Overview

This survey course looks at environmental, market, institutional, industrial, strategic, organizational, and managerial features of international business. We consider several viewpoints that guide managers' understanding of the idea of international business, review how managers interpret operational challenges and opportunities, and discuss implications to professional development. The mandate of this class, then, is to study the phenomena of the environments and operations of international business in ways that help managers clarify the basis for their success and identify way to sustain it.

This class adopts the executive perspective that all dimension in the business world are in play. As such, I expect students to strive to integrate the knowledge gained through their university studies thus far with the wisdom earned during their personal and professional experiences. Ideally, within the context o--f our class, the task of integration will give each student the opportunity to improve his or her understanding of international business.

Course Objectives

The pedagogical objective of this class is to develop students’ critical thinking abilities in terms of:

- Interpretation: What underlying meanings or values are inherent in the concept of globalization and business?
- Point of View: What, if any, other perspectives of globalization and business are possible?
- Assumptions: What has been assumed in the evaluation of globalization and business?
- Implications: What are the logical conclusions of analysis of globalization and business?
- Relevance: Does interpretation directly relate to the issue of globalization or extend elsewhere?
- Accuracy: Does interpretation satisfy reality checks on our interpretation of globalization and business?
• Logic: Do the elements fit together into a coherent conception of the concept of globalization and business?
• Evidence: Are the data reasonable to support the conclusions we draw regarding globalization and business?

The intellectual objectives of this class include:

- Discuss the theoretical frameworks that shape contemporary ideas of globalization and business.
- Study how managers direct international activities responsibly, ethically, and fairly.
- Profile the institutional, industrial, and behavioral elements of globalization and business.
- Help students develop the outlooks, knowledge, skills, and sensitivities needed to manage the challenges and opportunities of international business.
- Improve your capacity to think strategically about a company in the face of globalization; specifically, to identify, assess, and recommend the mission, objectives, and strategies that managers formulate to gain sustainable competitiveness in the changing world.
- Boost your understanding of how managers’ translate their vision into action by looking at the structures, systems, personnel, programs, policies, and procedures that they use to run their business in a globalizing world.
- Develop your research, analytic, writing, technology, skills through individual research project.
- Identify the implications of globalization to professional development and career management.

Course Materials

Text
Our class relies on materials reported in a customized version of “International Business: Environments and Operations,” 14th Edition, by John Daniels, Lee Radebaugh, and Daniel Sullivan (Upper Saddle River, NJ: Prentice Hall, 2012). Copies are available from University bookstore located in the Barnes and Noble on Main Street. The source for our customized text is the latest edition of this best-selling interpretation of the opportunities and challenges of international business. This work contains reference materials, applied analyses, business cases, point-counterpoints, and looks to the future that we will use in our present course. In addition, our customized text and its companion site¹ are supported by my personal web site and various multimedia materials. We rely on this range of materials to evaluate the ontological and epistemological properties of ideas of globalization and facets of international business.

Performance Evaluation

This class relies on class participation, exams, and a research project to evaluate your performance. These learning methods require a significant time commitment from each student. The default allocation is as follows: Exam 1 (25%), Exam 2 (25%), Research Project (30%), and Class Participation (20%). I will drop your lowest exam score; hence, each exam will count for 30% but I will only include the two highest scores in the final calculation. The following scale determines your final grade.

General Grade Schema for Course Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
</tr>
</tbody>
</table>

¹ We also reference material reported in Globalization and Business by John Daniels, Lee Radebaugh, and Daniel Sullivan (Upper Saddle River, NJ: Prentice Hall, 2002. ISBN: 0-13-062030-0.) This text reframes the study of international business from the conventional dialectic of the differing context of domestic versus international business to one that looks at interactive processes of globalization and business course.
The grading philosophy for this course is stipulated at the primary course website. The following sections outline the standards and expectation for each performance component.

