

GBUS 300-01 Sp22 International Business

James Drogan
1/4/22

I. COURSE DESCRIPTION

An introduction to international business examining the environment in which multinational firms operate and the distinctive ways in which global enterprises perform business functions. Topics include the impact of cultural and political-legal differences, trade theory, regional and global economic integration, foreign exchange, country selection, exporting and importing, supply chain management, marketing globally, and international human resource management.

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): GBMG 341 Organizational Management

Corequisite(s): None

Follow-On Courses: Seminar courses

Role in Curriculum: Major course

II. TEXT(S)

A. Required Text

1. Kling, A. S. (2016). *Specialization and Trade: a Reintroduction to Economics*. Washington DC: Cato Institute. ISBN 139: 78-1-944424-16-9

Instructor's Note

Very informative, physically small, easy-to-read (10 chapters, maybe 15-20 minutes per chapter), inexpensive (Amazon, \$9.99 pbk, \$3.03 Kindle), very well structured, a nice review of what this course is about.

B. Recommended Text

1. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2015). *International Business. Environments and Operations* (15th ed.). Upper Saddle River, NJ: Prentice Hall (Pearson). ISBN 10: 0-13-345723-0; ISBN 13: 978-0-13-345723-0.

Instructor's Note

This is a very good book and, if you are serious about international business, is a good investment. I call to your attention that it can be rented (see Amazon) and a copy is available in the Luce Library.

The 16th edition of this text will also work. The main change is in the resequencing of chapters; something easily managed.

This text is the basis for the design of this course.

Three chapters from Daniels are required:

- **Governmental Influence on Trade, Chapter 6**
- **Globalization and Society, Chapter 11**
- **Strategy of International Business, Chapter 12**

C. Additional Material:

1. Distributed in class or via Blackboard

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

1. Demonstrate teamwork and leadership.
2. Implement critical thinking and business communication skills.
3. Appraise the legal, economic, political, and cultural environments impacting international business.
4. Demonstrate an understanding of multinational firms' approach to the international business environment, including corporate policy, operational factors, export/import strategies, and country selection.
5. Evaluate ethical issues as they apply to international business.

IV. COURSE ASSESSMENTS

A. A Personal Note

The value received in a course taught by me is often interpreted as the final grade. You, the student, need to decide the level of grade that is acceptable to you, and the work required to achieve that mark.

Grades derived from attendance, midterm and final exams, multiple choice and true/false questions are, in my view, crude approximations of the value you receive and may consequently deliver.

I had a long career in international business and assess your performance as I would that of an employee. In short, demonstration of acceptable ethics as applied to well-structured critical thinking, and clear and compelling communications of the results of that thinking whilst working collaboratively in a team environment. An understanding of and curiosity about the context of the course, say international business, is critical to success.

B. Assessments in the Course

1. Course Project (see p 13)
2. Teamwork
3. Discussions
4. Attendance

C. External Assessments

1. None.

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

Students with a documented disability and seeking to utilize services should contact Dr. Sherill Anderson, Assistant Dean of Student Affairs at sanderson@sunymaritime.edu or by visiting Student Affairs on the first floor of Baylis Hall. All academic accommodations are assessed and provided on an

individual basis and must be grounded in documentation. Accommodations will be made during the academic year for KUP's (knowledge, understanding, and proficiency) tested as part of a written exam. No accommodations will be made for practical assessments outlined in the STCW guidelines. All student disability information is confidential. Students must meet with Accommodation Services **EACH SEMESTER** in which they wish to receive accommodations. Faculty cannot provide accommodations without official notification from Accommodation Services (Student Affairs).

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

<http://www.sunymaritime.edu/sites/default/files/media/Documents/AcademicIntegrityPolicy.pdf>

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENT AFFAIRS

VII. DIVERSITY, EQUITY, AND INCLUSION STATEMENT

The Course:

This course welcomes students from all backgrounds, experiences, and perspectives. In accordance with the SUNY Maritime College Diversity, Equity and Inclusion Goal, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the goal of the course to provide materials and activities that are welcoming and accommodating of diversity in all of its forms.

The Instructor:

Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups.

Instructor Information

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289, MAC 228

Office hours: M&W 7AM – 3PM. Appointments are appreciated.

Class Meetings

International Business - 6058 - GBUS 300 – 01, M-W, 0830 – 0945, MAC 111

Class Policies

Respect is paramount, for others, and of self. I encourage and seek to provoke lively debate on relevant issues. The aim here is to pay attention, to listen and hear, to understand, to practice tolerance, to accept and, ultimately, to work in a more positive way for the common good. Derision and snarky comments have no place in the classroom.

