

**Commerce 4SA3  
International Business  
Winter 2020 Course Outline  
Strategic Management Area  
DeGroote School of Business  
McMaster University**

**COURSE OBJECTIVE**

1. To introduce the student to current theory and practice in international business and compare those practices with Canada.
2. To enhance the student's ability to produce *creative, action-oriented, practical* solutions to international business problems.
3. To improve the student's ability to communicate effectively, in writing and orally, in an international business context.

This course requires considerable reading and/or preparation of case studies for each class. Failure to adequately prepare will reduce the learning that this course can offer. Your ability to analyse information will be constantly challenged.

**INSTRUCTOR AND CONTACT INFORMATION**

**Hongjin Zhu**

DSB226, ext. 20090

Office Hours: Fridays. 11:30a.m. – 12:30p.m. and by appointment

E-mail: [zhuhong@mcmaster.ca](mailto:zhuhong@mcmaster.ca)

**COURSE DESCRIPTION**

This course provides a broad introduction to international business in the contemporary world. Accordingly, the course covers a wide range of material touching on the international environment and on the operational issues encountered by firms doing business within that environment. It will seek to integrate and expand on the principles learned in core courses throughout the Commerce program. It will also focus on ethical issues in the international environment, seeking to show students how Multi National Corporation's (MNC's) actions impact on the rest of the world.

Approximately half of the course will focus on trade, investment theory, and the environment, the remainder on strategy and the adaptation of managerial activities to the international environment. We will seek to use Canada and Canadian practices as a comparison point.

## LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

- Understand some of the complexities of doing business in foreign markets.
- Analyze the business environment of a foreign market and identify the business opportunities.
- Provide action oriented plans to maximize opportunities that arise.
- Evaluate various entry strategies and co-ordinate the firm and the foreign market, in choosing between these strategies.
- Communicate effectively both orally in presentation form and in writing.

## COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	Yes	Guest speaker(s):	Yes

## REQUIRED COURSE MATERIALS AND READINGS

Textbook: Hill&McKaig, *GLOBAL BUSINESS TODAY, 5<sup>TH</sup> CANADIAN ED.*, McGRAW-HILL RYERSON

This Winter, Commerce 4SA3 will be participating in the Inclusive Access Program through the Campus Store. Students will have access to the digital copy of the textbook on the first day of class. Further details will be provided on Avenue.

Custom courseware package: The cases and articles for discussion are available from the McMaster University Bookstore, Titles.

### Other Recommended Readings:

Harvard Business Review  
The Economist

## COURSE WEBSITE

This course has an e-learn at McMaster Avenue To Learn at <http://avenue.mcmaster.ca>. Your user id is the same as your MUSS e-mail id.

On this site you will find:

- Outline slides in PowerPoint
- Links to useful international business and other course-related websites
- Additional information about course evaluation components

- Course documents such as this syllabus, any amendments to the schedule
- Articles of interest

The Avenue is an important communication platform for this course. You should develop the habit of checking the course folder on a daily basis. It is your responsibility to ensure that your e-mail address and account settings in Avenue are correct for you to receive messages.

## EVALUATION

Learning in this course results primarily from in-class discussion and participation of the students in discussions with the instructor and in case analyses. The balance of the learning results from the work each student does in reading the text and articles, researching and evaluating his/her company of interest and in the interactions one has with members of his/her group. Work will be evaluated on both an individual and group basis. When group work is requested, group members will share the same grade adjusted by individual efforts in presentations and writings based on peer evaluations. Your final grade will be calculated as follows:

### ***Components and Weights***

CLASS PARTICIPATION:	10%
COUNTRY PRESENTATION:	15%
MID-TERM EXAM	10%
INTERIM REPORT:	15%
FINAL PRESENTATION:	20%
FINAL EXAM:	30%
TOTAL	100%

***Students who meet the expectations as laid out in this outline on all components can expect a grade of B in this course.***

### ***Conversion***

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	C+	67 - 69
A	85 - 89	C	63 - 66
A-	80 - 84	C-	60 - 62
B+	77 - 79	D+	57 - 59
B	73 - 76	D	53 - 56
B-	70 - 72	D-	50 - 52
		F	00 - 49

Since effective communication is a key to success in the business world, all marks will be based on not only the substance of your work, but also the quality of your written and oral communication. Particularly poor communication could result in a reduction of your overall mark as much as one grade point.