Exams (50% of Performance)

There will be two exams given during this course. Each exam consists of 20 true/false questions and 40 multiple-choice questions drawn from the material reported in *International Business: Environments and Operations* as well as the materials emphasized in class. Please note that the [www.prenhall.com/myphlip](http://www.prenhall.com/myphlip) website contains a study guide that includes self-scoring practice true/false and multiple-choice questions for each chapter in our textbook. I will sample this site for questions that will then be added to each exam.

There are no make-up exams for missed exams—even those due to documented emergencies. I fully understand that circumstances can change suddenly and feel no need to aggravate your particular situation by petitioning an explanation. Instead, the student who misses a regularly scheduled exam will complete an independent project that I will assign at my discretion. In the past, such projects have included (1) comparative review of two books on prominent topics of international business or (2) a comparative review of 4 to 7 international business articles. The expected scope of potential assignments is as follows: 15-20 double space pages with size 12 font, APA style format, requisite references, 3 to 7 figures, tables, or images, and 10 to 20 relevant hyperlinks inserted in the text. This assignment is due within 10 business days of the date of the missed exam.

Each student has the extra credit option to earn a 5-point bonus to your score for each exam. Specifically, you have the option to propose a multiple-choice question for each exam. If your proposed question is used on the exam, you earn the 5-point premium on the corresponding exam score. If not, then, you have the option to try again for the remaining exams. If inclined, you may submit up to two potential questions for each specific exam. In the past, students have submitted many questions for consideration. I specify the following guidelines to help you develop the most appropriate question. Questions that fail to follow this format do not qualify for consideration.

**General Guidelines to develop a test question:**

1. Precisely specify which theoretical idea, strategy principle, or case illustration the proposed question aims to test. For example, you might write a multiple choice question that would test the idea of a regional integration as reported on info in the textbook, supplemental materials and readings, or points of class discussion as reported in any of the handouts.
2. Each question must list at least four but no more than five possible answers.
3. Identify the correct answer and specify where one may find the correct answer in terms of the:
   - the corresponding page number from the textbook
   - the corresponding page number from the business case
   - the title of the corresponding handout
   - the title of the corresponding video
   - the title of the corresponding activity
4. Develop substantive questions that would test your classmates understanding of the idea.
5. Do not develop questions that test trivial points of information, obscure definitions, or isolated observations. These sorts of question have no chance of making the cut.
6. Make sure that there is one and only one correct answer to the question.
7. Avoid adding the "all of the above" or "none of the above" replies as possible answers.
8. Avoid obviously wrong or right alternatives that effectively give the question away.
9. Keep in mind that your proposed question is designed to help, not hinder, your classmates’ learning.
10. Any question that does not comply with these guidelines is rejected.

Logistically, all proposed question must be sent via email to me no later than 3 days prior to the scheduled exam. In addition, in the event I receive multiple questions testing the same idea for example, the question that is first submitted take precedence in the selection process.

General Grade Schema for Exams

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
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<tr>
<td>88– 89</td>
<td>B+</td>
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<tr>
<td>84 – 87</td>
<td>B</td>
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<tr>
<td>80 – 83</td>
<td>B-</td>
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<tr>
<td>78 – 79</td>
<td>C+</td>
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<tr>
<td>74 – 77</td>
<td>C</td>
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<td>60 – 63</td>
<td>D-</td>
</tr>
<tr>
<td>0 – 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Research Paper  (30% of Performance)

Each student will author a research paper that presents the results of your investigations of the theoretical and practical principles, and their relationships, of prominent aspect of international business studies within the larger context of globalization. This charge is intentionally broad-stroke in order to provide each student the creative license to indentify a topic he or she find fascinating.

I impose a significant requirement: you must format your paper within the context of Hegelian dialectic, or more, simply, a point-counterpoint structure. Specifically, many students find the broad nature of globalization creates difficulties conceptualizing and/or specifying their research paper. To that end, I have found that your predecessors earned highest scores by engaging the classic polemic structure of a Hegelian dialectic.

