BUS 187 – GLOBAL DIMENSIONS OF BUSINESS
(Spring 2016, Course Number 24824, Section 05)

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Office Hours: MW: 1:30-2:30 Students can also make an appointment if normal office hours do not work.
Class Schedule/Time: W: 6:00 – 8:45 pm
Classroom: BBC 102

COURSE DESCRIPTION
Globalization of the world economy has been a driving force affecting the rapid growth of international business. The course will introduce students to the political, economic and social consequences of the globalization of markets and industries. Topics include the basic theoretical foundations of international trade and finance, a discussion of the role of national cultures on business practices, an analysis of the growing integration of economies and a discussion of changes in emerging and developed countries. The remainder of the course centers on the responses of multinational enterprises to the challenges of globalization, focusing on the managerial challenges involved in strategy formulation, structural implementation, and a discussion of international issues pertaining to specific functions of the MNC such as marketing and human resources management. The course is interdisciplinary by design and offers a foundation for more specialized functional and area courses in international business.

COURSE GOALS AND STUDENT LEARNING OBJECTIVES
The course is designed to provide students with an introductory knowledge of international business. Students will achieve the following learning outcomes as a result of participation in this course.

LO1 - Become familiar with key concepts, theoretical frameworks, main driving forces, and basic operational processes of international business.
LO2 - Develop the ability to present a balanced view of international business that takes into account the viewpoints of home and host governments, of global, international, and domestic firms, and of citizens living in both emerging and developed economies.
LO3 - Develop the capacity to apply subject knowledge to current issues and events in the global economy.
LO4 - Obtain a broad foundation for further study of international business.
LO5 - Develop research, analytical, and writing skills appropriate to international business.
INSTRUCTIONAL METHOD
The instructor will lecture on the most important points in each chapter and challenge students to ask questions and to provide comments, in particular injecting observations on current events in international business. A major feature of each class is time set aside for teams to engage in discussion of assigned critical thinking questions. The instructor will circulate during the class and interact with each team as they explore the assigned question for discussion and providing comments to the class.

STUDENT RESPONSIBILITY
1. Before Each Class - Read the relevant chapter in the textbook and the discussion question for critical thinking prior to EACH class. The quality of class interaction and learning experience is directly related to how many and how much students participate and shape the in-class discussion. Identifying current news relevant to class topics will make the class more interesting and relevant, and bring discussion closer to your own topic of interests, rather than examples solely supplied by the instructor. Bringing up examples of relevant work experience too. In short, be prepared to contribute and get the most out of the class.

2. After Each Class - Review the instructor’s slides posted on Canvas, and relevant videos and articles after. Complete the assigned quizzes for the week.

3. Be Proactive and Ask for Support as Soon as Needed – (a) From peers, especially team members or (b) From the instructor. Drop in during the instructor’s office hours or email him to make an appointment.

REQUIRED READING

2. Business Periodicals – It is important in meeting course requirements, that in addition to studying the textbook, that students regularly read such periodicals as the Wall Street Journal, New York Times, Financial Times, Forbes, Business Week, Blumberg, or The Economist. Reading well-written articles is an extremely valuable way to improve critical thinking skills, be informed on the fast-moving international business scene, and advance your career opportunities.

COURSE REQUIREMENTS
Course requirements will engage and evaluate students on: (1) mastery of the key international business concepts in the textbook, (2) ability to apply the course concepts in a critical thinking manner, (3) active participation and contribution to the learning environment of the class, (4) willingness and ability to accomplish results within a team, and (5) ability to conceive of a business venture and expand it globally taking into consideration the application of the major concepts learned throughout the course and the challenges and issues to be faced.

1. Mid-Term Exams (40%) – There will be two mid-term exams covering assignments in the textbook. Each exam will be given on an individual and a team basis. (See section below on exam procedures.) Mid-term exams will be in a multiple choice format, but may also contain some discussion questions. Students will need to bring a Scantron (Form 882-E) to class the day of the exam. There are no makeup provisions for missed exams. All exams are closed book, but two pages of handwritten notes are permitted with writing on front and back pages.

2. Final Exam (25%) – The Final Exam will be comprehensive but the main focus will be on the material since the mid-term 2 exam. Questions will be in a multiple choice format with some discussion questions for the individual exam only. Students will need to bring a Scantron (Form 882) to class the day of the final exam. The Final Exam is mandatory to pass the course.
3. **Online Chapter Quizzes (5%)** – Quizzes are posted on Canvas for all assigned reading material. Quizzes are open book and are not timed. Quizzes typically consist of 25 true-false questions. Quizzes are due at the end of the week for the assigned reading material for the week. Students will be required to use the Lock Down Browser feature if your computer does not support this feature, then you must take the quizzes using a computer in the Computer Lab on the 3rd of BBC.

