

**Management**  
**Course Number: 29:620:368**  
**Course Title: International Business**

**COURSE DESCRIPTION**

Since the 1980s, declining trade and investment barriers and rapid advancements in the information, communication, and transportation technologies have contributed to the trend toward globalization (or integrated, interdependent world economy). Firms are increasingly seeking international markets to sell their products or services. Firms do so, broadly speaking, by either exporting goods or services to consumers in a foreign country, or by entering into alliances with domestic firms in those countries, or by investing resources in another country, such as setting up a manufacturing plant or a sales subsidiary. In addition to seeking international markets, firms invest across borders to reap benefits from the advantages offered by those locations; such advantages include the availability of natural resources, availability of cheap labor, availability of skilled labor, availability of strategic assets, among others. The decision to invest in a foreign country is inherently a risky one; therefore, senior managers need to consider the pros and cons of a range of factors related to the social, economic, legal, and political environment of that country. This course introduces students to these factors, to equip them with the tools and thinking skills needed to evaluate strategies for the international expansion of firms for corporate growth.

**COURSE MATERIALS**

1.	Text Book**	<b><u>International Business: Competing in the Global Marketplace, 12<sup>th</sup> edition.</u></b> Charles W. L. Hill and G. Tomas M. Hult. Publisher: McGraw-Hill
2.	Cases	In addition to the opening and closing cases of the chapters in the textbook, we will use two cases from Harvard Business Publishing; <b>you will need to buy these two cases:</b> <b>(1) Singapore Inc.</b> - Richard H.K. Vietor, Emily J. Thompson Product number: 703040-PDF-ENG Length: 27 pages Publication Date: Feb 27, 2003, Revision Date: Feb 28, 2008 <a href="https://store.hbr.org/product/singapore-inc/703040">https://store.hbr.org/product/singapore-inc/703040</a> <b>(2) LG Electronics: Global Strategy in Emerging Markets</b>

		Product #:TB0073-PDF-ENG Length: 12 pages Publication Date: August 16, 2007 <a href="https://store.hbr.org/product/1g-electronics-global-strategy-in-emergingmarkets/tb0073?sku=TB0073-PDF-ENG">https://store.hbr.org/product/1g-electronics-global-strategy-in-emergingmarkets/tb0073?sku=TB0073-PDF-ENG</a>
3.	Online access	Ensure that you have access to the course website on Canvas using your Rutgers NetID. Course announcements, homework assignments, and instructor slides will be posted on the course Canvas site. Note that instructor slides will be made available on Canvas, 30 minutes before each class.

**\*\*Note that all readings and assignments are based on the 12<sup>th</sup> edition of the textbook; therefore, you should buy (or rent) this edition of the book.** Rutgers Newark Campus Bookstore should have them in stock. You have several options for buying or renting – hardcover, loose-leaf, or the eBook version; please check the campus store for details. If you decide to use an earlier version of the book, it is your responsibility to determine and manage any differences in content between the versions.

## LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop the skills and knowledge necessary to succeed in a global and diverse business environment. Students who successfully complete this course will demonstrate:

1. An understanding of the diversity of economic, legal, political, and social structures.
2. An understanding of the impact of cultural and demographic diversity on business interactions.
3. An understanding of the skills and practices used by leaders/managers to effectively lead and manage in a global business environment.
4. An ability to construct clear, concise, and convincing written business communication.
5. An ability to construct and deliver clear, concise, and convincing oral communication.

Students develop the above-mentioned skills and acquire the knowledge necessary to succeed in a global and diverse business environment through carefully designed course activities and assignments. The course textbook and lectures help students gain an understanding of the diversity of economic, legal, political, and social systems around the globe. The readings and lectures also facilitate an understanding of the business implications of differences in economic, legal, political, and cultural differences across countries. Case studies and the final project topics have been chosen to allow students to develop an understanding of the problems that managers face in a global business environment. These assignments allow students to apply the concepts learned throughout the course to solve problems facing firms in a global environment. Case study assignments and the final project written report helps students in developing an ability to construct clear, concise, and convincing written business communication. The instructor provides detailed feedback on the written assignments to facilitate this process. Lastly, students develop an ability to construct and deliver

clear, concise, and convincing oral communication through opening and closing case presentations as well as final project presentation and class discussion.

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## ACADEMIC INTEGRITY

*I do NOT tolerate cheating.* Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See [business.rutgers.edu/ai](http://business.rutgers.edu/ai) for more details.

