plagiarism, even if the oversight is unintentional. See The APA Manual for a detailed explanation of proper APA author-page documentation format.<p>

In scholarly writing, students are not merely copying information from another author, but using evidence to support the contentions drawn from their findings and critical analysis of related literature. <p>

All homework assignments must be word-processed, double-spaced, with 11- or 12-point font and one-inch margins. Papers should be no more than 8 pages in length (not including title, references or contents pages). Students should include at least three (3) primary or main sources of publications dated no earlier than three (3) years from when you draw your references. It is expected that additional or secondary sources will also be cited. The instructor may specify any other requirements relating to the references.<p>

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<i>Components</i>	<i>% of Grade</i>
Critical use and application of information	20%
DAS-U-Organization and coherence	20%
Diverse and Global Perspectives	40%
APA Style (citations, references, formatting)	10%
Style and Mechanics	10%
TOTAL	100%

Case Analysis

A case analysis is designed to help students sharpen their analytical skills. The instructor will assign a case study from the text or other sources. 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 and 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 that are being made. Students should make assumptions on the basis of their knowledge of what typical managerial practices are like, and they should be consistent with the facts 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' imaginations to 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>
Application of course terms and concepts	20%
Logical organization of response	20%
Sufficiently detailed responses to the issues raised by the case	40%
Style and Mechanics	10%
APA Style (citations, references, formatting)	10%
TOTAL	100%

Research Paper

A research paper reviews literature in a critical analysis of a topic that is relevant to required course readings and class work. The subject and content of the paper should relate directly to concepts covered in the course and should address ethical dilemmas that may arise in international business management. Students may also draw upon their own personal work experience to analyze the research paper topic and develop their argument. The resources selected for the research must have been published in the last three years. <p>

In the research paper, students will explore in depth a subject from the course material that interests them. Students should combine their own thoughtful analysis of the topic with information from their sources. This is to be an analytical paper, not simply a summary of the students' reading. Therefore, students should select a topic that is suitable for analysis...in other words, it is not a report; it is a research and analysis assignment. <p>

Students should begin doing some preliminary reading for the paper early in the quarter. During the fourth week of the course, students will submit to their instructor a one to two page proposal for the research paper. The proposal should suggest the topic, propose an arguable thesis, and give their instructor some idea of how they intend to research and develop the thesis. This proposal is not graded but is required; students should approach it seriously, as this will greatly enhance their chances for writing a successful research paper.<p>

For guidance in how to prepare a research paper, consult the APA Manual or other online APA sources. Students should be mindful of the following guidelines:<p>

The topic must be related to this course of study and must be approved by the instructor before submitting a final paper.<p>

Cite the sources of all ideas, facts and information used that are not your own, even if you have put the information into your own words. Failure to do so is plagiarism, even if the oversight is unintentional. See The APA Manual for a detailed explanation of proper APA author-page documentation format.<p>

Supporting the thesis is central to the task of writing a research paper. In scholarly writing, students are not merely copying information from another author, but using evidence to support the contentions drawn from their findings and critical analysis of related literature. <p>

All research papers must be word-processed, double-spaced, with 11- or 12-point font and one-inch margins. Papers should be a maximum of 12 pages in length (not including title, references or contents pages). Students should include at least three (3) primary or main sources of publications dated no earlier than three (3) years from when you draw your references. It is expected that additional or secondary sources will also be cited. The instructor may specify any other requirements relating to the references.<p>

Components of a Research Paper

Cover Page

Abstract

Table of Contents

Body (maximum 12 pages, double spaced) - Sources must be cited within the body of the paper using the American Psychological Association (APA) author/year parenthetical method of documentation

References (APA – compliant)

<i>Components</i>	<i>% of Grade</i>
Analysis	30%
Content	30%
Critical thinking and information literacy	20%
References	10%
Style and Mechanics	10%
TOTAL	100%

Instructor-Determined Activities

Instructor-determined activities provide instructors the option to include additional assessments of their own choice. In online courses, this must include participation in online activities (the rubric is for online participation). Students will find a discussion question or other task from the instructor in the Discussion Forum. Sometimes these will be questions to discuss based on the readings, sometimes students may be asked to post real-life examples that relate to the course, or sometimes they may post their written work and be required to give feedback on classmates' work. Students are to post their answer as well as responses to two other students' answers by the end of each session. After posting the first response, students should read what others have written and add at least two more postings responding to others' ideas. That means there will be at least 3 postings per topic. The forum is to help promote student-to-student discussion. The instructor may not respond to every individual posts, but may enter the discussions with comments, corrections, and additional questions, and will close each topic. If students have a question or comment that is specifically for the instructor, they should email the instructor directly or use the Question and Answer forum. After the topic is closed, students' participation will be evaluated. Although the tone of the discussion board postings can be informal, the instructor will expect them to be on a professional level. Students are evaluated on participating regularly, with attention to issues from the reading, clear expression and support of ideas, a respectful and inoffensive tone, thoughtfully reaction to others' ideas, and use of clear and appropriate English.

<i>Components</i>	<i>% of Grade</i>
Adds insightful or new ideas and comments	25%
Appropriately references resources, where applicable	25%
Meets requirements in a timely manner	25%
Writes clearly, concisely, and grammatically	25%
TOTAL	100%

Comprehensive Final Examination

Students will take a comprehensive final exam based on the material covered in the course. The instructor will provide students with detailed information about the examination. The rubric provides guidance in evaluating essay answers in the examination.

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

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

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 AND STUDENT SUPPORT SERVICES

As a City University of Seattle student, you are responsible for understanding and adhering to all university policies. CityU also provides additional services for students. A comprehensive list of the most current versions of all university policies and services can be found in the [University Catalog](#).

Academic Integrity

City University of Seattle defines a violation of academic integrity as any act that constitutes cheating or misrepresentation of the author of an individual's scholarly work. Student behavior that demonstrates academic dishonesty or evidences lack of academic integrity is strictly prohibited.

- [Academic Integrity Policy & Procedures](#)

Safe Educational Environment

City University of Seattle is committed to supporting an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the university.

- [Title IX Information & Procedures](#)
- [Canadian Sexual Violence and Misconduct Policy](#)

Disability 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.

- [Disability Support Services](#)