4. **Team In-Class Discussion Questions (10%)** – A significant amount of class time will be devoted to working in teams in addressing selected discussion questions for critical thinking at the end of each chapter. Teams will analyze the assigned discussion question, develop handwritten notes from their discussions to be turned in, and make a short impromptu presentation to the class when they are called on. Students not present and taking part in the team exercise will receive a grade of zero. Some exam questions will be selected that relate to these team discussion questions.

5. **Team Project (“Developing an International Company” (15%)** – Teams will create an imaginary company that has been successful in the domestic arena. The imaginary company could be the U.S. or any other country that the team chooses. The team will pretend that it is the top management team of its company that it decides that it is time to expand internationally. The team will then choose a target country for its expansion and address the key issues, opportunities, and challenges that the company will encounter. More detailed guidelines are posted on Canvas and will be discussed in class. Note: This course assignment is adapted from Helen Deresky, *International Management*, 8th edition (p. IC-1). Each team will deliver a short presentation of their project during one of the class sessions toward the end of the course. All students will grade one another’s presentation. A combined grade for the team report and presentation will be determined based on weighting the report 80% and the presentation 20%.

6. **Class Participation (5%)** - The class participation grade will be determined based on the student’s active involvement in class discussions, support of their team, and adherence to class etiquette guidelines. Attendance will be taken as one of the indicators of class participation, i.e. “you cannot participate in the class if you are not present.” At the end of the course, students are given the option to self-report on how they are doing in being an engaged student and class contributor.

7. **Team Member Peer Evaluation** – The ability to work as a valued team member is a major factor in business success. Employers increasingly select candidates based on the ability to work with others, particularly in cross-cultural environments. Accordingly, at the last class meeting, students will turn in a peer evaluation. The Peer Evaluation percentage will be applied to the team’s grade for the Integrated Team Project and In-Class Discussion Question combined grade in determining the student’s final course grade.

**PROCEDURES FOR INDIVIDUAL AND TEAM EXAMS**

Exams are given on both an individual and team basis. Prior to taking the team-based exam, students will take the exam on an individual basis. They will not discuss the individual exam with team members as they are taking the exam. When they complete the exam, they will turn in their exam and Scantron. After the individual exam, students will take the team exam at the announced time. For the team exam, students will sit with their teams. The instructor will return their ungraded exam paper (not their Scantron) that they completed. Each team will collaborate on what they believe is the right answer for each question and mark up a new team-based Scantron. A composite grade will be determined for an exam based on the Individual Exam weighted at 80% and the Team Exam weighted at 20%. A student’s team-based grade will be increased a maximum of 10 points from their individual exam.
LATE POLICY
NO LATE PAPERS WILL BE ACCEPTED. Failure to turn-in a paper on time will result in a grade of zero for the assignment. Assistance on writing may be obtained at the SJSU Writing Center accessible online at http://www.sjsu.edu/writingcenter/.

FINAL COURSE GRADE CRITERIA
Final course grades are determined based on the weights shown in the below table.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1 Mid-Term Exams (individual &amp; team)</td>
<td>40%</td>
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<tr>
<td>2 Final Exam (individual &amp; team)</td>
<td>25%</td>
</tr>
<tr>
<td>3 Team Integrative Project</td>
<td>15%</td>
</tr>
<tr>
<td>4 Online quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>5 Team discussion questions</td>
<td>10%</td>
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<tr>
<td>6 Class participation</td>
<td>5%</td>
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</tbody>
</table>

GRADE DISTRIBUTION
Numerical percentages are converted to letter grades based on the table below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98%-100%</td>
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<tr>
<td>A</td>
<td>94%-97%</td>
</tr>
<tr>
<td>A-</td>
<td>93%-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89%-87%</td>
</tr>
<tr>
<td>B</td>
<td>86%-84%</td>
</tr>
<tr>
<td>B-</td>
<td>83%-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79%-77%</td>
</tr>
<tr>
<td>C</td>
<td>76%-74%</td>
</tr>
<tr>
<td>C-</td>
<td>73%-70%</td>
</tr>
<tr>
<td>D+</td>
<td>69%-67%</td>
</tr>
<tr>
<td>D</td>
<td>66%-64%</td>
</tr>
<tr>
<td>D-</td>
<td>63%-60%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
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</table>

STUDENT COURSE RESOURCES
Students are expected to take full advantage of the following resources to enhance attainment of student learning objectives:
1. Canvas - Copies of course materials, team project assignments, writing and research requirements, and other course materials can be found at https://sjsu.instructure.com.
2. Publisher’s Student Site - A publisher’s companion website for students is available at www.mhhe.com/hill10e. This Student Website, LEARNSMART, helps students accelerate their learning of course concepts through various practice tools.
3. Study Groups – One of the best ways to accelerate learning is through the synergy of a study group. Students are encouraged to use their assigned team for purposes of studying together to reinforce the materials in the textbook.
4. Martin Luther King Library – The MLK Library is an excellent source for research. Our librarian is Diana Wu. Contract: Diana.wu@sjsu.edu, 808-2087.
5. Meeting with Instructor – Professor Musgrave is available by email and during office hours to answer any questions and to help on an individual or group basis. Students can drop by his office during regular office hours or arrange for a special meeting via email.

