



Lincoln University

BA 415 – International Business and Investment Strategy

COURSE SYLLABUS
Department of Business and Economics
Spring, 2018

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|---------------------------|--|
| Credit: | 4 units (45 lecture hours + 1 unit individual research project) |
| Level: | Mastery 2 / Research (M2R) |
| Instructor: | Dr. Alexander Anokhin |
| Office Hours: | By arrangement |
| E-mail: | aanokhin@lincolnuca.edu |
| Required textbook: | S. Tamer Cavusgil, Gary Knight, John R. Riesenberger "International Business: The New Realities", 3/E, Pearson Prentice Hall, 2014 (ISBN-10: 0132991268, ISBN-13: 9780132991261) |
| Revised: | January 12, 2018 |

Catalog description

The nature and scope of international business; economic, political and cultural environments; national and international constraint and agreements; problems of general management associated with planning, financing, marketing, human resources, cultural problems, technology, and legal requirements with particular emphasis on the potentiality of direct investment in foreign lands. There will be at least one assignment which makes use of the Internet. *Prerequisite: ECON 20A or BA 310(3 units)*

Educational Objectives

This course is about challenges and opportunities that companies meet when going international. In our study we will attempt to break artificial barriers that divide trade theory, international finance and political economy in order to gain a better understanding of the highly interconnected modern world.

Upon completion of the course students will be able to:

- 1) Define key ideas and concepts in the field of international business
- 2) Identify various types of political, legal and economic systems as well as corresponding threats and opportunities for business and investment.
- 3) Analyze cultural variables and their effect on business activities.
- 4) Discuss and compare rationales and limitations of international financial and monetary systems as well as governmental trade policies.
- 5) Critically analyze risks and benefits of international business as related to global investment and marketing strategies.

Course Learning Outcomes

| | Course LO | Program LO | Institutional ILO | Assessment |
|---|---|------------|------------------------|--|
| 1 | Analyze the requirement of conducting international business and formulate effective internationalization strategy | PLO 1 | ILO 1b, ILO 2b | Case study, Classroom exercise |
| 2 | Critically analyze and communicate risks and benefits of international business as related to global investment and marketing strategies. | PLO 3 | ILO 2b, ILO 7b | Simulation management game, Case study, Classroom exercise |
| 3 | Synthesize the understanding of international business realities into a coherent, original, evidence based strategy. | PLO 4 | ILO 4b, ILO 5b, ILO 6b | Simulation management game, Case study, Classroom exercise |
| 4 | Be able to lead a cross-cultural team | PLO 5 | ILO 4b, ILO 5b | Simulation management game, Case study, Classroom exercise |

Procedures and methodology

Lecture method is combined with in-class discussions, case studies and home assignments of various kinds. Core concepts identified from the textbook will be augmented with supplementary sources (made available to students on the class website) and applied to the real life situations during class activities. This is a direct classroom instruction course.

Class Rules

1. **Class attendance** is required. Attendance will be taken each class at a time chosen by the instructor.
2. Students are required to **arrive to class on time**. Showing up late disturbs the natural flow of the lecture and affects everyone's experience. Usually, up to 10 minutes of "grace period" is allowed. However, if students choose to show up 10 minutes into class on a regular basis, this rule will be reviewed and no one will be allowed after the start of the class.
3. Note, that the only email that students are allowed to use is the one provided by the Lincoln University. Once you receive an invitation to the course website, make sure to **set up your profile** in such a way that it

would be possible for the instructor to identify you - use your name (as it is in the Lincoln University records) as your primary ID and your Lincoln University email as your secondary ID as well as a profile photo.

4. Submissions of home assignments will be conducted via the course website only (Canvas Instructure). **Absolutely no hard copy or email submissions will be accepted!** The acceptable format for assignment submission is .txt, .doc, .docx, and .pdf.
5. All quizzes, exams, assignments and projects must be completed and handed in on time. **Late submissions will result in lower grade** (each day of delay costs 2% points). Since all assignments are available on the website and outlined in the present syllabus with due dates clearly visible, the fact that you haven't been in class when the assignment was given cannot be used as an excuse to submit it later.
6. All quizzes, exams, and class assignments **cannot** be made up.
7. **No cheating and no plagiarism, please!** Detected cheating/plagiarism will result in "F" for the assignment. (This rule is very strictly enforced, no exceptions!).
8. All grades will be made available to students through the **course website**.