I expect you to be on time and prepared for each meeting.

Instructor's Note

The learning objectives (See A. Course Objectives, p. 2), approved by GBAT, are a mix of the general and specific and, inasmuch as they provide the basis for guidance to the student may overcomplicate the learning experience. They may also sow the seeds of confusion when trying to grasp international business. I'm inclined to think there are three major objectives:

1. Understand the what, why, where, how, who, and when of international business and be able to apply that understanding to the analysis of international business issues.
2. Awareness and understanding of contemporary issues in international business, especially how these affect the shipping industry.
3. Apply a comprehensive set of ethical, critical thinking, and communications skills to international business.
4. Develop teamworking skills.

Grading

Grading comprises:

- | | |
|-------------------|------------|
| 1. Course Project | 100 points |
| 2. Discussions | 85 |
| 3. Attendance | 27 |
| 4. Teamwork | 21 |
| 5. Total | 233 |

No more than 234 points can be earned. That is, there is no such grade as an A+.

No makeup work will be assigned, and no other extra credit is available.

Teams

The class will be divided into teams responsible for the course project to be produced during the course. The document *Teams* is assigned reading and describes my expectations for your behavior and the way your team grade is assigned.

Final Grade Assignments

%	GPA	Grade
100.0%	4	A
93.0%	4	A
90.0%	3.7	A-
87.1%	3.3	B+
83.0%	3	B
80.0%	2.7	B-
77.1%	2.3	C+
73.0%	2	C
70.0%	1.7	C-
67.1%	1.3	D+
63.0%	1	D
0.0%	0	F

The initial final grade is assigned according to the table to the left.

The initial final grade represents the points attained divided by the total points available. This math guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class; the quality of your contributions to the discussions.

“Not everything that counts can be counted, and not everything that can be counted counts.” Albert Einstein

Course Outline

Overview

This course is summarized in the following mindmap.

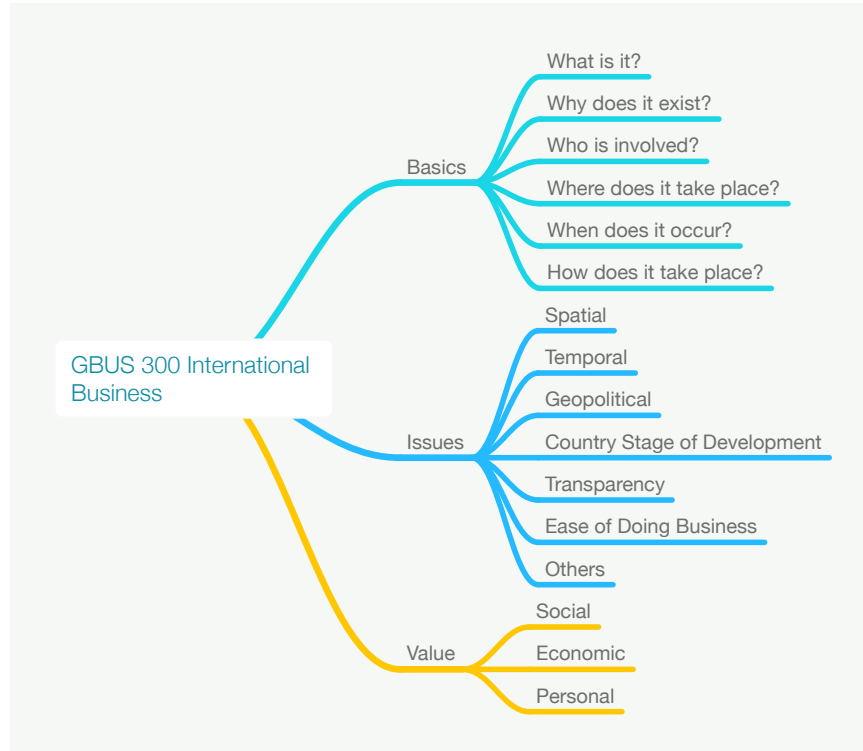


Figure 1 Major Topics in the Course

There are 16 major topics in this course corresponding with 13 of the 20 chapters in Daniels, the recommended text.

The course is divided into three separate parts.

The first part focuses on basic material.