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## ATTENDANCE AND PREPARATION POLICY

Students are expected to attend all classes and should arrive on time. Students who arrive more than 10 minutes late or leave early are noted as absent.

Missing classes, disappearing for large chunks of time (or small chunks of time but several times) when the class is in progress, arriving late, and/or leaving early, will negatively affect your class participation grade! Please email me in advance if you have any foreseeable absences.

Absences from class can only be excused if proper official documentation is provided. Documented illnesses, emergencies, religious holidays, and university engagements (such as a scheduled sports event) will be recognized as legitimate absences. If you miss class due to sickness, you must provide a doctor’s note (a clear photo of the doctor’s note via email is preferred) for the specific date/s, if you want your absence/s to be excused. **Please note that job interviews, attending a job fair, conflicting class schedules or extra-curricular activities are not considered legitimate absences.** Non-legitimate absences may result in severe deductions from your class participation scores.

I allow a maximum of three unexcused absences during the course of the semester; if you miss more than three classes (unexcused), then your class participation grade will be negatively affected. More importantly, **if a student has seven or more unexcused absences in my course in a semester, the student will receive a zero for class participation grade and will most likely fail the course.**

If I am to be absent, my department chair or I will send you an email via Canvas as far in advance as possible.

I come prepared for each class session and participate fully in each class session. I expect the same of you. Please complete all background reading and assignments before each class. The schedule lists

the reading for each class session. The minimum expectation is that for each class session, you have prepared by studying for at least twice as many hours. This will allow you to be better prepared for class discussion as well as your exams.

Official University and/or Campus closings are displayed on the black ribbon on the university home page at <https://www.newark.rutgers.edu/> Operating status for all campuses can also be checked at <https://www.newark.rutgers.edu/weather-and-campus-operating-status>

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## CLASSROOM CONDUCT

- 1. No form of disruptive behavior will be tolerated. No side conversations or note passing is allowed. No use of cell phones in class. If your actions are disruptive to me or distract other students,** you will be asked to leave the classroom and your class participation grade will be negatively impacted.
- 2. Use of cell phones for texting or calling or browsing the web or for any other such activity is strictly prohibited in class.**
- 3. Laptops or other hand-held devices (like the iPad) can be used *only* for taking notes related to the lecture.** You risk losing your attendance credit for that class if I see you emailing, chatting, surfing the web, using social media websites or doing anything other than taking notes related to the lecture.
- 4. Come prepared to class.** Please come prepared by completing the assigned reading for each class, as provided in the schedule above.
- 5. Display your name cards on your desk in each class.** I will give out tent cards for this purpose in the first class; please write your name in **UPPERCASE LETTERS** in bold. Please keep the tent cards with you and bring them to every class.
- 6. Exits/Entries.** Please use the restroom before the class start time to avoid disrupting the class; coming in and out of class during the lecture or class discussion or test is disruptive to other students and the instructor. If you need to go during the class, please step out of and step back in the class, as quietly as possible.

Please note that I keep track of your behavior in class, and your behavior in class is an important part of your class participation grade.

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## EXAM DATES AND POLICIES

There are three tests in this course. Dates and the topics covered in each test have been provided in the schedule (below). The tests are a closed book and the duration of each test is 80 minutes. Dates

could be changed in the event of university campus closure due to extreme weather or other unforeseen events. *Non-legitimate absence at a test is likely to result in a failing grade for the test.*

*Any student who feels that he/she has special needs due to a disability should contact me privately to discuss his/her specific needs. Please note that I would need the University-issued official note to meet this request. Refer to the Office of Disability Services (<https://ods.rutgers.edu/>) for details.*

## GRADING POLICY

Your grade is based on your individual work (55%) and teamwork component (45%). Each of the following components will be graded initially based on points -

<b>Individual Work</b>	<b>55%</b>
Class Participation	10%
Test 1	15%
Test 2	15%
Test 3	15%
<b>Group Work</b>	<b>45%</b>
Opening and Closing Case Presentations	3%
Homework Case Assignments	12%
Final Research Project	30%
(i) Presentation – 10%	
(ii) Research Paper – 20%	

Your final grade will be the weighted point-based average of the above components, which will be translated into a letter grade based on the table shown below. **I do not use the grading curve.** Point-based letter grade:

A	= 91 – 100 points
B+	= 86 – 90.99 points
B	= 76 – 85.99 points
C+	= 71 – 75.99 points
C	= 66 – 70.99 points
D	= 60 – 65.99 points
F	<=59.99 points

I will post your grades on Canvas. Your graded items will be returned via Canvas. NOTE: Your final grade is not subject to negotiation. I will adjust grades ONLY IF I have made an error. I cannot and will not adjust grades based on consequences, such as lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so. It is *dishonest* to attempt to influence faculty to obtain a grade that you did not earn, and it will not work.

