



# DAVENPORT UNIVERSITY

SCHOOL OF BUSINESS

**MGMT225: INTERNATIONAL BUSINESS**

**Credit Hours:** 3                      **Contact Hours:** 3

**Prerequisite:** MGMT211

**Instructor:** Caleb Carr

**Campus Location:** Alma

**Course Start Date:** May 10, 2006

**Final Assessment Date:** July 26, 2006

**Last Day to Withdraw without Receiving an F:** Friday, July 7, 2006

**Meeting Days and Times:** Wednesdays, 5:30p – 9:15p      **Room Number:** C308

**Instructor Contact Information:**

Office Location: Davenport Office

Office Hours: By Appointment

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**DAVENPORT UNIVERSITY  
COURSE SYLLABUS**

**MGMT225: INTERNATIONAL BUSINESS**

**Credit Hours:** 3                      **Contact Hours:** 3

**Prerequisite:** MGMT211

**Instructor:** Caleb Carr

**Textbook(s):** Global Business Today, Edition 4, Hill, Charles W.L.,  
McGraw Hill Irwin, ISBN0073191752

**Additional Materials:** Various Case Studies (to be distributed as needed)

**Course Description:**

This course focuses on the international dimensions of business by clarifying and classifying the country differences with regard to their political economy. International Trade Theory, Foreign Direct Investment, and the Global Money System will be explained. Emphasis will be placed on competing in the global marketplace. International business situations dealing with trade, ethical dilemmas and globalization will be examined with the use of proper case analysis techniques

**Learning Outcomes:**

Upon successfully completing this course, the student will be able to:

1. Examine the differences between domestic and international business operations.
2. Examine the major international business growth areas and opportunities for U.S. businesses.
3. Examine various international business situations with the use of case studies
4. Describe marketing strategies for major international growth areas.
5. Describe the social, cultural, political, economic, and ethical environments within those growth areas.
6. Describe U.S. governmental policy as it relates to managing international trade and investment.
7. Describe the Balance of Payments systems and its application for global investors.
8. Explain the foreign exchange market and international capital markets.
9. Identify and evaluate foreign currency options for international businesses.

## Davenport University Excellence System

Davenport University believes that those students who successfully complete any certificate, associate, bachelor, or master's program at the University should be able to demonstrate certain professional and academic abilities. These abilities embody both the key practical and theoretical skills taught and measured throughout all Davenport University academic programs and, in accordance with the mission of the University, prepare students for success in their chosen profession.

### DYNAMIC LEADERSHIP

- Leadership
- Reasoning and Problem Solving
- Teamwork

### UNIVERSAL COMMUNICATION

- Interpersonal Communication
- Oral Communication
- Written Communication
- Global Perspective

### PROFESSIONAL EXCELLENCE

- Honesty and Integrity
- Computer Proficiency
- Mathematical Literacy
- Career Skills
- Information Literacy

## Student Responsibilities

Students are bound by all policies of Davenport University and should familiarize themselves with these through reading the catalog and student handbook.

All students must complete the final assessment for the course, such as the final exam, project, or presentation. **Students who do not complete the final assessment will receive a grade of F.**

Students are expected to be adequately prepared for each class session. It is reasonable to expect at least two hours of outside study for every hour spent in the classroom.

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Therefore, free discussion, inquiry, and expression are encouraged. Behavior that interferes with the instructor's ability to conduct the class or the ability of students to benefit from that instruction is not acceptable. This could include entering class late or leaving early; use of beepers, cellular telephones, or other electronic devices; talking in class without being called upon; talking while others are speaking; or arguing in a way that would be considered disrespectful to the instructor or other students.

Children are not allowed in classrooms; nor can they be left unattended in any room in the building.

## **University Academic Integrity Statement**

Davenport University recognizes the principles of honesty and truth as fundamental to ethical business dealings and to a community of instructors and students. The University expects students to respect these principles.

As a point of academic integrity, students are required to submit original material of their own creation. Plagiarism of any material and cheating are serious offenses and, if established with sufficient evidence, can result in failure of the course or dismissal from the University.