Week 1	1	Monday	1/10/22	1. Introduction to the Course and International Business		
	2	Wednesday	1/12/22	2. Geopolitics		
Week 2		Monday	1/17/22	MLK Day - No Classes		
	3	Wednesday	1/19/22	3. Globalization and International Business		
Week 3	4	Monday	1/24/22	4. Cultural Environments Facing Business		

A topic will be introduced with an annotated presentation. Associated with the topic is an online discussion (think of this much like a discussion in the classroom). The dates and days are to help you, and me, with scheduling our time.

The second part includes the course project.

	5	Wednesday	1/26/22	5. The Political and Legal Environments Facing Business		
Week 4	6	Monday	1/31/22			
	7	Wednesday	2/2/22	6. The Economic Environments Facing Business		
Week 5	8	Monday	2/7/22		State Paper Due	
	9	Wednesday	2/9/22	7. Global Manufacturing and Supply Chain Management		
Week 6	10	Monday	2/14/22			
	11	Wednesday	2/16/22	8. Country Evaluation and Selection		
Week 7		Monday	2/21/22	President'd Day - No Classes	Futures Paper Due	
	12	Wednesday	2/23/22	9. Globalization and Society		
Week 8	13	Monday	2/28/22			
		Wednesday	3/2/22	Spring Break - No Classes		
Week 9	14	Monday	3/7/22	10. Governmental Influence on Trade	Conclusions Paper Due	
	15	Wednesday	3/9/22	11. International Trade and Factor-Mobility Theory		
Week 10	16	Monday	3/14/22			
	17	Wednesday	3/16/22	12. Global Foreign Exchange Market	Recommendations Paper Due	
Week 11	18	Monday	3/21/22			
	19	Wednesday	3/23/22	13. Global Capital Markets		
Week 12	20	Monday	3/28/22		Completed Paper Due	

The topic is introduced as before. The project is introduced, and discussions continue.

The blocks indicate the time allocated to the five phases of the project. The deliverable from a phase is to be submitted before 2400 on the date the block closes. For example, the completed paper is due in by 2400 on Monday, 3/28/22.

The third part wraps up the course.

	22	Wednesday	3/30/22	14 Cross-National Cooperation and Agreements		
Week 13	23	Monday	4/4/22			
	24	Wednesday	4/6/22	15. The Strategy of International Business		
Week 14	25	Monday	4/11/22			
	26	Wednesday	4/13/22	16. Global Trade Management		
Week 15	27	Monday	4/18/22			
	28	Wednesday	4/20/22	17. Security in International Business		
Week 16		Monday	4/25/22	Final Exams		

Please note that the introduction of the topic will not be a reprise of the assigned reading. I do not base my presentations on this material, but on my own experience and thinking. The readings are important and need to be read.

Other readings will be assigned from time to time and will be found in Blackboard.

Kling is a required text and encompasses an introduction and 10 chapters. These will be assigned to the first 11 meetings.

A major component of the course is a course project details of which are found on page 13.

Detail

Note: Required reading from Kling is shown in bold.

1. Introduction to the Course
 - a. Question of the Day (the Question of the Day has an associated discussion in Blackboard)
 - (a) What is interesting and/or unknown about international business?¹
 - b. Presentation: *Introduction to the Course and International Business*
 - (a) Objectives
 - (b) Approach (lectures, reading, discussions, papers)
 - (c) Grading
 - (d) Feedback
 - (e) Teams
 - c. Reading Assignments
 - (a) **Introduction (Kling, 2016)**
 - (b) *No Ordinary Disruption* (Dobbs et al., 2015, pp. 1–12)
 - (c) *Teams* (Drogan, 2016)
2. Geopolitics
 - a. Question of the Day
 - (a) How does geopolitics affect international business?
 - b. Presentation: *Geopolitics*
 - c. Reading Assignment
 - (a) **Filling Frameworks (Kling, 2016)**
 - (b) *Organizational Pace of Change: Thriving in Our Fast Paced World* (Eisenstaedt, 2018)
3. Globalization and International Business
 - a. Question of the Day
 - (a) What are the major benefits and costs of international business?
 - b. Presentation: *Globalization and International Business*
 - c. Reading Assignments
 - (a) **Machine as Metaphor (Kling, 2016)**
 - (b) *Globalization and International Business* (Daniels et al., 2015, Chapter 1)
4. The Cultural Environments Facing Business
 - a. Question of the Day
 - (a) How do culture and business affect one another?

¹ Questions of the day are designed to pique the curiosity of students.