### **Communication and Feedback**

Students that are uncomfortable in directly approaching an instructor regarding a course concern may choose to send a confidential and anonymous email to the respective Area Chair at:

<http://www.degroote.mcmaster.ca/curr/emailchairs.aspx>

Students who wish to correspond with instructors directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

### **My Schedule**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:30am					C04 (CNH 102)
9:30am					C04 (CNH 102)
10:30am					C04 (CNH 102)
11:30am					Office Hour
12:30pm					
2:30pm	C07 (AB103)				C05 (AB103)
3:30pm	C07 (AB103)				C05 (AB103)
4:30pm	C07 (AB103)				C05 (AB103)
5:30pm					
7:00pm	C08 (AB103)				
8:00pm	C08 (AB103)				
9:00pm	C08 (AB103)				
10:00pm					

## CLASS PARTICIPATION

This refers to the spoken comments that you make in class, which will normally be in the context of a case or article discussion, issues raised in lectures, or group presentation. Your overall commitment and attitude toward this course, and your daily active verbal participation in class discussions will be closely monitored by your instructor and the teaching assistant. Class participation is obviously a function of preparation, skills, attitude, and a willingness to actively commit yourself in front of your instructor and colleagues.

In grading class participation, I will look at both the **quality** and **quantity** of your class contributions. With regard to quality, the dimensions I look for include:

*Relevance*---Does the comment bear on the subject at hand?

*Analysis*---Is the reasoning employed consistent and logical?

*Responsiveness*---Does the comment react in an important way to what someone else has said?

*Importance*---Does the contribution further our understanding of the issue at hand?

*Evidence*---Have data from the case, from personal experience, from general knowledge been employed to support the assertions made?

*Clarity*---Is the comment succinct and understandable? Does it stick to the subject or does it wander?

At the end of each session, I score each of you using a 3 if you are present throughout the session, a 2 if you are late (no more than 30 minutes), and a 1 if you leave early or arrive more than 30 minutes late. For efforts beyond sitting in class, I upgrade to a 4, 5, 6, 7, 8, 9, or 10 depending on the quality and quantity of your participation. Disturbance to the class in any form (e.g., talking privately, answering phones, snoring) will result in a loss in participation points. Your final grade of class participation will be the aggregated scores of each session.

Please limit your contribution to a maximum of **three** comments each session to ensure that all have an opportunity to join in. Attempts to dominate class discussion rarely result in consistent and significant contributions. On the other hand be sure you do speak out. **There will be no other opportunity to make up the 10%** awarded, to your individual participation, by doing an alternate assignment.

The assigned teaching assistant will make a note of each student's participation in every class. **It is your responsibility to put your nametag in front of you so that the TA can give credit for your participation.** You may also check after class to ensure your contributions have been accurately recorded. Credit will not be given to those students who are not adding value to the discussion or who cannot be identified by a nametag.

The key to a high participation mark is making a quality contribution to every class. Marks will be awarded on **both** consistency and on quality. You are responsible to look up any terms or language that you are unfamiliar with before class. Some comments specifically regarding case discussions are in order. To prepare inadequately for them is to deny yourself much of the learning that this course offers. To prepare adequately is to *immerse yourself* in each case by reading it at least twice, the first reading to obtain an overview, the second to flush out the detail. Make handwritten notes to facilitate your contribution to the class discussion, especially

regarding any discussion questions that your instructor leaves with you. *Be prepared to devote at least two hours of solid work to each case prior to the in-class discussion.* I may periodically ask you to hand in your written analysis for the purpose of assessing your preparation. If you do not have notes on the day requested, you will not receive credit for participation on that day. Notes mean separate notes and not the highlighting of the article or case. I will be looking for **your** analysis. You will get next to nothing out of a case discussion if you are not fully prepared, and you run the risk of being embarrassed if I call upon you to contribute. If you are not prepared please let me know at the start of the class to avoid embarrassment.

If, for any reason you are unable to attend your regularly scheduled class, you may attend an alternate section to make it up. Allowances will not be made for missed classes for any reason other than illness or funeral, both of which require the proper documentation presented to the Student Experience-Academic Office (formerly the APO), within one week of returning to class.