As vague as this may sound, it is quite direct. Your task requires you to explicitly declare and profile your thesis (e.g., globalization is productive) in Section A of the paper, its antithesis (e.g., globalization is destructive) in Section B of the paper, and then formulate its synthesis (e.g., globalization is ...) in Section C of the paper. Essentially, you will develop a three-part paper—the Thesis (Point), it utterly opposite Antithesis (CounterPoint), and the Synthesis (insightfully reconciling the mutually contradictory of the Thesis and Antithesis). Philosophy suggests that synthesis occurs at a higher level of truth than the first two views, thereby inspiring insight and enabling innovation. This format will enable you to communicate a comprehensive understanding of the structure of debate as well as synthesize an insightful resolution of the polemic.

Often times, people solicit potential topics from me. My response is simply to choose a topic from class lectures or assigned reading that you would like to develop further. Alternatively, for those a bit more adventurous, identify a thesis you would like to study, run it by me for general approval, and get to it. No matter the topic, I expect your paper will convey an understanding of the pros and cons of the issue, synthesize links between ideas, and identify key managerial implications.

Scale, Scope, and Format of Research Paper

2 I expect that your research paper, based on your own thoughts and the facts you have gathered from a variety of sources, will present your unique view of an idea. The experience of gathering, interpreting, and documenting information, developing and organizing ideas and conclusions, and communicating them clearly will help you to clarify your chosen topic.
I expect your project will be of high quality, reflecting the interest that you have in a topic of your own choosing. While student initiative is always encouraged, I do not expect you to undertake extensive field research for your project; hence, calls to academics, executives, officials, or companies (other than to public relations department for basic information) are encouraged but not expected.

Regarding length the project should be no more than 15 double spaced pages of text (presented in 12 font with 1-inch margins on all side) and at least 5 but no more than 10, photos, charts, or tables (exclusive of bibliography and notes). References are reported in either American Sociological Association or Chicago Manual of Style. By the way, the page length of the paper does not determine its merits. That, is a long paper is not predisposed to receive a higher grade; in fact, often the exact opposite happens. I would strongly encourage you to worry less about the length of the paper and emphasize making it as concise and compelling as possible. Regarding format, feel free to experiment with alternative structures, integrating charts, tables, graphics, etc. with the conventionality of text. If inclined, please consider including a web site to amplify your research paper. Lastly, please plan to submit your completed paper—I strongly prefer electronically to prevent paper waste—before 5 PM, December 12.

Lastly, a random selection of papers will be submitted to www.turnitin.com for assessment. If the research paper is identified as not representing the original idea of the student and/or not written by the student, I reserve the right to assign a grade of F and forward the student’s work to the appropriate university office. In such matters, the University statement on plagiarism and its corresponding policies and punishments is applied—for those with questions regarding the University’s Academic Code of Conduct, please consult its Reference Guide to Academic Integrity. Standards regulating the matters of plagiarism, fabrication, cheating, and academic misconduct follow the specifications set in University of Delaware’s Code of Academic Honesty.

Class Participation (20% of Performance)

The Socratic format of class discussion requires active and engaged class performance by each student. I cannot overstating this point; this class rests on the premise that encouraging each student to review and rethink his or her outlook will improve his or her understanding of globalization and business in specific and process of decision making in general. Furthermore, while I am fluent with the theoretical structures of analyses, each of you brings to bear an applied perspective that I can only speak to. The quality of class time is a function of the interaction of our particular expertise, with priority given to you and your classmates’ perspectives.

Philosophically, this premise imposes a clear-cut mandate upon both you and me. As noted above in specifying the Point-CounterPoint format of your research paper, scholars from Plato to Hegel reason that the evolution of ideas occurs through a dialectical process: a thesis gives rise to its opposite, the antithesis, and, as a result of the ensuing conflict, a third view, the synthesis, arises. Again, philosophy suggests that synthesis occurs at a higher level of truth than the first two views, thereby inspiring insight and enabling innovation.

