



International Business

Course Details

Course Designator & Number: DBLN 3021

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Course Description

This course aims to develop American students' understanding of business environments in an international context, with a specific focus on Ireland and the European Union. Students will study the political, economic and ethical contexts for policy and business operations as well as the cultural context of doing business within international/global contexts. Students will compare and contrast this new understanding with their existing knowledge of business policy and practice within America. In this case, as a result of taking this course, which includes site visits to international companies in Dublin and or guest speakers, students will be better placed to have the broad perspectives required of successful managers working in an increasingly globalized world and workforce. This includes an understanding of the challenges and adaptations required to succeed in host countries and regions with differing cultural, political, legal, and economic systems. This class will dovetail with the *Global Internship Program* class, which is a class requirement for all students undertaking an internship.

Learning Outcomes

After taking this class, you should:

- a) Understand business environments (culture, economics, ethics, law, politics) around the world
- b) Have the tools and skills necessary to analyze the potential of other countries as locations for production, distribution, and marketing
- c) Know how managing and integrating international operations in many parts of the world differs from a purely domestic focus

- d) Have the broad perspective required of successful managers working in international business
- e) Understand the challenges and adaptations required to succeed in business in host countries with differing cultural, political, legal, and economic systems
- f) Better understand globalization and the implications of national tax regulations on national markets
- g) Understand different perspectives on and effects of COVID-19, the war in Ukraine and Brexit on Ireland, the European Union, and the world economy.

Developmental Outcomes

Students should demonstrate: responsibility and accountability, ability to work collaboratively, ability to be goal and detail oriented, increasing self-confidence, resilience and appreciation of differences, intercultural competence. Throughout the course students will be encouraged to contribute to discussions and observations of their time in Ireland in a courteous and professional manner.

Methodology

The course requires students to keep up with readings and course assignments. Students should come to class with notes taken on their readings—not read at the last minute without having taken the time to reflect on the readings. Students usually underline what they like or know from readings; take the time to underline and note what you do not fully understand so that you can discuss these concepts with your peers and instructor. Most classes will include an introductory lecture followed by a more tutorial-like process of group discussion and presentations. Some field trips and or guest speaker events will take place. Students are expected to be on time and behave professionally during site visits, guest speakers (and during classes).

Required Reading/Materials

Textbook

Hill, Charles W.L., Hult, Tomas M. (2022) Global Business Today, McGraw Hill, 12th Edition.

Other Readings

Various class PowerPoints, readings, and other resources will be posted on Canvas.

Carter, G. (2010) *The Great Hangover, 21 Tales of the New Recession from the Pages of Vanity Fair*, Harper Perennial.

CAPA (2018) *Globalization, Civilization, and their Discontents*, CAPA Occasional Publication Series #7.

Cavusgil, S.T.Knight, G.Riesenberger, J.R Rammal, H.G. and Rose, E.L. (2008) *International Business: Strategy, Management and the New Realities, 2nd edition*, Pearson Education, New Jersey.

Dicken, P. (2015) *Global Shift*, 7th edition, Sage, London.

Griffin, R.W. and Putsay, M.W. (2020) *International Business*, 9th Edition, Pearson Publishing.

Gringer, J.M., McNett, J.M. and Minor, M.S. and Ball, D.A., (2020) International Business, 2nd edition, McGraw-Hill, New York.

Hirsch, R.D. (2015) *International Entrepreneurship Starting, Developing, and Managing a Global Venture*, Sage, London.

Jacobs, M. (Ed) and Mazzucato, M.(Ed) (2016) *Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth (Political Quarterly Monograph Series)* ,Wiley-Blackwell.

McConnell, C.R. & Brue, S.L., (2020) Economics. Principles, Problems, & Policies, 22nd edition, McGraw-Hill Inc.

McWilliams, D. (2018) *Renaissance Nation: How the Pope's Children Rewrote the Rules for Ireland*, Gill Books, Dublin.

Mazzucato, M. (2018) *The Value of Everything: Making and Taking in the Global Economy* Allen Lane.