## COUNTRY PRESENTATION

The last 60 minutes of each session will be presentations by two groups of students on two countries that are active in international business. Allow 25 minutes for each presentation and 5 minutes for discussion about the presentation. The presentation group is supposed to briefly introduce the country, provide detailed information about the international business activities conducted by the country, and more importantly, make in-depth and critical analysis about these activities. Extensive research is required here as you are not only learning about how to do research and presentations but also educating your fellow students about the country you choose. Make sure you are using **current** information. (e.g. Globe and Mail articles). Be critical in your assessment of your country. Do not rely solely on government provided information as it may be biased.

To allow each group a chance to do a presentation, these will begin the week of Jan. 20, in class #3. A hard copy of your presentation slides should be turned in to me before your presentation. You should also send the slides to the folder named “Country Presentation” in the “Assessments→Assignments” on Avenue 12-hour before the class. Please name your file with your core number and the name of the country (e.g. “Core 04-Japan”). At the same time, please prepare and submit a one-page handout of your presentation in Microsoft Word format to the folder named “Handout of Country Presentation” on Avenue. Please include group members’ names on your handout. Please arrive in the classroom early enough to ensure your presentation works on the equipment provided in the room. Linked videos, etc. need to be done ahead of time. As a contingency, your presentation should be e-mailed to one of your group members for back-up.

These presentations will be done in groups of 3 or 4 students depending on class size. I will make time available in the first class for you to form yourselves into teams for this assignment. You must make up a group from members who are registered in the same section as you. In other words, you may not cross over sections for the purpose of the Country Presentations. Selection of country choice is on a first come first served basis. You may sign up for any country and others will sign up with you or you can select a group and sign up as a group.

**Material to be covered includes but is not confined to:**

Population demographics - income distribution

- employment statistics
- age, family size, income
- housing, etc.
- skill level of the labour force

Cultural issues - religion

- body language
- treatment of women
- education
- business customs, etc.

Political issues - type of government

- incidence of terrorism, etc.

Currency - value in relation to USD over

the past two years on a monthly basis.

Trade barriers - tariff and non-tariff

- government incentives targeting foreign investments

Balance of payments - top 5 imports

- top 5 exports
- major trading partners

Other issues- climatic conditions - corruption

- infrastructure
- human rights

Briefly introduce a well-known U.S./Canada-based multinational corporation in the focal country (e.g. Microsoft in France, where Microsoft is a U.S.-based multinational and France is the focal country)

Briefly introduce a representative multinational corporation based in the focal country.

(e.g. Microsoft from U.S., where the U.S. is the focal country; Carrefour from France, where France is the focal country)

Please also include a comparison to Canada where appropriate to give meaning to the information. At the end of your presentation, you should give the class advice on whether or not to invest in your focal country.

Please include a list of the references you use in the end of your presentation slides.

Your country presentations will be evaluated based on the quality of your research, analytical skills, presentation skills, ability to stay at 25 minutes, and ability to answer and stimulate questions. At the same time, the evaluation will be conducted on a comparative basis, suggesting that presentations on a specific country will be compared across sections.

To do a good job in this task, you should know your country well enough and share your knowledge with the class in an interesting and impressive way. Be novel and creative in your approach. Try to avoid reading slides and/or notes, which will take away from the interest of your presentation and will reflect in your mark. Practice your presentation before you present to the class to overcome nervousness. Check your timing and ensure the PowerPoint operates well.

**I respectfully ask you to show consideration for your peers during these presentations. As many of you feel nervous when presenting, interruptions like people entering or leaving the**

**room or cell phones ringing can have a major damaging impact. Please show your peers respect while they are presenting and they will show the same for you.**

There is a required peer evaluation on page 18 of this outline to be handed in after your presentation. One copy of the evaluation for your group is sufficient. When your presentation is finished, the two groups that will present in the next week will comment on your merits and provide you with suggestions for further improvement. I will inform you of your mark through e-mail within one week after your presentation.