- b. Presentation: *The Cultural Environment Facing Business*
 - c. Reading Assignment
 - (a) ***Instructions and Incentives (Kling, 2016)***
 - (b) *The Cultural Environment Facing Business* (Daniels et al., 2015, Chapter 2)
5. The Political and Legal Environments Facing Business
- a. Wednesday
 - (a) Question of the Day
 - (i) What are the costs and benefits of country-level versus international-level political and legal environments?
 - (b) Presentation: *The Political and Legal Environments Facing Business*
 - (c) Reading Assignment
 - (i) ***Choices and Commands (Kling, 2016)***
 - (ii) *The Political and Legal Environments Facing Business* (Daniels et al., 2015, Chapter 3)
 - (d) Writing Assignment
 - (i) State Paper
 - b. Monday
 - (a) Presentations
 - (i) *Writing Guide for the GBUS 300 Project Report*
 - (b) Reading Assignment
 - (i) ***Specialization and Sustainability (Kling, 2016)***
 - (ii) *Feedback: Importance and Processing* (Drogan, 2018)
6. The Economic Environments Facing Business
- a. Wednesday
 - (a) Question of the Day
 - (i) What are the alternative economic environments and how do they affect business?
 - (b) Presentation: *The Economic Environments Facing Business*
 - (c) Reading Assignment
 - (i) ***Trade and Trust (Kling, 2016)***
 - (ii) *The Economic Environments Facing Business* (Daniels et al., 2015, Chapter 4)
 - b. Monday
 - (a) State Paper due
 - (b) State Paper Debrief
 - (c) Comment on Contemporary International Business
 - (d) Reading Assignment

(i) ***Finance and Fluctuations (Kling, 2016)***

Note: Modules 2-6 are intended to establish a general framework for international business. The remaining modules provide important detail within this framework. These modules are presented in an order of the key issues to be considered if the goal is to reach a decision on whether or not to enter into international business.

7. Global Manufacturing and Supply Chain Management
 - a. Wednesday
 - (a) Question of the Day
 - (i) How should the supply chain be designed and managed to be successful in global manufacturing?
 - (b) Presentation: *Global Manufacturing and Supply Chain Management*
 - (c) Reading
 - (i) ***Policy in Practice (Kling, 2016)***
 - (ii) *Global Manufacturing and Supply Chain Management* (Daniels et al., 2015, Chapter 18)
 - (iii) *The Great Supply Chain War* (Khanna, 2016, Chapter 7)
 - (d) Writing Assignment
 - (i) Futures Paper
 - b. Monday
 - (a) Columbus Day – No Class
8. Country Evaluation and Selection
 - a. Wednesday
 - (a) Discussion of the Question of the Day
 - (i) What should be considered when evaluating a country for business potential?
 - (b) Presentation: *Country Evaluation and Selection*
 - (c) Reading Assignment
 - (i) ***Macroeconomic and Misgivings (Kling, 2016)***
 - (ii) *Country Evaluation and Selection* (Daniels et al., 2015, Chapter 13)
 - b. Monday
 - (a) Futures paper due
 - (b) Futures Paper Debrief
 - (c) Comment on Contemporary International Business
9. Globalization and Society
 - a. Wednesday
 - (a) Discussion of the Question of the Day
 - (i) How should globalization and society interact?
 - (b) Presentation: *Globalization and Society*

- (c) Reading Assignment
 - (i) ***Concluding Contemplation (Kling, 2016)***
 - (ii) *Globalization and Society* (Daniels et al., 2015, Chapter 11)
 - (d) Writing Assignment
 - (i) Conclusions paper
 - b. Monday
 - (a) Comment on Contemporary International Business
10. Governmental Influence on Trade
- a. Wednesday
 - (a) Discussion of the Question of the Day
 - (i) What value does governmental influence bring to trade?
 - (b) Presentation: *Introduction to Governmental Influence on Trade*
 - (c) Reading Assignment
 - (i) *Governmental Influence on Trade* (Daniels et al., 2015, Chapter 6)
 - b. Monday
 - (a) Conclusions paper due
 - (b) Conclusions Paper Debrief
 - (c) Comment on Contemporary International Business
11. International Trade and Factor-Mobility Theory
- a. Wednesday
 - (a) Discussion of the Question of the Day
 - (i) How does factor mobility affect international trade?
 - (b) Presentation: *International Trade and Factor-Mobility Theory*
 - (c) Reading Assignment
 - (i) *International Trade and Factor-Mobility Theory* (Daniels et al., 2015, Chapter 5)
 - (d) Writing Assignment
 - (i) Recommendations Paper
 - 1. Policy
This is perhaps the most interesting and important aspect of recommendations. Policy is what guides our actions. Examples include regimental, academic, and classroom policies. We then design, implement, operate, and change the systems necessary to enact these policies
 - 2. Design
 - 3. Implementation
 - 4. Operation
 - 5. Change