Course Project

Every student must complete a research project for an in-class presentation. Research projects must comply with the Lincoln University guidelines.

Individual Research Project (1 unit)

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of independent study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work on the Individual Research Project will be done using the following rubric:

| WRITTEN REPORT | | | | |
|-----------------------------------|---|---|---|--|
| | <i>Exceeds Standards</i> | <i>Meets Standards</i> | <i>Does Not Meet Standards</i> | <i>Not Present</i> |
| <i>Research Problem Statement</i> | The statement of a research problem is crystal clear, novel and thought provoking | Clearly and concisely identifies a research problem | The statement of a research problem is incomplete, lacking precision. | The statement of a research problem is absent. |

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|-------------------------------|---|---|---|--|
| <i>Organization</i> | The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion. | The development of ideas is present; the conclusion is effective and directly addresses the original thesis. | Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis. | The report lacks organization |
| <i>Sources and formatting</i> | A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines. | A few high-quality sources are used; majority of factual claims are supported with citations The report mostly follows the APA style guidelines. | Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent. | Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted |

PRESENTATION

| | <i>Exceeds Standards</i> | <i>Meets Standards</i> | <i>Does Not Meet Standards</i> |
|-------------------------------|--|---|--|
| <i>Style and Organization</i> | Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured. | Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time. | Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time. |
| <i>Questions and Answers</i> | Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question. | Student demonstrates knowledge of the topic by responding adequately to questions of the audience. | Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions. |

Exams

The exams will consist of questions based on lectures, assigned chapters and supplementary reading.

Assessment Criteria

All assignments, quizzes, projects and exams are evaluated using the indicated system:

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|--------|----|-------|----|
| 94-100 | A | 73-76 | C |
| 90-93 | A- | 70-72 | C- |
| 87-89 | B+ | 67-69 | D+ |
| 83-86 | B | 60-66 | D |
| 80-82 | B- | 0-59 | F |
| 77-79 | C+ | | |

Tentative Weights

Final grade will consist of the following components:

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| Homework | 10% |
| Project | 15% |
| Midterm Exam | 20% |
| Final Exam | 30% |
| Individual Project | 25% |

Class Website

The class website will contain course syllabus, announcements, assignments and supplementary materials. Registering on the website is the responsibility of a student.

Letters of recommendation

Letters of recommendation will be provided upon request only to students, who have completed all course requirements and obtained a total score of not less than 94%.

Course Outline

| | Topic | Chapter | Assignments Due |
|----|---|------------|--|
| 1 | International Business Environment: the case for globalization. | Ch. 1 - 3 | |
| 2 | a) Theories of International Trade b) Politics of Trade Liberalization | Ch. 6 | Prepare for the debate: "Trade Liberalization: Pros and Cons". |
| 3 | Cultural Dimension of International Business | Ch. 5 | Assignment 1. Theories of International Trade |
| 4 | Issues in Political Economy | Ch. 7 | Assignment 2. Culture and International Business |
| 5 | Role of Government | Ch. 8 | Assignment 3. Political and Legal Systems |
| 6 | Regional Economic Integration | Ch. 9 | Assignment 4. Government Intervention in International Trade |
| 7 | Midterm | Ch. 1 - 9 | |
| 8 | Emerging Markets | Ch. 10 | |
| 9 | International Monetary and Financial Systems | Ch. 11 | Assignment 5. Doing Business in Emerging Markets. |
| 10 | Global Strategy and Organization | Ch. 12 | Assignment 6. Global Financial Crisis. |
| 11 | Global Market Assessment | Ch. 13 | |
| 12 | Entering International Markets | Ch. 14 | Assignment 7. Global Market Opportunity. |
| 13 | Foreign Direct Investments | Ch. 15-17 | Assignment 8. Entry Strategy. |
| 14 | Course Project Presentation | | |
| 15 | a) Review b) Final Exam | Ch. 1 - 17 | |