The country selection and class numbers are as follows:

CLASS NUMBER	COUNTRY
3	Japan
3	South Korea
4	China
4	Singapore
5	United Arab Emirates (UAE)
5	South Africa
6	U.K.
6	France
7	Germany
7	Switzerland
8	U.S.
8	Brazil
9	Russia
9	Australia

## TERM PROJECT

The project is a team exercise for which each team will consist of 5–6 members. Students are to prepare a complete strategic analysis of the current and future prospects for a real company engaging in international business activities. The objectives of the project are as follows:

- To give students the opportunity to deepen their understanding of a specific international business activity introduced in lectures and case discussions.
- To give students the opportunity to apply the knowledge learned in this course to analyse the antecedents and/or consequences of international business activities of a real company.
- To give students practice in presenting the results of a major project.
- To simulate the teamwork that is increasingly important in the business world.

Guidelines for the selection of companies for strategic analysis will be discussed in class. In general, the companies must conduct international business (e.g. export and import, cross-border merge and acquisition, international joint venture, licensing, global R&D, establishing facilities in foreign countries, marketing in foreign countries, etc.). Choose a major international business activity of the company of interest and make a systematic analysis of the antecedents and consequences of that activity. That activity is of course the focus of the considerable primary and secondary research that the project entails.

There are three key events for the completion of this term project. They are submission of your project proposal, handing in of interim report and presentation of your final project. Dates for these key events are shown in the SCHEDULE.

### ***CHOOSING YOUR COMPANY AND IB ACTIVITY***

These choices are critical. Past experience of supervising and marking student projects have taught me the following key points, which I pass on for your consideration:

Students are better motivated, and learn more, when the company, and its IB activity are of personal interest to them.

More secondary information is available on large companies than on small ones, and on listed companies than on unlisted ones.

Primary research is used to update, augment and give perspective to your secondary research. Thus it is helpful that you have solid primary sources within the company you are researching. By “solid” I mean relatives, friends, former or current employers, etc. However, a primary source is not required for this project.

Companies which students have worked with in the past will be acceptable only on approval of the instructor and after having received a complete copy of the previous paper.

### ***PROJECT PROPOSAL due Jan. 24th***

Please submit a soft copy of your proposal to the folder named “Project Proposal” in the “Assessments→Assignments” on Avenue by 6:00p.m. on Jan. 24th.

Think of your project proposal as a one-page (maximum) memo to me that achieves the following:

- 1) identifies the members of the group (names, sections and student numbers). Please also include the phone number of at least one group member so I can reach you with information pertaining to your project.

- 2) identifies the company and IB activity you have chosen, and states why you chose them.

- 3) identifies planned start and finish dates for key activities.

- 4) provides a company contact, e-mail address and phone number.

I will discuss any concerns I have with your proposal as I see fit through e-mails. No discussion from me means proceed.

### ***PEER EVALUATIONS***

The result of this process is a true reflection of each group members’ contribution to the project. You will be expected to resolve any residual conflict using the principle of FAIRNESS. Some members (i.e., those that contribute the most to the process) may find that their overall grade will go up as a result of the peer evaluation. Others may find that their overall project grade will go down. I recommend that this reward system be discussed during the first group meeting.

Past experience with groups has shown that most troubles arise because (a) individuals do not respect the group process, and (b) there is lack of proper communication among group members. The first group meeting should happen in the first two weeks. This is a good time to set the parameters for group work such as: when the group will meet, attendance at group meetings including punctuality, and preliminary assignment of tasks. You should also make a calendar of all “good” and “bad” times for the group (i.e., when group members have commitments to work, tests, major assignments, social commitments, holidays, etc.). The worst thing you can do is surprise your group with a long-standing commitment at the last minute.

**Peer evaluations** not received will indicate an equal proportion of the work completed by each and every group member. They must be signed off by each and every group member in order to be used. I will accept individual evaluations from the members as long as there is agreement from the group or I deem it necessary to go this route. Try to work through group disharmony, and if you are unable to resolve any matters, set up a group meeting with me. I will be happy to assist in problem resolutions.

To assist you in coming to terms with group members who may not be performing up to standards, I am requiring one interim peer evaluation per group, signed by all group members to be handed in with the interim report. This is a good time to voice concerns and hopefully resolve them before the major portion of the project is done. This is also a great tool to learn how to evaluate the performance of others and deliver that evaluation verbally.