- b. Monday
 - (a) Comment on Contemporary International Business
- 12. Global Foreign Exchange Markets
 - a. Wednesday
 - (a) Discussion of the Question of the Day
 - (i) What are the costs and benefits of national currencies versus a global currency?
 - (b) Presentation: *Global Foreign Exchange Markets*
 - (c) Recommendations paper due
 - (d) Recommendations Paper Debrief
 - (e) Reading Assignment
 - (i) *Global Foreign Exchange Markets* (Daniels et al., 2015, Chapter 8).
 - b. Monday
 - (a) Writing Assignment
 - (i) Complete paper
 - (b) Comment on Contemporary International Business
- 13. Global Capital Markets
 - a. Wednesday
 - (a) Discussion of the Question of the Day
 - (i) How should capital flow around the globe?
 - (b) Presentation: *Global Capital Markets*
 - (c) Reading Assignment
 - (i) *Global Capital Markets* (Daniels et al., 2015, Chapter 10)
 - b. Monday
 - (a) Completed paper due
- 14. Cross-National Cooperation and Agreements
 - a. Monday
 - (a) Discussion of the Question of the Day
 - (i) Under what conditions should nations engage in competition, cooperation, or a mixture of the two (coopetition)?
 - (b) Presentation: *Cross-National Cooperation and Agreements*
 - (c) Reading Assignment
 - (i) *Cross-National Cooperation and Agreements* (Daniels et al., 2015, Chapter 7)
 - b. Wednesday
 - (a) Comment on Contemporary International Business

15. The Strategy of International Business

a. Wednesday

(a) Question of the Day

- (i) What are the major factors to be considered when deciding on a strategy for international business?

(b) Presentation: *The Strategy of International Business*

(c) Reading Assignment

- (i) *The Strategy of International Business* (Daniels et al., 2015, Chapter 12).

b. Monday

(a) Comment on Contemporary International Business

16. Global Trade Management

a. Wednesday

(a) Question of the Day

- (i) What are the critical issues to be resolved in the management of global trade?

(b) Presentation: *Global Trade Management*

(c) Reading Assignment:

- (i) *Export and Import* (Daniels et al., 2015, Chapter 14) Your attention is especially called to pp 554-560.

b. Monday

(a) Comment on Contemporary International Business

17. Security in International Business

a. Wednesday

(a) Discussion of the Question of the Day

- (i) What are the root causes of security issues?

(b) Presentation: *Security in International Business*

(c) Reading Assignment

- (i) *The Clash of Forces* (Drogan, 2019a)

Course Project

It is my practice to assign a course project in lieu of midterm and final exams. This note describes the project for the Spring 2022 term in terms of intent, and the deliverables and dates.

Introduction

The news has been dominated for some time by the uncertainty surrounding the value and conduct of international trade. This news itself is uncertain with different sources describing the situation in different ways. This raises an interesting issue of how we differentiate between what's what and what's not.

I think it safe to operate on the assumption that the dynamics of international business 1.) will not subside anytime soon, and 2.) it's highly likely that these dynamics will affect us whether it is our

vocations, such as shipping, or personal lives that have become dependent upon goods and services produced elsewhere.

My sense is that we need to develop a capacity to think about this phenomenon more deeply and on a more regular basis to assure we can safely ride these waves of change during the time we all accumulate more responsibility for others and ourselves.

The texts assigned in this course are extremely valuable to this project.

1. Kling, A. S. (2016). *Specialization and Trade: a Reintroduction to Economics*. Washington DC: Cato Institute. ISBN 13: 978-1-944424-16-9

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The 16th edition of this text will also work. The main change is in the resequencing of chapters; something easily managed.

With respects to the project, both texts should be consulted based on where you are in the project and the specific issue that occupies your mind.

I will provide information on contemporary news and issues during the course, and I encourage you to do your own exploration and bring material to class for discussion.

