

School of Business and Economics
Department of Management
1200 Murchison Road
Fayetteville, NC
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MISSION OF THE SCHOOL OF BUSINESS & ECONOMICS

Fayetteville State University has a long tradition of providing educational access to a diverse student population, who are seeking a relevant learning experience in the liberal arts and professions. The School of Business and Economics builds upon the University's strong teaching orientation supplementing it with pedagogical and applied research. The School graduates students who possess a sound understanding of business concepts and applications and who seek careers in management, government, and the professional disciplines. The School also serves the community as a catalyst for spurring economic development and assisting in economic education.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules governing the use of FSU email: <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

I. LOCATOR INFORMATION

Semester: Fall 2009
Course Number: MGMT 425 International Management
Number of Credit Hours: 3
Day and Time: Mon-Wed-Fri 10:00-10:50 AM
Instructor: Rafael S. Corella
E-Mail Address: rafaelcorella@yahoo.com; rcorella@uncfsu.edu;
Office Location: SBE 116
Office Phone: 910-875-9103, Cell: 910-723-4302
Office Hours: Mon-Wed-Fri 12:00 – 1:00 PM and by appointment

II. COURSE DESCRIPTION

A survey of the theoretical and institutional complexities of international business operations, with emphasis on the special knowledge and skills essential to personnel engaged in the planning and administration of business enterprises and governmental organizations with overseas relationships

III. TEXTBOOK

Daniels, John, Lee Radebaugh & Daniel Sullivan (2009). International Business, 12/E. Prentice Hall.

ISBN-10: 0136029655

IV. SPECIFIC COURSE OBJECTIVES

Provides a framework to help present and future managers better understand and manage people within the international business environment. Describes the key elements and issues, which comprise the field of international business. Demonstrates how to build the skills, sensitivity, and cultural awareness needed to establish and sustain management effectiveness across cultural borders. Offers techniques managers can use to anticipate and mediate some difficult dilemmas of international management. Examines important issues confronting the international environment as the forces of capitalism collide and change the cultures of the world.

Upon successful completion of this course, the student will be able to

- Describe the key elements associated with the field of international business and their relevance to managerial and organizational effectiveness.
- Develop a greater appreciation for cultural differences and learn skills for working within these contexts.
- Understand and articulate important differences between national and corporate cultures.
- Explain the basic dimensions of the global economy, and the historical and future consequences of the spread of capitalism.

V. COURSE COMPETENCIES

This course is designed to focus upon the students' written and oral communication skills to develop their capacity for critical thinking through case analyses.

This course examines the qualities of communication, decision-making, ethics, and cultural diversity at the interpersonal, organizational, and international levels of analysis.

Using Blackboard for supplemental materials, online quizzes, paper submission, and discussion, this web-enhanced course is intended to develop students computer proficiency.

VI. EVALUATION CRITERIA

A. Grade Distribution:

Your grade will be comprised of **one case analyses for 30%, Class Participation (class attendance and discussion, 17 chapter quizzes, eight articles/short papers) for 20%, Four exams for 40%, and Discussion board participation for 10%** of your grade.

1 Case Study	30%
Class Participation	20%
Four Exams	40%
Discussion Board	10%

B. Grading Scale

A	92%-100%
B	83%-91%
C	73%-82%
D	64%-72%
F	63% or less (failure)

VII. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

	<u>Date</u>	<u>Topic</u>	<u>Assignment due</u>
Week 1	Aug 24	Globalization and International Business	Chapter 1
Week 2	Aug 31	The Cultural Environments Facing Business	Chapter 2
	Sep 7	Labor Day Holiday—No Classes	Short paper 1
Week 3	Sep 9	The Political and Legal Environments The Economic Environment	Chapter 3 Chapter 4
Week 4	Sep 14	Globalization and Society	Chapter 5
	Sep 18	EXAM 1	Short paper 2 Chapters 1-5
Week 5	Sep 21	International Trade and Factor Mobility Theory Governmental Influence on Trade	Chapter 6 Chapter 7
Week 6	Sep 28	Cross-National Cooperation and Agreements	Chapter 8
			Short paper 3
Week 7	Oct 5	Global Foreign Exchange Markets	Chapter 9
	Oct 9	EXAM 2	Chapters 6-9
Week 8	Oct 12-16	Midterm Break	
Week 9	Oct 19	The Determination of Exchange Rates	Chapter 10
			Short paper 4
Week 10	Oct 26	The Strategy of International Business Country Evaluation and Selection	Chapter 11 Chapter 12
	Oct 30	<i>LAST DAY TO WITHDRAW FROM CLASSES</i> <i>LAST DAY TO CLEAR "I" GRADES FROM PREVIOUS TERM</i>	Short paper 5
Week 11	Nov 2	Export and Import Strategies	Chapter 13
Week 12	Nov 9	Direct Investment and Collaborative Strategies	Chapter 14
	Nov 11	Veterans Day Holiday	Short paper 6
	Nov 13	EXAM 3	Chapters 11-14
Week 13	Nov 16	The Organization of International Business	Chapter 15
Week 14	Nov 23	Marketing Globally	Chapter 16
	Nov 23	CASE STUDY DUE	Short paper 7
Week 15	Nov 30	Global Manufacturing & Supply Chain Management	Chapter 17
Week 16	Dec 7	Final Exams (EXAM 4)	Chapters 15-17 Short paper 8

VIII. COURSE REQUIREMENTS

Class Participation:

Regular attendance is expected. Students are expected to read all assignments for class and actively discuss the material in class. Please notify me if you foresee an unavoidable absence. More than one or two absences, for whatever reason, necessarily reduce your opportunities to contribute to discussion and other in-class activities and therefore adversely affect your participation grade.