***INTERIM REPORT*** (due Feb. 14th by 6:00p.m.)

A ten-page submission of an analysis on the data and information gathered up is required on Feb. 14th. Please prepare a preliminary report based on your analysis on the materials collected, and submit it in Microsoft Word format to the folder named “Interim Report” in the “Assessments→Assignments” on Avenue by 6:00p.m. on Feb. 14th. Please name your file with your core number and your company (e.g. “Core 04-Air Canada”). This is my opportunity to be in your group to provide you with feedback to ensure you are heading in the right direction and have a good deal of the work done at this point. Please provide in-depth analysis as much as possible so that I can provide comments and suggestions to help you further improve it for the final presentation.

Please make the report 12 point font in Times New Roman, double spaced. The 10-page limit does not include charts, figures, tables, pictures, and references. But please include only pertinent information in your appendices. Redundant or irrelevant appendices will negatively affect your score. You should use in-text citations and provide a bibliography at the end of the report. Citation format can be Chicago, APA, or MLA.

***The interim report will be evaluated based on: a clear objective or problem definition, the information on your company and country gathered as well as much of the analysis. Also try to apply the relevant IB concepts, theories and/or analytical frameworks when necessary.***

***LATE SUBMISSIONS***

Late submission will result in a mark reduction of 25% of its value.

**FINAL PRESENTATION** (beginning on Mar. 23rd in class)

You are supposed to continue your research on your company and its IB activity based on your increased knowledge of IB and my feedback on your interim report in the second-half of the semester. In the final presentation, you are expected to show a much more in-depth and comprehensive analysis on your company’s IB activity. There are many ways to improve your study, such as addressing your research questions more adequately, collecting additional data and information to support your arguments, providing creative and feasible suggestions to resolve the problems faced by your company.

The format of your final presentation depends a good deal on your choice of company and IB activity or chosen country. However, as a minimum, you will want to include the following sections:

Introduction / Objective

Company background and/or country analysis as it pertains to the chosen industry.

How the company is handling the activity currently.

Analysis and evaluation of current results. If your company has no experience in the international environment then find an alternate company to use for benchmarking purposes.

Analysis of the business environment in the host country as it pertains to your project.

Your recommendation for handling the IB activity. What would be the optimal strategy for the firm?

References

A hard copy of your PowerPoint slides must be handed into the instructor prior to your presentation. A soft copy of your slides needs to be sent to the folder called “Final Presentation” in the “Assessments→Assignments” on Avenue after your presentation. Please use a format of 3 slides per page and back-print the pages if your printer can handle this option. You must list your references on your power point presentation either on each slide or as a final slide. Remember, you will be presenting this to your client so make sure your presentation is to the best business standard and that you practice beforehand to work out the bugs. If your company sends a representative to watch the presentation then please also provide them with a copy of your powerpoint slides.

In marking your presentation I will use the following as an *approximate* breakdown:

- clear statement of objective . . . . .20%
- research (amount and quality of primary and secondary data collected. . . . . 25%
- analysis (your interpretation of the data you collect, how you relate it to IB concepts, the conclusions you draw short of recommended action) . . . . . 25%
- recommendations . . . . . 20%
- presentation skills . . . . . .10%

You have twenty-five minutes maximum, including time for questions and answers, to tell your story to your classmates and myself. In making your final presentation, keep in mind its objectives, as follows:

- To give you practice in preparing for, and delivering a presentation
- To make your classmates more effective business people

- To provide some useful information about a company and how it manoeuvres in the international arena.

Within these general parameters I leave the exact format of your presentation to you. All members of the group must present to be awarded any marks for the project. Attendance during presentations is **mandatory** and will be recorded. I may ask you to evaluate your peer's presentations.

## **MID-TERM EXAM**

A mid-term exam is scheduled in the beginning of the class in the week of Feb. 24–Feb. 28. It will cover all course lectures, videos, case discussions, and country presentations preceding the mid-term. The mid-term exam will consist of multiple-choice questions. Students who miss mid-term exam without prior arrangement will receive a grade of zero.

## **FINAL EXAM (TO BE SCHEDULED DURING THE FINAL EXAM PERIOD)**

The exam will consist of multiple-choice questions and short answer questions on a case (which will be provided in the exam paper). The exam will be cumulative, based on all materials covered in the course (i.e., lecture notes, textbook readings, case and article discussed, country presentations, and videos) throughout the semester. The text readings should be done prior to the lecture and not left to the end of the term.

