



Lincoln University

BA 417 – Political and Legal Aspects of International Business

COURSE SYLLABUS
Spring, 2018

- Instructor:** Prof. Allan Samson, PhD
Lecture Schedule: Monday / Wednesday 3:30 PM – 6:15 PM
Credits: 4 units: 3 units / 45 lecture hours + 1 unit individual research project
Level: Mastery 2 / Research (M2R)
Office Hours: Monday / Wednesday, 3:00 PM – 3:30 PM
e-mail: allan.samson@sbcglobal.net
Phone: (415) 391-4949
Textbooks: Charles W.L. Hill, Global Business Today, 9th ed. (2016), McGraw-Hill. ISBN-978-0-07-811291-1,
Schaffer, Agusti, Dhooge & Earle, International Business Law and its Environment, 8th ed. (2011), South-Western Cengage Learning. ISBN-13: 978-0538473613, ISBN-10: 0538473614. (on reserve in library)

Last Revision: January 14, 2018

COURSE DESCRIPTION

The course includes: analysis of political, military, economic and ideological factors affecting the behavior of states and the conduct of transnational business, with particular attention to multinational enterprises, formulation of foreign policy processes, including economic and trade policies. It also includes: analysis of international legal systems, with particular emphasis on business disputes arising from anti-trust laws; contracts and agreements; tariff liabilities; nationalization problems; procedures for arbitration and settlement. A one-unit written research project and its oral presentation are required for the course. (4 units)

EDUCATIONAL OBJECTIVES

- Understanding the effect of globalization on international trade and investment.
- Considering the economic theories that influence international trade and investment.
- Considering the influence of sovereign wealth funds and the role of the state.
- Evaluating the pattern of “Race to the Bottom” to take advantage of lower wage levels in underdeveloped countries.
- Understanding the importance of international business law

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Identify and be able to effectively communicate to stakeholders the risks and opportunities stemming from political and legal environment in foreign markets	PLO 3	ILO 2b, ILO 7b	Case studies, Class discussion, Group presentation
2	Be able to design and conduct a research aimed at answering questions related to political and legal environment of international business	PLO 4	ILO 4b, ILO 5b, ILO 6b	Individual research project
3	Understand the significance of international business law in devising organization's strategy	PLO 5	ILO 4b, ILO 5b	Case studies, Class discussion, Group presentation
4	Be able to effectively organize and participate in the work of cross-cultural team.	PLO 6	ILO 4b, ILO 5b	Case studies, Class discussion, Group presentation
5	Be able to identify ethically charged business decisions and approach them using appropriate normative ethical theories as well as modern stakeholder management principles	PLO 7	ILO 3b, ILO 7b	Case studies, Class discussion, Group presentation

METHODOLOGY

This is a direct classroom instruction course.

Students are expected to read the assigned chapter and articles and case studies before each class. Case studies and hypothetical problems will comprise a part of each class session. Students will consider the case studies individually and in teams. Many of the and articles will be available by downloading from their computers.

There will be class discussions and group presentations by students on the case studies and articles.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

COURSE PROJECT

Case study problems will be assigned to students on an individual basis and on a group basis. Answers will be turned in and graded.

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

There will be a final project on a topic to be decided by the students and the professor. The projects will be presented by teams on the next to last day of class. The project paper will be submitted before the end of the semester. The project will comprise approximately 20 per cent of the final grade. Students' work is expected to be original.

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 self-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 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.
<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.

TESTING

There will be one mid-term examination and one final examination. Both will be essay examinations. Homework assignments will be turned in.

GRADING POLICY

Grading will be based on the following criteria:

Mid-term	: 20 per cent
Final Examination	: 30 per cent
Individual Research Project	: 25 per cent
Participation and Attendance	: 10 per cent
Presentation	: 15 per cent

Grading Standard

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-	Below 60	F
79-77	C+		

CLASSROOM PROTOCOL

Courtesy is expected. This includes no cell phone usage. Excessive talking will be punished by immediate beheading.

COURSE SCHEDULE AND ASSIGNMENTS

The assigned material for each date should be read before the class with the exception of the first class. Class participation in discussing the material and case studies and hypothetical questions is expected.

<u>Class</u>	<u>Topic</u>
1:	Chapter 1: Globalization
2:	Chapter 2: National Differences in Political, Economic, Legal Systems. Economist, "State Capitalism (January 21, 2012) Can be accessed at goo.gl/cGoWzL
3:	Chapter 3: National Differences in Economic Development
4:	Chapter 4: Differences in Culture Chapter 5: Ethic, Corporate Social Responsibility and Sustainability
5:	No Class
6:	Chapter 7: Government Policy and International Trade

The following articles can be accessed in: <https://goo.gl/cGoWzL>

NYT article on hormone-treated beef
NYT articles on competition between Boeing and Airbus
Articles on the choice between encouraging free trade or protecting turtles and the environment
(WTO: "India, etc. v. US: 'shrimp-turtle'")
(WTO: "The environment: a specific concern")
NYT article on international technology trade competition between the U.S. and China

7:	Chapter 8: Foreign Direct Investment
8:	Mid Term
9:	Chapter 12: The Strategy of International Business
10:	Chapter 13: Entering Foreign Markets
11:	Topical Problems in International Business

Globalization and its Discontent;;Video of Joseph Stiglitz
Robotization and Employment: Video: “Be Afraid, be Very Afraid: the Robots are Coming and they will Destroy our Livelihood”

- 12:** Topical Problems in International Business (continued)
The following articles can be accessed at: <https://goo.gl/cGoWzL>

Income Inequality

The Economist: “Capitalism and Inequality” (October 12, 2012)

Globalization Revisited

Sen, “How to Judge Globalism” (The American Prospect, Winter 2002)

Bremmer, “The New Rules of Globalization” (HBR-February 2014)

The Economist: “The Gated Globe” (October 13, 2012)

Outsourcing, Offshoring and Resourcing: What next?

The Economist: “Outsourcing and Offshoring (January 19, 2013)

- 13:** International Business Law: Chapter 3
International Business Law: Chapters 16 and 18 (excluding pp. 577-586)

- 14:** Class Presentations

- 15:** Final Examination

FACULTY INFORMATION

Professor Samson has a B.A. in Economics from the University of Illinois, an M.A. in Economic Development from the East-West Center of the University of Hawaii, a Ph.D. in Political Science from the University of California-Berkeley, and a J.D. from the University of San Francisco.

He has been professor at Lincoln University since 2001 and has taught B>A. 317 at Lincoln University for the past 12 years.

He is Chairman of the Board of Trustees at Lincoln University.

He is a practicing attorney in San Francisco.