The instrumentality of the dialectic process is that of an ‘opposite.’ If absent, an idea not only dominates the ontology of discussion, it predominates to the exclusion of its opposite—much along the lines of the instructor who dominates class to the exclusion of student participation runs the risk of precluding the innovative and imaginative syntheses of issues from the involvement of bright students. So, while tempting to play drill sargent and tolerate no debate, this stance does a disservice to both you and me. You, in that class deteriorate into a bothersome diversion; me in that I fleece you of your time, money, and interest. Therefore, to cut to the chase, the dialectical inquiry of the case process demands an interactive relationship between you and me in the pursuit of insightful, imaginative synthesis that enlightens both parties.
Practically, this goal has straightforward implications. Periodically, which could be as frequently as every class meeting, you will be called on to exhibit your level of case preparation and managerial insight. The class inevitably gives you the luxury to take a broad, at times surreal, view of the environment, the firm, and their interaction in our search to understand the life cycle of ideas within various forms of the modern-day corporation. Although the synthetic realism of the classroom provides immense intellectual license, progress is not a function of outlandish creativity or mindless speculation. The harsh reality of the business world provides benchmarks that authorize the context for meaningful discourse, debate, and decision-making. As an aside, after witnessing innumerable flameouts (myself often included), I believe it is difficult to preserve personal dignity when winging-it without any preparation. Granted, occasionally a fearless student succeeds brilliantly and, upon so, earns my admiration. To those so inclined, the burden is upon you to ascend from the abyss into which you have leapt.

Effectively preparing for class, given the scale and scope of topics that fall under the rubric of globalization, is a challenging task. For those new to the topic, it may see an unreasonably demanding activity while it may strike the more experienced students as much ado about the same old thing. I, of course, have tried to develop a rich menu of materials to create a meaningful experience for all. More practically, I use the following criteria to evaluate your class participation:

- Have you observably read and analyzed the material?
- Do you constructively use the material to analyze the issues in play?
- Do you apply the cumulative ideas and frameworks of the course, where and when appropriate, to analyze new issues?
- Do you communicate a fundamental understanding of the ideas of international business?
- Do your help the class look imaginatively at issues of international business?
- Does your participation fit in with the flow of the discussion in ways that show you have been listening to your classmates?
- Do you encourage in-class dialogue with other students?
- Do you constructively debate matters of substance with other students?

By the way, students who volunteer information in the Socratic styles classroom often feel that they are taking huge risks. They are volunteering personal observations or material that, in some instances, that they may have not presented in a formal setting. Their thoughts may not be expressed eloquently as they wished; they may speak hesitantly some false starts and stops. I recognize that I have the decided advantage in having planned the questions ahead of time, reflected on them, and devoted considerable time to preparing for possible replies. Therefore, while I may directly engage you, it is always done with respect for you intellectual courage. Finally, students who find it difficult to participate for any reason should see me as soon as possible.

**General Grade Schema for Class Participation**
90+ You offer frequent, relevant, and provocative questions and comments that demonstrate an insightful understanding of the material. Contributions in class reflect exceptional preparation. Ideas offered are always relevant and rigorous, provide major insights, and spur discussion in new and interesting directions. Challenges are substantiated and persuasively presented. If you were not a member of the class, the quality of course as a whole would significantly diminish.

80+ You offer a number of relevant questions and comments that show adequate preparation prior to the class. Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and occasionally spur discussion in new direction. Challenges are well substantiated and often persuasive. If you were not a member of the class, the quality of discussion would be lessened.

70+ You offer occasional questions and comments that aid in understanding of the material. Contributions in class reflect satisfactory preparation. Ideas offered are only sometimes substantive, and provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, are somewhat substantiated, and are sometimes persuasive.

60+ You choose to say little or nothing in class. Hence, there is not an adequate basis for evaluation. If you were not a member of the class, the quality of discussion would be unchanged.

59- You offer little support for class discussion. Contributions in class reflect inadequate preparation. Ideas offered are not substantive and fail to provide a constructive direction for the class. At time, you are inattentive or disruptive and, as such, if you were not a member of the class, we would better use valuable class time.