## **STUDENT ACCESSIBILITY SERVICES**

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such SAS accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

## **RESEARCH USING HUMAN SUBJECTS**

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://www.mcmaster.ca/ors/ethics>

## CONFIDENTIALITY

You will appreciate that the real-world organizations that cooperate with you during the course of your project do so generally for altruistic reasons, receiving little or no direct benefit.

For this reason, and for ethical reasons, *it is absolutely imperative that no cooperating organizations be harmed as a result of cooperating with you.* Amongst other things this means that *no organization should receive any information about any other outside organization through you, which is not in the public domain.*

At the risk of belabouring the point, let me make it again. In collecting data, you are presenting yourselves as McMaster University business students doing an academic project. Your sources agree to cooperate on the basis of that understanding. *To misuse the data they reveal would be a serious breach of professional ethics.*

## SUPPLEMENTARY REFERENCES

The following are just some of the sources that could be useful for your project. They are, of course, in addition to your textbook.

### Periodicals

- 1) Business International Corporation's Business Asia (BA), Business China (BC), Business Europe (BE), Business Eastern Europe (BEE).
- 2) Economist Intelligence Unit's Investing, Licensing and Trading Conditions Abroad (for each of Africa, Asia, America, Europe)
- 3) Economist Intelligence Unit's Financing Foreign Operations (by country)
- 4) The Economist (weekly magazine)
- 5) Journal of International Business Studies - academic
- 6) Far Eastern Economic Review

### Newspapers

Financial Times (of London) - excellent  
Toronto Globe and Mail Report on Business  
Wall Street Journal  
The Toronto Star

**Please Note:** there are other sources of information than the Internet. Don't make the mistake of limiting your research to this one source. Students who only use a search engine like Google do not get the best and most reliable information.

## COPYRIGHT

McMaster University has signed a license with the Canadian Copyright Licensing Agency (Access Copyright) which allows professors, students, and staff to make copies allowed under *fair dealing*. Fair dealing with a work does not require the permission of the copyright owner or the payment of royalties as long as the purpose for the material is private study, and that the total amount copied equals **NO MORE THAN 10 percent** of a work or an entire chapter which is less than 20 percent of a work. In other words, it is illegal to: i) copy an entire book, or ii) repeatedly copy smaller sections of a publication that cumulatively cover over 10 percent of the total work's content. Please refer to the following copyright guide for further information:

<http://library.mcmaster.ca/about/copying.pdf>

## ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

### ***ONLY IF APPLICABLE***

## REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

1. Students may request relief from a regularly scheduled midterm, test, assignment or other course component in the following two ways: a) for absences from classes lasting up to five (5) days; or b) for absences from classes lasting more than five (5) days.

### **a) For absences from classes lasting up to five (5) days**

Students must use the MSAF (McMaster Student Absence Form). This is an on-line, self-reporting tool, for which submission of medical or other types of supporting documentation is normally not required. Students may use this tool to submit a maximum of two requests for relief of missed academic work per term. Students must immediately follow up with their course instructors regarding the nature of the relief. Failure to do so may negate the

opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

**b) For absences from classes lasting more than five (5) days**

Students cannot use the MSAF. They **MUST** report to the APO to discuss their situation and will be required to provide appropriate supporting documentation.

2. Students who wish to submit more than two requests for relief of missed academic work per term cannot use the MSAF. They **MUST** report to the APO to discuss their situation and will be required to provide supporting documentation and meet with the Director.
3. The MSAF cannot be used during any final examination period.
4. Students who require accommodations to meet a religious obligation or to celebrate an important religious holiday must make their requests within three weeks of the start of term to the APO.
5. Students seeking relief due to: work-related (for part-time students only) commitments; representing the university at an academic or varsity athletic event; and/or conflicts between two (or more) overlapping scheduled midterm exams, have the option of applying for special exam arrangements. Such requests must be made to the APO at least ten (10) working days before the scheduled exam along with acceptable documentation. There will be only one common sitting for the special exam. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by the APO.