Discussion Board: In the discussion board, students are expected to post their response to the case posted at the end of each chapter. These postings are due one week after the assigned chapter. The cases will be discussed during class.

Quizzes:

The reading assignments are identified for each of the eight weeks. The 17 chapter quizzes are intended to be study tools. That is, to benefit from them, you should take them after you complete your reading of the chapter. If your first score is not what you hoped, you should review the section(s) of the chapter where you missed questions and try the quiz again. Using the quizzes in this way make them a useful and enjoyable tool for learning, in which everyone has the opportunity to achieve 100%. The quizzes must be taken within one week of the assigned reading date. In other words, the quiz for week 2, Aug 31 reading assignment must be taken by Monday 7 Sep at 11:59PM. After this date and time, this quiz will no longer be available.

Articles/Short Papers:

Additionally, there are eight written assignments that should be turned in by the end of the week it is assigned. Select an article from any media (newspaper, magazine, internet, etc.) that relates to international business. Submit to the instructor with a short paper explaining the relevance to the course and the significance it had to you as part of your International Business education. The short papers are to be **at least one page** in length, double spaced, Times Roman font, 12. Each acceptable assignment is worth 10 points. List any articles, publications or websites used to gather information. Cite the publication, date, and page number, or the website address in your list of references.

Case Analysis:

This writing assignment is intended for you to demonstrate your understanding of the concepts covered in the book.

The topic of the paper: You are the Senior Vice-President for International Markets of a young pharmaceutical Corporation. Part of the firm's strategic plan for the next five years is to expand into new markets. The Chief Executive Officer (CEO) of your firm has directed you to research the international markets and submit to him a written report with your recommendation of the country selected and strategy to be used to enter its markets. Using Figure 1.1 (Factors in International Business Operations) on page 8 of our text as the basis for your research and analysis, course concepts, and other research material, prepare the requested report to be submitted to the CEO on 23 November 2009.

List any articles, publications or websites used to gather information. Cite the publication, date, and page number or the website address in your list of references.

The paper should be at least **3000 words** (about 10 pages) **double-spaced, using Times Roman Font 12, with standard 1" margins**. These papers must be **submitted to**

Turnitin.com. The directions for submission and the evaluation criteria are located in the **WRITING ASSIGNMENTS** folder on Blackboard.

The Case analysis is due by November 23, 2009

IX. TEACHING STRATEGIES

The pedagogical strategy centers on eliciting students experiential knowledge of business and cultural diversity through discussion of personal work experiences, case analysis and video review, which are intended to engage students in the concrete application and understanding of theories and concepts presented in the readings. The online quizzes are intended to keep students up to date on the weekly readings and to assist in their self-analysis of reading comprehension.

X. BIBLIOGRAPHY



School of Business and Economics
Department of Management

CASE ANALYSIS EVALUATION CRITERIA MGMT 425: International Management

Understanding and Use of Relevant Concepts to Explain Case Data (10 points)

- _____ Selects 8 or more of relevant course concepts from readings and discussions and accurately uses these concepts to analyze the case (9-10pts)
Selects relevant concepts that are adequately used to support their arguments (6-8pts)
Minimal use of concepts in the analysis (0-5pts)

Use of Theory and Course Concepts (10 points)

- _____ Accurately uses factual information to explain, support and develop central concepts of analysis, demonstrating thorough understanding of the concepts (9-10 pts)
Adequately demonstrates understanding of the concepts, making few inferential leaps (6-8pts)
Numerous concepts are used incorrectly (0-5pts)

Quality and Perceptiveness of Descriptive Material (10 points)

- _____ Clear focus and purpose through selection and description of relevant and critical information, balancing subjective and objective evidence in support of their reasoning (9-10pts)
Adequate focus, identifying some critical information in support of their statements (6-8pts)
Unfocused discussion with unsupported opinions making purpose of writing unclear (0-5pts)

Development of Ideas (10 points)

- _____ Ideas speak to the assignment, are coherent, well thought out and thoroughly explained, reflecting an integration of information and concepts that make key distinctions (9-10pts)
Supports most ideas with effective examples, references, and details to make relevant distinctions (6-8pts)
Presents ideas in general terms with inconsistent or little support, flawed reasoning and confusion between personal and external evidence (0-5pts)

Thesis and Organization (5 points)