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Approach

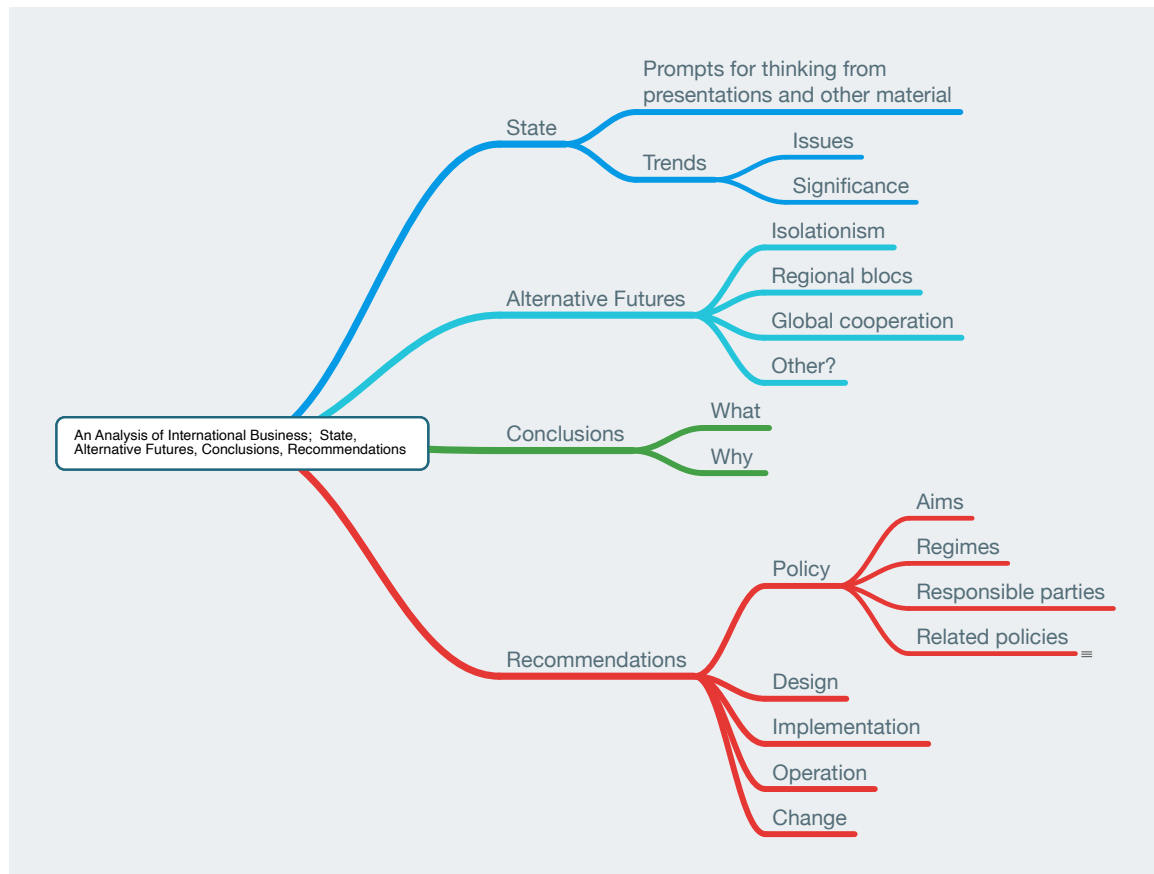


Figure 2 Approach

Here is sketch of how I would approach this project. You may take another approach provided you address the four critical questions:

1. What's the current state of international business?
 - a. You must choose a point of view. For example, citizen, local businessperson, regulator. You may select any point of view you like.
 - b. What are the important trends that affect you and what is their significance?
 - c. Frameworks represent ways to think about the state. I will cover these in class, but you can get a head start by reviewing *Some Comments on Change in Strategic Management* (Drogan, 2019b).
2. What are the alternative futures for international business?
 - a. As you begin to understand the state you will begin to think of alternative ways in which international business may develop. I've suggested three and allowed for another future you may imagine that is different. Alternatives compel us to make choices, one of the more important things we do in life.

3. What conclusions do you draw at this point? For example:
 - a. The following is based upon your selection of one of the alternatives identified in the previous section.
 - b. Availability of good data and information.
 - c. Associated risks and uncertainties.
 - d. Associated strengths, weakness, opportunities, and threats.
 - e. Potential value.
4. What are your recommendations for proceeding?
 - a. Policy

This is perhaps the most interesting and important aspect of the project. Policy is what guides our actions. Examples include regimental, academic, and classroom policies. We then design, implement, operate, and change the systems as necessary to enact these policies
 - b. Design
 - c. Implementation
 - d. Operation
 - e. Change

Deliverables

Deliverables represent items that will be graded. There is one, built in sections through the term. Sections ii-v will each be graded. Sections i, vi, and vii will then be added and the complete paper graded.