**Individual Work:** Class participation, Test 1, Test 2, and Test 3 count toward the individual component of the grade as described below -

### **Class Participation – 10%**

Participation, Attentiveness, Attendance, and Behavior in class (10%): The grade for this component is determined based on **your participation (quality and quantity) in-class discussion**, your **attentiveness in class** (are you off-task, for example on your device, or are you participating in class discussion and listening attentively), **attendance at lectures, arrival and departure times** (late arrival or early departure negatively affect your grade), and your behavior in class. **Each time I see you off-task during class, for example texting or chatting, your class participation grade will be negatively affected.** Evidence of careful advance preparation by taking a major role in pointing out new issues and new points of view in class discussions is an important part of the grade. Note that I take attendance in each class.

Other details that are relevant to the class participation grade are provided in the [Attendance and Preparation Policy](#) section and the [Classroom Conduct](#) section.

### **Test 1 – 15%**

Test 1 will take place on the date provided in the schedule. The list of chapters that you will be tested on is also provided in the schedule. The test is in-class, closed book, individual activity, and will consist of multiple-choice questions.

### **Test 2 – 15%**

Test 2 will take place on the date provided in the schedule. The list of chapters that you will be tested on is also provided in the schedule. The test is in-class, closed book, individual activity, and will consist of multiple-choice questions.

Since the material covered for Test 2 builds on the material covered for Test 1, some questions may refer to the material covered in earlier classes.

### **Test 3 – 15%**

Test 3 will take place on the date provided in the schedule. The list of chapters that you will be tested on is also provided in the schedule. The test is in-class, closed book, individual activity, and will consist of multiple-choice questions.

Since the material covered for Test 3 builds on the material covered for Tests 1 and 2, some questions may refer to the material covered in earlier classes.

**Group Work:** Presentation of the opening and closing cases of the assigned book chapter, two Harvard case-study based homework assignments, and a final research project consisting of two components - a research paper and a presentation, count toward the group component of the grade. The following paragraphs provide more details on these three components of your grade – (1) Opening and Closing case presentation, (2) Homework Case Assignments, (3) Final Project - Presentation and Research Paper.

### **Opening and Closing Case Presentations – 3%**

Opening & closing case presentation and discussion (3%): Each group will be assigned an opening and closing case for a chapter from the textbook. Using the group # assigned to your group, as noted in Group-File Allocations file on Canvas, check the schedule for the assigned chapter for your group #. For the chapter assigned to your group #, you will need to present the opening and closing cases on the dates mentioned in the schedule. You must use the 12<sup>th</sup> edition of the textbook for these cases since cases vary from one edition to another. For example, for Chapter 4, the opening case is “The Swatch Group and Cultural Uniqueness” and the closing case is “The Emirates Group and Employee Diversity,” in the 12<sup>th</sup> edition of the textbook.

Ideally, you should split the group for the opening and closing case presentations. In other words, if a group consists of four students, two students should discuss the opening case, and the other two students should discuss the closing case. Presenters should devote 3-4 minutes describing the case and then pose questions to the class for fostering discussion about the case. Total class time spent on each case including discussion time, is about 10 minutes.

**Discussion questions for opening and closing cases are posted on Canvas.**

Please prepare a few slides to present the key details of the case and then ask discussion questions to the class. While you should come prepared with answers to the discussion questions, please don't give away the answers right away. Wait for the students in the class to respond! You don't have to submit anything in writing for this exercise.

### **Homework Case Assignments – 12%**

There will be two homework assignments in this course. The first case-study assignment (Singapore Inc.) is 8% of your grade, while the second assignment (LG Electronics) is worth 4%. I will post homework questions for these case studies on Canvas. Each student group must submit their completed assignment electronically, on or before the due date via Canvas. No hard copies, please. Late assignments will not be accepted and your entire team will lose credit for the assignment that is turned in late.