The University utilizes Turnitin.com plagiarism detection software. All papers will be submitted to Turnitin.com where they will be compared against the entire Internet and against a database of previously submitted student papers

Plagiarism refers to the use of someone else's ideas or words without correct documentation. It is the student's responsibility to ask the faculty member to clarify any questions on correct use of documentation for the work submitted in the course.

Cheating refers to the use of someone else's knowledge or sharing course work in a way that is unauthorized by the faculty member. The faculty member may authorize the use of reference books for a paper, for example, but require that a test be done without such help.

Should a student be penalized and wish to contest the allegation, the academic integrity due process procedure will be followed.

### **ADA Statement:**

Students with disabilities may request accommodations as provided within federal law. In order for the University to adequately review each case, requests should be made to the Disability Services Coordinator prior to the start of the semester. Requests made after the start of the semester should be completed as early in the semester as possible to prevent delays in accommodation. Students may contact their advisor or go to the Davenport University website for the name of the Disability Services Coordinator for the location where they attend.

### **Reservation Statement:**

The instructor reserves the right to make adjustments to this syllabus as needed.

### **Instructor Class Policies:**

Due to the weekly meeting times, late assignments will not be accepted. Should unforeseen circumstances arise which may prevent you from turning in your assignment at the start of class on the due date, you must contact the instructor *before* the start of class. Excessive absences or tardiness may result in a deduction from your participation grade.

Unless specified by the instructor otherwise, all written assignments must be typed. Furthermore, they must be typed on 8.5 X 11 inch paper, double-spaced, in 12-point Times New Roman font, and have default margins (read: 1" top & bottom margins, 1.5" left & right margins), and be in English unless permission is granted before the due date by the instructor. Should the assignment run longer than one(1) page, the pages must be stapled (in order) before class. All pages should be one-sided. Papers not fitting these basic formatting instructions will not be accepted.

All papers and assignments are expected to follow guidelines for proper writing and be void of any and all spelling, grammatical, or logical errors. (Please reference APA-5 formats for examples.) It's a communication class and, as written assignments are a form of communication, your writing should reflect a collegiate level of proficiency. Plagiarism and/or cheating will not be tolerated. Any incidents of either will result in a F for the course.

### **Attendance/Participation Points**

As this is a weekly class, attendance is essential. Please be aware that we will cover and discuss more in class than just the text. To that end, you are responsible for seeking out notes from any course material that you miss due to unavoidable absences—your missed work/study is *your* responsibility. If you *must* miss a class, please contact me before the scheduled meeting time (leaving an e-mail or voice mail if necessary) to let me know that you won't be there and to restructure class accordingly. Additionally, if you miss a class session in which work is due, it must be submitted *before* the start of that class period (faxed, e-mailed, left in the Davenport office) for it to be accepted—no late work will be accepted and there will be no 'make-up' sessions for missed presentations. Your attendance is *your* responsibility, and will be marked accordingly.

Further detail on Attendance/Participation Points is listed under **Assignments** below, subheading *Classroom Participation*.

**Methodologies** Class sessions will be built predominantly on the interaction and dialogue amongst the entire class. To that end, while there will be a wide diversity of methodologies used to facilitate this course (lectures, role playing, fishbowls, and presentations to name a few), a fundamental necessity will be the participation of the entire group and its individual members, and the willingness to engage in scholarly discussion, pursuits, and aims. Additionally, because this is a course based on practical and application-based learning, much of our discussions will be centered around various case studies.

### **Assessment of Student Learning**

Assessment measures will be based on the learning outcomes, on WCAC/QUAAC, and the DUES. These goals & measures will be discussed in greater detail for each assignment.