- _____ Presents document that makes its points clearly, developing ideas clearly, and organizing them logically, with effective transitions (4-5pts)
Develops and organizes ideas in paragraphs that are generally connected, relating most ideas together, with a good introduction and conclusion (2-3pts)
Ideas are not developed and seem illogical and/or unrelated, unfocused introduction or conclusion (0-1pts)

Grammar, Spelling and Mechanics (5 points)

- _____ Presents document employing words with fluency, using proper word usage, spelling, concise sentence and paragraph structure, and grammar appropriate for audience (4-5pts)
While there may be minor errors, the writing follows general conventions of spelling, grammar and structure throughout (2-3pts)
Frequent errors in grammar and spelling that distract reader and interferes with comprehension (0-1pts)

Total: 50 points

ACADEMIC DISHONESTY:

III. Policy on Plagiarism

Because plagiarism is so serious and is becoming increasingly prevalent in higher education, Fayetteville State University has adopted the following procedures for dealing with this form of Academic Dishonesty.

Definition:

Plagiarism is the misrepresentation of the thoughts, words, or research of another as one's own. As such, it is a serious academic offense. Intellectual property is the currency of academia, and using another's intellectual property without giving appropriate credit is the academic equivalent of theft. Plagiarism can take many forms including but not limited to

- Quoting a published or unpublished document in whole or in part without clearly indicating that the material is being quoted
- Offering thoughts, insights, or opinions of another as if they were the student's own
- Offering a document written by someone else as if it were the student's own
- Paraphrasing or summarizing without acknowledging the source
- Paraphrasing or summarizing in such a way that the student document retains too much of the phrasing of the original whether or not the student acknowledges the source
- Failing to document properly words, thoughts, opinions, facts, or any other material obtained from a source

Procedures:

- If a faculty member finds that a student has plagiarized an assignment, he or she will impose an appropriate penalty on the student pending on the seriousness of the violation. Appropriate punishments for less serious violations (copying an isolated sentence or phrase, paraphrasing a few sentences too closely, failing to document some of the ideas or facts) can include
 - Giving the assignment a failing grade
 - Giving the assignment a grade of zero
 - In all cases the faculty member will inform the student in writing that he or she has judged that the student has turned in plagiarized work.
 - If the student disputes the claim or feels that he or she has been penalized too harshly, he or she should begin by attempting to resolve the problem with the instructor.
 - If the issue can not be resolved between the student and the instructor, the student will state his or her case in writing to the Division Chair. The Division Chair will consult with the affected faculty member and deliver a judgment in writing to the student and the faculty member.
 - The student or the faculty member may appeal an unfavorable judgment of the Division Chair to the Academic Review Board. Once again, the appeal must be in writing. The ARB will then consult with the affected faculty member and deliver a judgment in writing to both the student and the faculty member. The judgment of the Academic Review Board is final; no further appeal is open to the student.
- To maintain the academic integrity of the university, the faculty member should impose one of the following punishments for the most blatant forms of plagiarism (copying a paper from a professional source, turning in someone else's paper, turning in a paper bought from a service, deliberately presenting someone else's ideas as if they were the student's own.)
 - Withdrawing the student from the course with a failing grade
 - Referring the case to the Division Chair with a recommendation for the student's suspension or dismissal. If the instructor refers the matter to the Division Chair, he or she will submit a copy of the assignment in question and any evidence of plagiarism (see Appendix: Credible Evidence of Plagiarism).
 - When the instructor refers the matter to the Division Chair with the recommendation of suspension or expulsion, the Chair will review the evidence supplied by the instructor and the written response of the student. If the Chair feels that the punishment is too harsh, he or she

will consult the instructor to revise the punishment. If the Chair and the instructor cannot resolve the matter, they will refer it to the Academic Review Board. If the Chair agrees with the instructor's recommendation, he or she will pass the matter on to the Academic Review Board, who will review the material presented by all parties and will deliver a judgment in writing to the student, instructor, and the Chair. The maximum penalty of the ARB may impose for the first offense is a suspension of one fifteen week semester. For second offenses, the penalty is expulsion.

- The student may appeal a suspension or expulsion in writing to the Vice President for Academic Affairs. After reviewing all the materials of the case, the VPAA will deliver judgment to the student, the instructor, and the ARB.
- The student may appeal an unfavorable judgment of the VPAA to the President. The President will review the materials and deliver a final judgment in writing to the student, VPAA, and the instructor. No further appeal is open to the student.

APPENDIX: CREDIBLE EVIDENCE OF PLAGIARISM

The following constitutes credible evidence of plagiarism sufficient to institute disciplinary procedures:

- Any source published in any form prior to the submission of the student's assignment, which contains the exact words the student has used without quotation marks and without attribution or the ideas the student has used without attribution.
- Evidence that the sources the student claims to have used do not contain the information that appears in the student's assignment.
- The inability or refusal of the student to supply the sources (or a copy of the sources) he or she used to a research paper.
- The inability or refusal of the student to answer questions about the content of the assignment in question.