The **maximum length for each homework assignment is 1500 words of text**. Please **submit** your assignment **as a word document** (not as pdf or any other format). Please, note that I will count the words of the text in your submitted file. Also, you can include a **maximum of four exhibits (i.e., graphs, charts, data tables, etc.)** to support your analysis. **When you use exhibits, please refer to them and explain them in the text.**

Here are some important guidelines for your written case analysis:

- (1) You should not conduct outside research for the case analysis. You should pretend that you are facing the same situation and information presented in the case.
- (2) Think of your case analysis as a consulting assignment that you are performing for the case firm. Thus, your audience for the case analysis is your client (an executive in the case firm), and your analysis should take the form of an executive briefing. Think about who your client is and what he/she would like to see in your report. The analysis must be professionally written. If you need help with the writing, please use the campus-writing center.
- (3) Do not summarize the case unless the question specifically asks for it. The audience (your client) is very familiar with the situation and requires a further analysis that goes beyond the information presented in the case.
- (4) Focus and organize your analysis. Look for frameworks from the readings or classes that help you organize and present your analysis.
- (5) The best structure for your case analyses depends on the particular issues raised in the case that you analyze. The assignment questions for each case are a useful starting point for your analysis.

### **Final Research Project – 30%**

For the final project, each group will be assigned one of the research topics from the list of available [topics](#). The instructor assigns a topic for the final research project to each group, based on their choice list and availability of the topic. As noted in the schedule, since the topic allocation is on a first-come-first-served basis, one student from each group should email the top five topic choices for their group, from the [topics](#) list. This is done toward the beginning of the semester as noted in the schedule. Once the instructor finalizes the group#-topic allocations, they are posted on Canvas under Group-Topic Allocations. For their assigned topic, each group will write a research paper and present that research to the class.

**Presentation (10%)** - The purpose of the presentation is twofold - (1) to allow each group to share their research on the assigned topic with the class, and (2) to allow the instructor to assess group progress (and provide feedback) on the research topic; this is to ensure that

each group is on track for their final research paper, which is normally due two days after the presentation (check the schedule for the due date for the research paper).

Each group should prepare a 10-12-minute presentation on their assigned topic. Three additional minutes will be devoted to class discussion and instructor feedback after each presentation. Your presentation should include the topic and the questions as given in the topic list, your analysis of the problem or situation at hand, possible solutions, your justification for choosing a particular solution and what you expect to see as a result of choosing that solution. The text on each slide in your presentation must be at least a minimum font size of 24. **Please bring a hard copy of your slides (no more than two slides per page) and give them to the instructor before your presentation.** Please avoid dark background on your slides to save ink!

**Research Paper (20%)** - In addition to the group presentation, each student group will write a research paper on their assigned topic. This serves as the final exam for the course. One submission per group is required, and it should be submitted via Canvas.

Please check the schedule above for the submission due date. No hard copies are needed. **Your paper should not be more than 2500 words (excluding the bibliography);** please use Times New Roman, font size 12, double-spaced. Please **submit your assignment as a word document** (not as pdf or any other format). In addition to the material discussed in class and the material from the textbook, you may want to use outside sources to develop your arguments for the paper. You *must* cite the sources in your paper and include the corresponding reference in the References or Bibliography section of your paper. You can include a **maximum of six exhibits** to support your analysis. **When you use exhibits, please label them, refer to them and explain them in the text.**

If you are unsure about how to write a research paper, please refer to the following website, which has a wealth of information on these topics –  
<http://owl.english.purdue.edu/owl/section/2/9/>

Generally speaking, the following questions should give you a sense of what I look for when grading your paper:

Does the introduction section succinctly describe the purpose, importance, and plan of the term paper? Is the thesis clearly stated in the introduction? Is the paper well organized; in other words, is the main point of each paragraph easily understood? If applicable, does the paper provide a historical perspective on the problem? **Does the paper provide a complete and accurate discussion of the topic using examples from reliable sources such as scholarly books, peer-reviewed publications, course textbook, or government publications, etc.?** **Does it demonstrate critical thinking when evaluating ideas?** **Does the paper offer supporting evidence to make a strong case for arguments being made?** **Are the conclusions explained and backed by reasons?** Do the sentences flow in a logical

order? Are in-text citations appropriately used to credit all material from other sources? Are all citations listed? Are they appropriately distributed among web sites (no more than 4), peer-reviewed journals, textbook and other sources? Are the sentences clear, free of spelling and grammatical errors?