CLASSROOM ETIQUETTE AND POLICIES
It is incumbent on each student to respect the rights of others. Accordingly, please adhere to the following guidelines:
1. Be on time. If you are late, come in quietly so that you do not disturb others.
2. Do not hold side conversations when other students or the instructor are addressing the class.
3. Turn cell phones off or put them on vibrate mode. Do not answer your phone or text in class.
4. Computers are permitted in class for class-related activities. These include note-taking on the lecture. Computers are not to be used for other purposes. When in class, you are to focus on the conduct of the class and engage in the discussions being held and the lectures being conducted.
5. Do not use any electronic device to surf the web, check email, or send and receive IMs as these activities can be distracting to others and detract from your learning in class. Violation of the above policy can result in being asked to leave the room for the remainder of the session.
6. Observance of classroom etiquette will be a factor in student’s class participation grade.

University Policies

Academic integrity
Students should know the University’s Academic Integrity Policy that is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Academic Honesty
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

College of Business Policies
To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Eating
Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use
In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).
Class Participation and Student Engagement in BUS 187

Class Environment
BUS 187 is not your normal class of listening to the instructor’s Power Point lectures, doing the homework and special project, taking the exams, and perhaps missing some classes, and getting a satisfactory grade in the end. This class strives to be more informal like the environment of a company with a lot of interaction and information exchange. As a result, a major emphasis is on student participation and discussion questions (15%) because we want the learning experience to be enhanced by everyone’s active participation.

How Students Will be Graded on Class Participation and How Important is the Grade?
Those students who are engaged and significant class contributors can expect a grade of A. Those who show up but add only a moderate amount to the class can anticipate a B. For those students who are silent in class, but are present can expect a C. For those students who do not participate at all and seem indifferent to the class, can expect a grade of D or lower on class participation. Applying a 5% weight to the class participation grade a student earns will have a significant effect on their final course grade.

What are the Ways I Can Be an Engaged Student and Strong Class Participant?
Effective class engagement and participation is multi-faceted and can vary based on the student’s particular personality and interests. Below are suggestions.

- Always have your name card in place so the instructor and classmates can ensure that they know your name.
- Be prepared when you come to class by having studied the chapter and read some business periodical to provide added insights on current events. Be primed to ask pertinent questions and provide comments.
- Don’t hide on the back row. If you really want to be a visible contributor, normally it is better to sit closer to the front of the class.
- Be a polite contributor. Raise your hand, don’t dominate the conversation, acknowledge and build upon the comments of others in a “bridging manner.”
- Support your team. The instructor and all students contribute to our class at two levels, the overall class and each team. Be a great team player and help your team excel.

Your Class Participation Report Card
The instructor will maintain an awareness of how individual students are contributing to our class. However, each student is given the option to self-report on how they are doing in being an engaged student and class contributor. At the end of the course, students have the option to upload a short report on what they see as their class participation grade and the rationale.

Closing Thoughts
When it comes to class participation, the old saying, “You get out what you put in,” has never been more applicable. Finally, in the working world, a large part of professional success depends on how much you contribute to the common good and how respectful and effectively you deliver this contribution. The same goes for our BUS 187 class.
# COURSE SCHEDULE FOR BUS 187 (05), SPRING 2016, #24824, W 6:00 – 8:45 PM, BBC 102
(Note that the schedule is subject to change with fair notice.)

