



# Lincoln University

## BA 415 – International Business and Investment Strategy

### COURSE SYLLABUS Spring 2022

<b>Instructor:</b>	Dr. A. Angus Ahanotu
<b>Lecture Schedule:</b>	Mondays, 9:00 AM – 11:45 AM
<b>Credits:</b>	4 units: 3 units / 45 lecture hours + 1-unit individual research project
<b>Level:</b>	Mastery 2 / Research (M2R)
<b>Office Hours:</b>	Mondays, 11:45 AM – 1:30 PM <b>e-mail:</b> <a href="mailto:aahanotun@lincolnuca.edu">aahanotun@lincolnuca.edu</a>
<b>Textbooks:</b>	International Business: The Challenge of Global Competition By: Ball Geringer and Mcnett Minor, McGraw-Hill Higher Education (ISBN-9780078112638, 9780077606121 Edition: 13th Copyright year: 2019
<b>Prerequisite:</b>	<b>BA 310</b>
<b>Last Revision:</b>	<b>January 15, 2022</b>

### 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. A one-unit written research project and its oral presentation are required for the course. (4 units) *Prerequisite: BA 310*

### 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 international business and investment.
- 3) Analyze cultural variables and their effect on international 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.
- 6) Provide a comprehensive country business risk assessment of the students' native country.

**COURSE LEARNING OUTCOMES<sup>1</sup>**

	<b>Course LO</b>	<b>Program LO</b>	<b>Institutional LO</b>	<b>Assessment Activities</b>
1	Analyze the requirement of conducting international business and formulate effective internationalization strategy	PLO 1	ILO 1c, ILO 2c	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 1c, ILO 6c	Simulation management game, Case study, Classroom exercise
3	Synthesize the understanding of international business realities by means of research activities, including study design, data collection and analysis.	PLO 4	ILO 1c, ILO 5c	Simulation management game, Case study, Classroom exercise

**PROCEDURES AND METHODOLOGY**

*This is a direct classroom instruction course*

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.

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).

**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. 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 cannot be used as an excuse to submit it later).
4. All quizzes, exams, and class assignments cannot be made up.
5. No cheating and no plagiarism, please! Detected cheating/plagiarism will result in “F” for the assignment.

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<sup>1</sup> 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)

**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 or student may select other topic of interest.

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:

<b>WRITTEN REPORT</b>				
	<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.

<b>PRESENTATION</b>			
	<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.

**GRADING POLICY**

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

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

***Tentative Weights***

Final grade will consist of the following components:

Attendance and Class Participation	5%
Assigned Case Studies	15%
Midterm Examination	20%
Course Project	25%
Final Exam	35%

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Total	100%
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**COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Assignments Due</b>
1	Introduction. What is International Business? Factors that influence IB. Globalization and Drivers of Globalization.	Read Chapter 1. Questions 11 and Minicase: Ownership of Companies and Brands Page 29
2	International Trade Theories & Foreign Direct Investment	Read Chapter 2. Question 7 Page 59
3	International Institutions Impact on International Business	Read Chapter 3. Research Task Global Edge Question Page 88
4	Impact of Social, Cultural Forces & Natural Resources on International Business	Read Chapters 4&5. Research Task Question # 1. Page 115
5	Political and Trade Forces	Read Chapter 6. Question # 9 Page 177 (WTO & Dumping)
6	Intellectual Property & Legal Forces	Read Chapter 7. Question: Research Task Question # 1 Page 200
7	Midterm Exam	
8	Global Monetary System	Read Chapter 8. Minicase: GlobalEdge Research Task Page 225 Question # 1
9	International Competitiveness and Business Strategy Development	Read Chapter 9. Minicase: The Globalization of Walmart Pages. 251-253
10	Organization of International Business & Global Leadership Issues	Read Chapters 10 & 11. Questions Pages 297-298.
11	Global Market Assessment & Entry	Read Chapters 12 & 13. Page 318, Research Task Question 1
12	Export & Import, Marketing Operations	Read Chapters 14 & 15 Questions # 7 and 8 Page 361
13	Supply Chain & Managing HR in International Context	Read Chapters 16 & 17. Prepare for Class Presentations
14	Course project presentations	
15	Final Exam	