1. A written report
 - a. Seven sections
 - i. Introduction
 - ii. State
 - iii. Alternative Future
 - iv. Conclusions
 - v. Recommendations
 - vi. Summary
 - vii. References
 - b. This report is produced throughout the term with the introduction, summary, and references added last.
 - c. Structure
 - i. Microsoft Word; format for letter size page; single space; space between paragraphs; numbered pages; common font such as Calibri, Cambria, or Times New Roman; 10 or 12 points.
 - ii. Layout
 1. Create the complete template in the beginning.
 2. Fill in each section as required in the schedule.

3. Name the file "Team # (State, Alternative Futures, Conclusions, Recommendations, Final). according to the section completed)"

Date

Team number and members

Introduction (written last)

State

Alternative Future

Conclusions

Recommendations

Summary (written last)

References; use APA or MLA

- iii. Length

I do not mandate a minimum or maximum number of words or pages in your paper. Clear, precise, concise papers should be your goal. Twenty pages is a good target.

Your task is to persuade me that you have given sufficient consideration to the assignment to have a plausible position that is defensible. Say what you have to say, then stop.

- iv. Submit via Blackboard.

2. Schedule

Week	Class #	Day	Date	Topic or Deliverable		
Week 1	1	Monday	1/10/22	1. Introduction to the Course and International Business		
	2	Wednesday	1/12/22	2. Geopolitics		
Week 2		Monday	1/17/22	MLK Day - No Classes		
	3	Wednesday	1/19/22	3. Globalization and International Business		
Week 3	4	Monday	1/24/22	4. Cultural Environments Facing Business		
	5	Wednesday	1/26/22	5. The Political and Legal Environments Facing Business		
Week 4	6	Monday	1/31/22			
	7	Wednesday	2/2/22	6. The Economic Environments Facing Business		
Week 5	8	Monday	2/7/22		State Paper Due	
	9	Wednesday	2/9/22	7. Global Manufacturing and Supply Chain Management		
Week 6	10	Monday	2/14/22			
	11	Wednesday	2/16/22	8. Country Evaluation and Selection		
Week 7		Monday	2/21/22	President'd Day - No Classes	Futures Paper Due	
	12	Wednesday	2/23/22	9. Globalization and Society		
Week 8	13	Monday	2/28/22			
		Wednesday	3/2/22	Spring Break - No Classes		
Week 9	14	Monday	3/7/22	10. Governmental Influence on Trade	Conclusions Paper Due	
	15	Wednesday	3/9/22	11. International Trade and Factor-Mobility Theory		
Week 10	16	Monday	3/14/22			
	17	Wednesday	3/16/22	12. Global Foreign Exchange Market	Recommendations Paper Due	
Week 11	18	Monday	3/21/22			
	19	Wednesday	3/23/22	13. Global Capital Markets		
Week 12	20	Monday	3/28/22		Completed Paper Due	
	21	Wednesday	3/30/22	14. Cross-National Cooperation and Agreements		
Week 13	22	Monday	4/4/22			
	23	Wednesday	4/6/22	15. The Strategy of International Business		
Week 14	24	Monday	4/11/22			
	25	Wednesday	4/13/22	16. Global Trade Management		
Week 15	26	Monday	4/18/22			
	27	Wednesday	4/20/22	17. Security in International Business		
Week 16		Monday	4/25/22	Final Exams		

Discussions

Associated with each new topic (6. The Economic Environments Facing Business) is a related discussion of the Question of the Day taking place in blackboard. Here is an example from Blackboard.

GBUS 300.6 The Economic Environments Facing Business

GBUS 300.6 The Economic Environments Facing Business

Wednesday

Question of the Day

What are the alternative economic environments and how do they affect business?

Presentation: [The Economic Environments Facing Business](#)

Reading Assignment

Trade and Trust (Kling, 2016)

Finance and Fluctuations (Kling, 2016)

The Economic Environments Facing Business (Daniels et al., 2015, Chapter 4)

Monday

State Paper due

State Paper Debrief

Comment on Contemporary International Business

Reading Assignment

Finance and Fluctuations (Kling, 2016)

Note: Modules 2-6 are intended to establish a general framework for international business. The remaining modules provide important detail within this framework. These modules are presented in an order of the key issues to be considered if the goal is to reach a decision on whether or not to enter into international business.