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Subjects and Examinations</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1 2/3      | **PART 1 – INTRODUCTION & OVERVIEW**  
Course Introduction  
Integrative Team Project  
Meet your team  
Ch1 – Globalization | |
| 2 2/10     | **PART 2 – COUNTRY DIFFERENCES**  
Ch 2 – National Differences in Political Economy  
Ch 3 – Political Economy and Economic Development | Canvas quiz, team discussion notes |
| 3 2/17     | **PART 3 – COUNTRY DIFFERENCES**  
Ch 4 – Differences in Culture  
Ch 5 – Ethics in International Business | Canvas quiz, team discussion notes |
| 4 2/24     | **PART 3 – GLOBAL TRADE AND INVESTMENT**  
Ch 6 – International Trade Theory  
Ch 7 – Political Economy of International Trade | Canvas quiz, team discussion notes |
| 5 3/2      | Mid-term 1 exam – chapters 1-7 (individual & team) | |
| 6 3/9      | Ch 8 – Foreign Direct Investment  
Ch 9 – Regional Economic Integration | |
| 7 3/16     | **PART 4 – GLOBAL MONETARY SYSTEM**  
Ch 10 – The Foreign Exchange Market  
Ch 11 – International Monetary System | Canvas quiz, team discussion notes |
| 8 3/23     | **PART 5 – STRATEGY AND STRUCTURE**  
Ch 12 – Global Capital Market  
Ch 13 – Strategy of International Business | Canvas quiz, team discussion notes |
| 3/28-4/1   | Campus closed due to Spring Break | |
| 9 4/6      | Ch 14 – Organization of International Business  
Exam review | Canvas quiz, team discussion notes |
| 10 4/13    | Mid-term 2, chapters 8-14 (Individual and Team) | |
| 11 4/20    | Ch 15 – Entry Strategy and Strategic Alliances  
Ch 16 – Exporting, Importing, and Countertrade | Canvas quiz, team discussion notes |
| 12 4/27    | **PART 6 – INT’L BUSINESS FUNCTIONS**  
Ch 17 – Global Production, Outsourcing, and Logistics  
Ch 18 – Global Marketing and R&D | Canvas quiz, team discussion notes |
| 13 5/4     | Ch 19 – Global Human Resource Management  
Ch 20 – Accounting and Finance in Int’l Business | Canvas quiz, team discussion notes |
| 14 5/11    | Team presentations of Integrated Project | Team Project Reports due |
| 16 5/18 1715-1930 | Final Exam, comprehensive but with emphasis on material since mid-term 2 | Confidential Peer Evaluations due  
Optional class part. report due |
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Question (Page)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch1</td>
<td>Q1 (p. 32)</td>
<td>“Shifts in the World Economy the past 30 years.”</td>
</tr>
<tr>
<td>Ch2</td>
<td>Q6 (p. 56)</td>
<td>“Walmart and the Foreign Corrupt Practices Act.”</td>
</tr>
<tr>
<td>Ch3</td>
<td>Q3 (p. 84)</td>
<td>“Evaluating an investment in China, Russia, or Germany.”</td>
</tr>
<tr>
<td>Ch4</td>
<td>Q2 (p. 118)</td>
<td>“Business practices in an Islamic country versus U.S.”</td>
</tr>
<tr>
<td>Ch5</td>
<td>Q1 (p. 145)</td>
<td>“A 12-year old girl in a factory in a poor country.”</td>
</tr>
<tr>
<td>Ch6</td>
<td>Q3 (p. 186)</td>
<td>“Unions in developed countries and imports from low wage countries.”</td>
</tr>
<tr>
<td>Ch7</td>
<td>Q1 (p. 218)</td>
<td>“Trade policy and human rights.”</td>
</tr>
<tr>
<td>Ch8</td>
<td>Q1 (p. 248)</td>
<td>“Foreign Direct Investment (FDI) in Ireland and Japan.”</td>
</tr>
<tr>
<td>Ch9</td>
<td>Q1 (p. 283)</td>
<td>“Net benefits of NAFTA for the U.S., Mexico, and Canada.”</td>
</tr>
<tr>
<td>Ch10</td>
<td>Q4 (p. 318)</td>
<td>“A wine goblet manufacturer exporting to Japan.”</td>
</tr>
<tr>
<td>Ch11</td>
<td>Q4 (p. 346)</td>
<td>“Relative merits of fixed and exchange rate regimes and impact on international business.”</td>
</tr>
<tr>
<td>Ch13</td>
<td>Q2 (p. 403)</td>
<td>“Pressures for Cost Reduction vs. Local Responsiveness.”</td>
</tr>
<tr>
<td>Ch14</td>
<td>Q7 (p. 441)</td>
<td>“Rise and Fall of Dow Chemical’s matrix structure.”</td>
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<tr>
<td>Ch15</td>
<td>Q3 (p. 470)</td>
<td>“Control of foreign operations and strategy.”</td>
</tr>
<tr>
<td>Ch16</td>
<td>Q1 (p. 506)</td>
<td>“Exporting lumber from Washington State to the Philippines.”</td>
</tr>
<tr>
<td>Ch17</td>
<td>Q1 (p. 532)</td>
<td>“Decentralized or centralized manufacturing strategy for a new electronics factory.”</td>
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<tr>
<td>Ch18</td>
<td>Q3 (p. 563)</td>
<td>“Establishing a new food products distribution channel in India.”</td>
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<tr>
<td>Ch19</td>
<td>Q1 (p. 590)</td>
<td>“When to use ethnocentric, polycentric, and geocentric staffing policies.”</td>
</tr>
<tr>
<td>Ch20</td>
<td>Q1 (p. 618)</td>
<td>“Impact of different accounting systems in different countries.”</td>
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