Course Disclaimer re Classroom Participation
Please do not confuse exemplary participation with regular attendance. Exemplary participation refers to the degree you contribute to class discussion and, in whatever way, make it better that it otherwise would have been. Regular attendance refers to your consistent turnout, punctual arrival, and diligent attention during each class. For the record, it is virtually impossible to earn an “A” for this course without active class participation. Certainly, the laconic, ambition student can earn up to an “A-” by completing the various non-participation tasks of this course with high distinction. Nonetheless, earning an “A” requires active participation. Simply put, a superior participation grade through consistent contribution to class discussions is a crucial component of your overall course performance. Therefore, you must make a conscientious effort to attend class both able and eager to participate.

From my point of perspective, consistent absences have a detrimental effect on a student’s grade. More precisely, the student who misses more than nine class sessions will earn a grade of 50% for class participation. Any student who misses more than 18 classes will earn a grade of 0% for class participation.

Naturally, you are welcome and encouraged to discuss your class performance with me at any point during the semester. I will refrain from providing any a precise estimate of your performance but will offer general guidelines and interpretation.

Academic Misconduct
Our course follows the standards and specifications outlined by University of Delaware regarding appropriate and acceptable academic conduct. Circumstances involving cheating on exams, plagiarism on written assignments, and misrepresentation of individual effort/contribution are interpreted consistent with the academic code of the University of Delaware.

LOGISTICS
Class Cancellation Policy

- In the unlikely event a class is canceled, you will be notified by e-mail to the address registered with the University.

Technology Policy

- Recording class meetings is prohibited. The only exception is for academic accommodation of a disability as prescribed by law. Please advise me on such circumstances as warranted.

- Internet surfing, social networking, text messaging, twittering, game playing, checking fantasy team stats, etc., during class is prohibited. More than five observed violations reduce your final course grade by a full letter grade. Chronic, day-to-day electronic misbehavior that consistently disrupts classroom karma will result in a grade of F for the course. In addition, surfing in class, as conveyed in “GTG: Everybody Stop Shooting,” strikes me as a particularly dim-witted way to waste your tuition.

- In addition, use or of any communication technology during the course of exam, unless previously authorized, is regarded as a matter of academic misconduct and prima facie indication of cheating.

E-Mail Guidelines

- Please use Standard English in all communications, please. An email that contains egregious spelling, grammar, vocabulary errors, along with any and all forms of SMS/Textese, is deleted without reply.

- Confirm your question has not been already answered in the syllabus or by material posted on the course website.

- Please restrict your e-mail communications during our course to matters that directly pertain to class. Although flattered, I respectfully decline all offers for friendship, invitations to be linked, tweets to get twitted, pathways to riches, etc.

- As a rule, I will reply to your e-mail, presuming it is legitimate, within 48 hours of its arrival.

Student Rights and Responsibilities

- Students have the right to high-quality instruction. As the Professor, I work to provide rigorous, meaningful learning experiences in a clear, well-organized fashion that creates value for the student. I challenge students by considering not only the quantity of their performance, but the quality of their
actions and outcomes. As the Student, you are responsible for demonstrating mastery of the course material by successfully completing the course requirements as defined by the Professor.

- Students have the right to fair and just treatment from the Professor. I, as your Professor, encourage and endeavor to create the platform that supports your performance. Students achieving learning goals, as defined in the course syllabus, at very high levels will earn a course grade of A. Out of fairness to those who make the effort to perform exceptionally well, students submitting work of lower quality will earn lower grades. Those who do not satisfy basic measures of competence will earn a failing grade.

- Students have the right to fair treatment from their peers. Faculty members—by careful proctoring of exams or verifying the originality of exemplary scholarship for example—reduce the opportunities for students who attempt to gain unfair advantage over others. Students are responsible for becoming familiar with the University’s Academic Code of Conduct by consulting its Reference Guide to Academic Integrity. Standards regulating the matters of plagiarism, fabrication, cheating, and academic misconduct follow the specifications set in University of Delaware’s Code of Academic Honesty. The student who violates these standards, whether by intent or accident, bears full responsibility for their actions and the ultimate outcome of review.

- Students have the absolute duty and unequivocal responsibility to respect the dignity, rights and opinions of their classmates, the position, commitment, and stature of their Professor, and the values and mission of their institution.