### Course Grade Determination

|                               |             |     |
|-------------------------------|-------------|-----|
| Classroom participation       | 10%         |     |
| Mini-Case Studies             | 20%         |     |
| Written Mini-Studies (x2)     |             | 5%  |
| Mini-Study Presentations (x2) |             | 5%  |
| Two Exams                     | 30%         |     |
| Exam 1:                       |             | 15% |
| Exam 2:                       |             | 15% |
| Case Study                    | 40%         |     |
| Paper                         |             | 30% |
| Presentation                  |             | 10% |
| <i>Total</i>                  | <i>100%</i> |     |

### Grading Scale

|                  |          |
|------------------|----------|
| 93-100=A         | 77-79=C+ |
| 90-92=A-         | 73-76=C  |
| 87-89=B+         | 70-72=C- |
| 83-87=B          | 67-69=D+ |
| 80-82=B-         | 63-66=D  |
| 62 and below = F |          |

### Portfolio Artifact Information

This course includes a project/assignment that has been identified as an artifact that may be chosen as part of the Student Portfolio. The details of this assignment have been designed by the School in which the course is held, and will be presented and assessed in a consistent and uniform manner. The following information will provide the detail necessary to meet the guidelines set forth by the faculty and approved by the School Dean. This assignment is a required component of this course.

### Assignments

*Classroom Participation:* Throughout the semester, class discussions and activities will seek to uncover greater meaning and application of the materials being discussed. To that end, you are expected to come to class prepared to discuss the material—even if that is to simply ask questions to help you clarify and solidify your understanding on topics. Coming to class not prepared to engage in scholarly discussion (to either ask questions or respond/react/relate to the material) will negatively impact your classroom participation grade.

*Mini-Case Studies:* During the semester, you will be asked to further explore 4 issues (of your choosing) that we discuss in class. These may be topics from the book, ideas from class discussion, or applications of theories, etc. In short, you are to probe more deeply into a concept and share it with the class. Each of these mini-case studies will be done individually. While there are specific dates that these will be

due/presented, you may select from any material covered up to that date. There will be two types of mini-case studies: papers & presentations.

*Written Mini-Case Studies:* These two papers should each be between 1.5 – 3 pages in length. Each written study should utilize at least 2 sources outside of the textbook, which should be cited accordingly with a corresponding reference page.

*Mini-Case Study Presentations:* These two presentations should be between 2 – 5 minutes in length, be delivered extemporaneously, and contain at least 2 cited sources outside of our text. You are welcome to use presentation aids to enhance your presentation. If you need technology for your presentation (i.e., computer, TV, etc.) please let Caleb know the class period before your presentation is due, at the *very latest*. Otherwise, technology cannot be guaranteed.

*Exam 1:* The first exam will cover all material covered up to that class session. This will include material from Chapters 1-8 (inclusive), classroom discussion, outside reading, and presentations.

*Exam 2:* The second exam will have two components. The first (and largest) component will cover material covered since the first exam—Chapters 9-16 (inclusive), class discussion, outside reading, and presentations). The first component comprise approximately 75% of the exam. The second (and smaller) component of Exam 2 will be cumulative—any material covered during the semester is ‘fair game,’ with specific focus on broad concepts and theories discussed

*Case Study:* The Case Study will comprise a large part of your course grade. Its two components are described in greater detail on the following pages.

## **Case Study Assignment**

**Assessment Tool:** Case Analysis (L.O. 1, 4, 5)

### **General Description:**

A five to seven page word-processed case analysis that deals with a current, global issue with the following components:

- an ethical dilemma;
- a trade agreement;
- pros and/or cons of globalization.

You must make and support your decisions using the following written case analysis format.

### **Eligible Cases to Examine:**

You may choose 1 of 4 possible cases to examine for your paper. All for are available at [www.american.edu/TED/class/all.htm](http://www.american.edu/TED/class/all.htm). The 4 cases you may choose from include:

Case 776: “Mozzarella Cheese from Italy” by: Susanne Caramanica

Case 783: “South African Biltong Sausages” by: Anne Sweeny

Case 792: “Rural Tourism in Western China” by: Yuan Fang

Case 803: “Whale Watching in New Zealand” by: Hui-Hsenh Yeh

### **Specific Requirements for Case Analysis:**

This case paper must be five to seven pages in length and contain the following segments in the order noted:

- Artifact cover sheet must be used (see subsequent page)
- **\*Title Page** (identify the case)
- **Body of Paper**
  - The following four questions must be fully answered and supported with examples from the case:
    1. What was the ethical dilemma that was created by a trade association’s decision?
    2. How would the case be different if the trade association did not exist?
    3. What lessons for globalization advocates does this case raise?
    4. What action should be taken and why should it be taken?
  - *Each question should be labeled as a subheading within the body of the paper.* Outside sources may be brought in, as long as they are properly cited using the APA style for citation.