## **LECTURES**

I have included a topic schedule and text readings for you on the next few pages. Please read the text pages **before** class as I will often times assume your understanding of the material and lecture from there. All material in the text, cases, videos, country presentations, articles and class discussions is testable. Preparing yourself for class ahead of time will make the writing of the exam much easier and also make the lecture time more interesting. That said, I leave what you get out of this course to you.

### **Cell Phones**

In consideration of all your peers and your instructor, please turn off all cell phones before entering the classroom unless there is a pending emergency. Cell phones ringing during lectures and discussions are an interruption. Your consideration is appreciated.

## **POTENTIAL MODIFICATIONS TO THE COURSE**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the

responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

<b>COURSE SCHEDULE</b>
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DATE	MEETING NO.	TOPIC AND ACTIVITIES	READINGS IN TEXT
Jan. 6–Jan. 10	1	<u>Introduction to International Business</u> : Format of the course; Nature of IB; Putting Canada in the picture; Quiz.	Chapter 1
Jan. 13–Jan. 17	2	<u>Guest Speaker</u> : Ines Perkovic - Innis from Resource Centre will discuss the resources available to assist with international research. <u>Trade Theories</u> : Reasons for and against going international. Why restrict or promote trade? <i>Case Discussion: The Indian IT, Software, and Service Industry</i>	Chapter 5
Jan. 20–Jan. 24	3	<u>Political Economy of International Trade</u> : Tools used to restrict and promote imports and exports. <u>International Investment Theories</u> <i>Country: Japan; South Korea</i> <b>Project proposals due by 6:00p.m., Jan. 24.</b>	Chapters 6&7
Jan. 27–Jan. 31	4	<u>Culture</u> : Determinants and consequences of national cultural differences, Hofstede's cultural model, implications of cultural differences for IB <i>Country: China, Singapore</i>	Chapter 3
Feb. 3–Feb. 7	5	<u>Firm Strategy of International Business</u> : Globalization and multi-domesticity. <u>Innovation by multinationals: Traditional and frugal innovations</u> <i>Case Discussion: Disney in France</i> <i>Country: U.A.E., South Africa</i>	Chapter 11
Feb. 10–Feb. 14	6	<u>Analysing International Opportunities</u> : Selecting target markets; differences between developed markets vs. emerging markets. <i>Country: U.K., France</i> <i>Case Discussion: Global Strategy at Lenovo</i> <b>Interim Report due by 6:00p.m. on Feb. 14</b>	Chapter 12
Feb. 17–Feb. 23		<b>MID-TERM RECESS</b>	

DATE	MEETING NO.	TOPIC AND ACTIVITIES	READINGS IN TEXT
Feb. 24– Feb. 28	7	<u>Mid-term exam</u> <u>Economic Integration:</u> Types with pros and cons to bloc and non-bloc countries. The European Union (EU). NAFTA and other blocs. <i>Country: Germany, Switzerland</i>	Chapter 8
Mar. 2–Mar. 6	8	<u>Organizational Structure of MNEs:</u> Benefits and costs of various organizational designs; fitness between a MNE’s organizational structure, control system, and internationalization strategy. <i>Country: U.S., Brazil</i>	Refer to other IB textbooks
Mar. 9–Mar. 13	9	<u>Political systems:</u> Understanding, assessing and protecting yourself against political risks. Country risk assessment. <u>Economic systems:</u> Understanding characteristics of major economic systems used in the world and their implications for IB. <u>Legal systems:</u> Laws applying to IB; sustainability; corporate social responsibilities of MNEs. <i>Country: Russia, Australia</i>	Chapter 2
Mar. 16–Mar. 20	10	<u>The International Monetary System:</u> Foreign exchange market; foreign exchange risk; exchange rate regimes. <i>Case Discussion: Our Puny Loonie: Should We Trade Our Dollar for America’s?</i>	Chapters 9 & 10
Mar. 23–Mar. 27	11	<b><u>Project presentations</u></b>	
Mar. 30–Apr. 3	12	<b><u>Project presentations</u></b>	

**Final Peer Evaluation  
(Optional)**

**Company Name:** \_\_\_\_\_

Group Members Names in ABC order	Allocation of work done (% to total)	Signature
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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### Peer Evaluation for Country Presentation

Country Presented: \_\_\_\_\_

Date and Section: \_\_\_\_\_

Member's Name	Signature	Allocation of Work

Comments:

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