Rosling, H. (2019) *Factfulness*, Hodder & Stoughton

Raworth, K (2018) *Doughnut Economics*, Random House Business.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade	Session Due	Learning Outcomes
Participation in class	20%	All	A–G
Individual presentation	20%	TBD; presentations are spread across the semester	A, E, F
Group presentation*	40%	10	B, C, D, E
Final exam**	20%	13	F, G
Overall grade	100%		

Assessment Details

* All students will receive the same grade for the group and interim presentation (see below). Individual marks will be awarded for the individual learning journal. Any issues in terms of group dynamic should be dealt with within the group as much as possible. In case of exceptional difficulties, you may discuss these with your instructor well in advance of the assignment due date.

** Students are expected to prepare for the final exam as per the instructor's recommendations.

Participation (20% of final grade)

Class participation will be assessed according to the following guidelines:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments	Has completed most of the readings; provides competent analysis of the

	based on the readings and internship experience.	readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature and do not relate to the internship often.	Displays familiarity with some readings and related concepts, but tends not to analyze them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text or repeats own comments or those of others with no connections made to the internship.	Little to no apparent familiarity with assigned material or application to relevant experience.

Individual Presentation (20% of final grade)

Students are required to present an allocated topic on a contemporary issue in international business.

Group Presentation (30% of final grade); Interim Presentation (5% of final grade); Individual Learning

Journal (5% of final grade)

- In groups of three or four, students are required to conceive of a new venture that aspires to be “born global.” They will be required to make a presentation to the class on the global opportunity and explain how they plan to launch the business internationally from its inception.

- Each group will be required to make an interim presentation to the class on their proposed venture. This presentation will include an outline of the business idea which will then generate in-class feedback from other students and the lecturer.
- Students will keep an individual learning journal to track the development of their group skills.

Final Exam (20% of total grade)

The exam will comprise essay questions on globalization, international tax regimes and contemporary issues in international business that relate to the whole course. Students will be expected to paraphrase and have accurate data from the readings and instructor's PowerPoints to support their answers. Students may write in the first person using a critical lens and can refer to class visits and speakers where appropriate in relation to the topics being examined.

Course Content

This is an overview and may be subject to slight change.

Unit 1

Introductions, International Business, & Globalization—Chapter 1

- *Case study: Globalization and its Impacts: Contrasting Perspectives from Ireland.*
- Theories of international business;
- Differences between managing an international business and a domestic one;
- Globalization and its impact on international business;
- Positions on globalization;
- Student debate on the merits of globalization;
- Drivers of, and disruptions to, globalization;
- MNEs and the impact of globalization;
- Role of global organizations/institutions

Unit 2

National Differences in Political, Economic, & Legal Systems—Chapters 2-3

- Country risk assessment;
- Types of takeover of the firm by host country;
- Corruption, terrorism;
- Managing country risk;
- *Case study: Ireland and Brexit.*
- Comparative economic systems;
- International legal systems;
- International dispute settlement.

Unit 3

Culture—Chapters 4-5

- Culture, social norms, and influences;
- Implications of culture for managers in international business;
- *Guest speaker: Managing culture differences.*

Unit 4

International Trade—Chapters 6–9

- Trade theories;
- Protectionism;
- Countertrade;
- Economic integration and the WTO;

Unit 5

The Strategy of International Business—Chapter 12

- Strategy and the firm;
- Global expansion, profitability, and profit growth;
- Cost pressures and pressures for local responsiveness;
- Choosing a strategy.

Unit 6

Market Entry Strategies—Chapter 13

- Timing of entry
- Scale of entry
- Modes of entry

Unit 7

Foreign Exchange & International Financial Markets—Chapters 10 & 11

- Foreign exchange markets;
- How managers can manage exposure to foreign exchange and interest rate risk.
- *Video and tutorial—Inside Job (Director Charles Ferguson). Financial Crisis of 2008.*

Unit 8

Ethics, Corporate Social Responsibility, & Sustainability—Chapter 5

- Ethical issues in international business;
- Elements of Corporate Social Responsibility;
- Sustainability trends and the future.

Group Presentations

Unit 9

Global Marketing—Chapter 16

- Global marketing and foreign market selection.

Unit 10

Final Exam

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors,

before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "0" (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on

the relevant assessment or one week after the due date whichever comes first, after which point a grade of “0” (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).