## COURSE SCHEDULE

I use several teaching methods in this course – lectures, class discussions, videos, case studies, and country analyses. I may include relevant text from business articles published in newspapers and magazines, in my presentations.

**You are expected to complete the assigned reading from the textbook before each class. We will discuss the opening and closing cases for each topic, so you must read the opening and closing cases for each chapter.** The assigned reading for each class is given in the schedule below. The chapters listed in the schedule are from the Hill & Hult textbook.

**Additional tasks and due dates are listed in the schedule below –**

#	Date	Day	Assigned Reading	Additional Tasks
1	()	()	Chapter 1: Globalization	Read the syllabus
<b>International Business Environment: Country Differences</b>				
2	()	()	Chapter 2: National Differences in Political, Economic and Legal Systems	(i) Students need to form their teams and pick a topic for the final research project. (ii) Each student team or group should select their top five choices from the <a href="#">list of given topics</a> . (iii) One student from each group should email the following to the instructor: (a) names and email addresses of all members in their group, and (b) the top five topic choices. You <b>MUST</b> include your course name and section number in the subject line. The topic assignment is on a first-come-first served basis, so email the instructor as soon as possible, but the latest by the end of day ().

3	()	()	Chapter 3: National Differences in Economic Development	(i) The instructor assigns a group # to each group. The instructor also assigns a topic for the final research project to each group, based on their choice list <u>and</u> availability of the topic. The topic assignment finalized by the instructor and posted on Canvas by ().
				(ii) Instructor posts questions for the first homework (group) assignment
4	()	()	Chapter 4: Differences in Culture	Each student must check the Group-Topic allocations file posted on Canvas for their assigned topic and group # and also ensure that they are listed in the correct group. Contact instructor promptly if you see an issue with the allocation, or you are not included in any group.
5	()	()	Chapter 4 (continued)	Group 1 discusses the Opening and Closing cases for Chapter 4
6	()	()	Chapter 5: Ethics, Corporate Social Responsibility, and Sustainability	Group 2 discusses the Opening and Closing cases for Chapter 5
7	()	()	<b>TEST 1</b>	<b>TEST 1 will be held in class; Chapters 1,2,3,4, and 5</b>

Global Trade and Investment Environment				
8	()	()	Chapter 6: International Trade Theory	Group 3 discusses the Opening case for Chapter 6
9	()	()	Chapter 6 (continued).	Group 3 discusses the Closing case for Chapter 6
10	()	()	Chapter 7: Government Policy and International Trade	Group 4 discusses the Opening and Closing cases for Chapter 7
11	()	()	Chapter 7 (continued); Chapter 8: Foreign Direct Investment	Group 5 discusses the Opening case for Chapter 8
12	()	()	Chapter 8 (continued)	Group 5 discusses the Closing case for Chapter 8
13	()	()	Case Discussion - Singapore Inc.	(i) <u>Case homework assignment</u> due by (). (ii) Prepare for class discussion

14	()	()	Chapter 9: Regional Economic Integration	(i) Group 6 discusses the Opening and Closing cases for Chapter 9 (ii) Instructor posts questions for the second homework (group) assignment.
15	()	()	<b>TEST 2</b>	<b>TEST 2 will be held in class; Chapters 6,7,8, and 9</b>
	()	()		NO CLASS
	()	()		NO CLASS
<b>Global Monetary System</b>				
16	()	()	Chapter 10: The Foreign Exchange Market	Group 7 discusses the Opening and Closing cases for Chapter 10
17	()	()	Chapter 11: The International Monetary System	Group 8 discusses the Opening and Closing cases for Chapter 11
18	()	()	Chapter 12: The Global Capital Market	Group 9 discusses the Opening and Closing cases for Chapter 12
<b>Strategy and Structure of International Business</b>				
19	()	()	Chapter 13: The Strategy of International Business	Group 10 discusses the Opening case for Chapter 13
20	()	()	Chapter 13 (continued); Chapter 14: The Organization of International Business	Group 10 discusses the Closing case for Chapter 13
21	()	()	Chapter 14: The Organization of International Business (continued)	
22	()	()	Chapter 15: Entry Strategy and Strategic Alliances	
23	()	()	<b>TEST 3</b>	<b>Test 3 will be held in class; Chapters 10, 11, 12, 13, 14, and 15</b>