Discussion posts made in the five days beginning with the date when the module began are eligible for a grade up to five points.

I will evaluate the quality of each of your discussion contributions using a 0 - 4 scale (see the table below).

0	3	3.5	4
Little to no contribution to the discussion	Contribution indicates a minimum acceptable understanding of the material and/or willingness to become involved in the discussion.	Contribution shows a reasonable understanding of the material. The student is participating meaningfully in the discussion.	The contribution delivers significant insight into the topic, or opens a potentially significant new line of thinking regarding the topic.

Table 1 Assessment of Quality in Discussions

If your contribution is a discussion thread starter (i.e., it is a direct response to the assigned discussion topic -- see the illustration below), then an additional point is added. Please note that deductions from this additional point will be made according to the day of the week in which the posting is made per the following schedule.

Day Posted	Points Deducted
1-2	0.00
3-4	0.50
5	1.00

Table 2 Thread Deductions

The way to avoid these deductions is to get into the discussion early.

The overall grade for the discussion is capped at five points. Additional posts considered when determining your final grade for the course.

Discussion for a are kept open through the cost to encourage additional, meaningful posts.

Grading Rubrics

Deliverables

Here is the rubric (Drogan, 2019c) by which the deliverables will be assessed.

Assessment → Factor ↓	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Concise, Precise, Clear	Words and structure match the context and clearly convey the intent of the communications. Graphics are appropriate in support of the narrative.	The words and structure match the context, but occasionally interfere with clearly understanding in the intent of the communications. Graphics are occasionally inappropriate.	The words and structure do not match the context to a noticeable degree and consistently interfere with understanding the intent of the communications.	The words and structure do not match the context nor do they permit an understanding of the intent of the communications.
Compelling	Compels one to read and accept the assessments, conclusions, and recommendations included therein.	Compels one to read, but occasionally causes one to question the assessments, conclusions, and recommendations included therein.	Occasionally impedes the reading and accepting the assessments, conclusions, and recommendations included therein.	Substantial difficulty in reading and accepting the assessments, conclusions, and recommendations included therein.
Relevant	All aspects are relevant to the requirements of the assignment.	There are a few, minor examples of inattention to the requirements of the assignment.	There are a few, major examples of inattention to the requirements of the assignment.	Examples of inattention to the requirements of the assignment abound.
Credible	Little to no evidence of concern	Occasional, minor evidence that generates concern	Occasional, major evidence that generates concern	Major question of credibility

The assessment process is the result of reading the submission and judging each of the Factors (rows) on the basis of the Assessment of the degree to which the expectations of the factor are met. For example:

	4	3	2	1	
Clear, Precise, Clear	X				
Compelling		X			
Relevant			X		
Credible				X	
	4	3	2	1	2.5

PCT	LTR	GPA	10
0	F	0.000	0.0
63%	D	1.000	6.3
64%	D	1.075	6.4
65%	D	1.150	6.5
66%	D	1.225	6.6
67%	D+	1.300	6.7
68%	D+	1.433	6.8
69%	D+	1.567	6.9
70%	C-	1.700	7.0
71%	C-	1.800	7.1
72%	C-	1.900	7.2
73%	C	2.000	7.3
74%	C	2.075	7.4
75%	C	2.150	7.5
76%	C	2.225	7.6
77%	C+	2.300	7.7
78%	C+	2.433	7.8
79%	C+	2.567	7.9
80%	B-	2.700	8.0
81%	B-	2.800	8.1
82%	B-	2.900	8.2
83%	B	3.000	8.3
84%	B	3.075	8.4
86%	B	3.225	8.6
87%	B+	3.300	8.7
88%	B+	3.433	8.8
89%	B+	3.567	8.9
90%	A-	3.700	9.0
91%	A-	3.800	9.1
92%	A-	3.900	9.2
93%	A	4.000	9.3
94%	A	4.000	9.4
95%	A	4.000	9.5
96%	A	4.000	9.6
97%	A	4.000	9.7
98%	A	4.000	9.8
99%	A	4.000	9.9
100%	A	4.000	10.0

The assessment of a submission may be as shown above. The grade points are vertically summed in the bottom row. That sum is divided by four to yield a grade of 2.5 (C+) for this submission. The grade of a 2.5 is converted to points (lookup in the GPA column; use points from the 10 column) and entered into the gradebook using the table to the left. In this case, if the points for the assignment were 10, a 2.5 would yield 7.8 points.



References

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