- **\*Reference Page**—At least 7 outside sources should be used and appropriately cited/referenced.

\*Do not include in “five to seven pages” count

In addition to the written portion of your Case Analysis, you will additionally make a presentation presenting your topic, your case study, your findings/conclusions/posits/position(s), and its implications to the class. This presentation should be prepared in advance, delivered extemporaneously, and cover (for the most part) the material discussed in your paper, in a way that makes it accessible and understandable even to those who are not familiar with your topic or your paper.

### **Specific Requirements for Case Presentation:**

- Your presentation should be prepared in advance, delivered extemporaneously, and cover (for the most part) the material discussed in your paper.
- You should have at least 1 visual aid that enhances your presentation to your audience. It may be a handout, a graph, video, sound clip, or any other presentation aid that would improve your presentation. If you need presentation technology (i.e., computer, projector, TV/VHS, etc.) please let Caleb know at least two weeks in advance so that materials and equipment can be arranged.
- Your presentation should deliver your case and material in a way that makes it accessible and understandable even to those who are not familiar with your topic or your paper.
- Your presentation (and your paper) should encompass ideas and theories discussed throughout the semester.

### **Rubric and Grading Scale:**

- 90 – 100% Case analysis meets all requirements in length and content; shows excellent understanding of the material; AND grammar, structure, and spelling are at college level.
- 80 – 89% Case analysis meets all requirements in length and content; shows a good understanding of the material; AND grammar, structure and spelling are at a college level.
- 70 – 79% Case analysis meets all requirements in length and content; shows some understanding of the material; AND/OR grammar, structure and spelling need some improvement.
- 63 – 69% Case analysis meets bare minimum requirements in length and content; lacks some key understanding of the material; AND/OR grammar, structure and spelling need a lot of improvement.
- 0 – 62% Case analysis does not meet minimum requirements in length and content; OR shows little understanding of material; OR grammar, structure and spelling are not on college level.

**Assignment percentage of course grade: 40%**



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**Artifact Cover Sheet**

Student Name: \_\_\_\_\_

Course Name/Number: \_\_\_\_\_

Date: \_\_\_\_\_

Artifact Grade: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

## Tentative Schedule

\*Subject To Change

Week #1 (May 10)  
Syllabus & Overview  
Chapter 1 – Globalization

Week #2 (May 19)  
Chapters 2 & 3 – National  
Differences in Political Economy &  
Differences in Culture

Week #3 (May 24)  
*Topic Paper 1*  
Chapter 4 – Ethics in International  
Business

Week #4 (May 31)  
*Traditional Observation Paper Due*  
Chapters 5 & 6– International Trade  
Theory & The Political Economy of  
International Trade  
Topic Presentations 1

Week #5 (June 7)  
Chapters 7 & 8 – Foreign Direct  
Investment & Regional Economic  
Integration

Week #6 (June 14)  
**Exam 1**  
Chapter 9 – The Foreign Exchange  
Market

Week #7 (June 21)  
Chapter 10 – The International Monetary  
System

Week #8 (June 29)  
Chapters 11 & 12 – The Strategy of  
International Business & Entering Foreign  
Markets

Week #9 (July 5)  
Chapters 13 & 14– Exporting, Importing, and  
Countertrade  
Topic Presentations 2

Week #10 (July 12)  
*Topic Paper 2*  
Chapter 15 & 16 – Global Marketing R&D &  
Global Human Resource Management

Week #11 (July 19)  
**Exam 2**

Week #12 (July 26)  
Case Study Presentations

Revised 5/1/2006