Appendix A. Program and Institutional Learning Outcomes

| Institutional Learning Outcomes (ILOs) | |
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| <i>A Graduates of Lincoln University MS Program should be able to</i> | |
| 1 | Recognize and be able to work with the components of reasoning and problem solving; understanding concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference. |
| 2 | Gather and assess relevant information, using abstract ideas to interpret it effectively; being able to develop well-reasoned conclusions and solutions, and testing them against relevant criteria and standards |
| 3 | Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare |
| 4 | Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same. |
| 5 | Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values. |
| 6 | Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace. |
| 7 | Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline. |
| Program Level Outcomes (PLOs) | |
| <i>Students graduating our MS in International Business program will be able to:</i> | |
| 1 | Demonstrate expert-level understanding of the aspects of international business |
| 2 | Exhibit deep knowledge of international dimensions of business functioning, including marketing, finance, management, operations, accounting, and entrepreneurship |
| 3 | Recognize business problems and provide creative solutions. Integrate theory and practice for strategic analysis in the field of international business. |
| 4 | Apply quantitative and qualitative methods of analysis to business situations in a complex global business environment |
| 5 | Develop and exhibit effective communication skills for relevant international audiences. |
| 6 | Work effectively with a team of international colleagues on diverse projects |
| 7 | Identify and analyze the ethical obligations and responsibilities in the field of international business |

Institutional Learning Outcomes (ILOs)

DBA Graduates of Lincoln University should be able to:

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| 1c | Incorporate various modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, and moral thinking. |
| 2c | Operate within alternative systems of thought, recognizing and assessing the needs, with related assumptions, implications, and practical consequences; and being able to communicate results effectively with others in figuring out solutions to complex problems |
| 3c | Act as exemplary business professionals, minimize the possibility of indirectly harming others by following accepted standards at local, national or international levels; to be able to assess the likelihood and physical and social consequences of any developed product's harm to others. |
| 4c | Integrate collaboration into organizational workflows, create a supportive environment for collaboration and teamwork, and lead by example. |
| 5c | Have perseverance to accomplish a goal despite potential obstacles, use sound judgments to make decisions at a right time, and make timely appropriate changes in thinking, plans, and methods in achieving organizational goals. |
| 6c | Set up realistic goals for the organization, encourage innovative strategies, and convey a clear sense of future direction to employees. |
| 7c | Formulate and arrange ideas, designs, or techniques, and apply them to specific issues and problems. They should be able to apply current research, scholarship and or/techniques in the field. |

Program Level Outcomes (PLOs)

Students graduating our DBA program will be able to:

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| 1 | Demonstrate advanced knowledge and competence in the latest academic theories, concepts, and techniques in the field of business administration. |
| 2 | Demonstrate effective research skills including formulation of research problem; integration of previous literature into an appropriate literature review; design of a research study; data analysis; and summary and presentation of results. |
| 3 | Create and present advanced forms of oral and written communications, including teaching and advising. |
| 4 | Generate, evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management. |
| 5 | Apply the knowledge from the area of specialization and provide consulting to other business industries or other fields. |

Appendix B. Classification of LU Curriculum courses.

| Code | Classification | Description |
|---|-----------------------------------|---|
| Courses 300 level w/o graduate prerequisites | Mastery 1 (M1) | Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences. |
| Courses 300 level with graduate prerequisites | Mastery 2 (M2) | Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study. |
| Courses 398, 399 | Mastery 2 / Assessment (M2A) | Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes. |
| Courses 400 level | Mastery 2 / Research (M2R) | Mastery 2/Research courses employ individual research project to deepen students' understanding of the subject developed in lower level courses and to equip students with knowledge and skills required by MS and DBA degree programs. |
| Courses 500 level | Doctorate Assessment (DA) | Doctoral Assessment courses are doctorate level seminars and research activities fostering the highest level of professional expertise by providing continuous assessment and development of students' ideas and analytical skills in the context of the doctorate program. |