24	()	()	Current Topic – Technological Trends and Business	Read: What’s now and next in Analytics, AI, and Automation. You can access it at: <a href="https://www.mckinsey.com/featuredinsights/digital-disruption/whats-now-andnext-in-analytics-ai-and-automation">https://www.mckinsey.com/featuredinsights/digital-disruption/whats-now-andnext-in-analytics-ai-and-automation</a>
25	()	()	Case Discussion – LG Electronics: Global Strategy in Emerging Markets	(i) Case homework assignment due by (), () (ii) Prepare for class discussion.
26	()	()	Group Day	<b>In-class</b> group work and consultation
<b>Final Project Presentations</b>				
27	()	()	Final Project: Group Presentations	<u>Group presentations on the research topic:</u> Groups 1 through 5. Remember to bring a printout of the slides for the instructor and hand them in, before your presentation.
28	()	()	Final Project: Group Presentations	<u>Group presentations on the research topic:</u> Groups 6 through 10. Remember to bring a printout of the slides for the instructor and hand them in, before your presentation.
<b>Final Project Research Paper</b>				
	()	()	Final Project: Group Research Paper due electronically	One submission per group. Submit online via Canvas by the end of the day, i.e. () today.

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## TOPIC LIST FOR FINAL RESEARCH PROJECT

Group members are encouraged to brainstorm and work together on the research paper and the presentation for their assigned topic. Setting clear goals for each student can reduce group member participation issues. Each group should meet (in person or online) and divide up the work clearly, so every member knows which deliverables he/she is responsible for. Each group should address free-rider problems promptly. In other words, **if one or more students in a group are not doing their part with regard to the group assignments, other members of the group should talk to the student/s directly. If, however, the problem persists, please inform the instructor as soon as possible. Do not wait until the end of the semester to report such issues to the instructor.**

Topic #	Topic	Question/s
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1	FDI in Romania versus Austria?	You are the CEO of a U.S. company that has to choose between making a \$100 million investment in Romania or Austria in a subsidiary. Both investments promise the same long-run return, so your choice of FDI location is driven by risk considerations. Assess the various risks of doing business in each of these nations. Which investment would you favor, and why?
2	FDI in Brazil versus Chile?	You are a senior manager at a U.S. automobile company with the job of deciding whether to invest in production facilities in Brazil or Chile. These facilities will serve the local market demand. Evaluate the benefits, costs, and risks associated with doing business in each nation. Given your answer here, which country seems to be the most attractive target for investment? Why?
3	Cultural Differences and Business Implications	Choose two countries that appear to be culturally diverse. Compare the culture of those countries and then indicate how cultural differences influence (a) the costs of doing business in each country, (b) the likely future economic development of that country, and (c) business practices. Your choice of two countries should <u>NOT</u> include the countries listed in Topic 4 to avoid repetition.
4	Cultural Differences between New Zealand, Spain, and Turkey	You are a senior manager at a U.S. firm preparing for a business trip to New Zealand, Spain, and Turkey, where you will need to interact extensively with local professionals. Prepare a short description of the most striking cultural characteristics of these countries, and explain how these may (i) affect day-to-day business interactions and (ii) reduce or add to the cost of doing business in these countries.
5	Poor Countries and Free Trade	The world's poorest countries are at a competitive disadvantage in every sector of their economies. They often have little to export. They have no capital; often, their land is of poor quality; they often have too many people given available work opportunities, and they are poorly educated. Do you agree or disagree with the following statement – Free trade cannot possibly be in the interests of such nations! Why or why not? Discuss.
6	FDI Theories and Historical Pattern of FDI	Compare and contrast these explanations of FDI: internalization theory, Vernon's product life cycle theory, and Knickerbocker's theory of FDI. Use examples to explain your viewpoint. Which theory do you think offers the best explanation of the historical pattern of FDI? Why?

7	Revolutionary Product and market entry into Western Europe	You are the international manager of a US business that has just invented a revolutionary new personal computer that can perform the same functions as existing PCs but costs only half as much to manufacture. Several patents protect the unique design of this computer. Your CEO has asked you to formulate a recommendation for how to expand into Western Europe. Your options are (a) to export from the US, (b) to license a European firm to manufacture and market the computer in Europe, and (c) to set up a wholly-owned subsidiary in Europe. Evaluate the pros and cons of each alternative and suggest a course of action to your CEO.
8	Natural Capital, Multinational Corporation and Social Responsibility	Explain the concept of natural capital. Why is the World Bank concerned about protecting the natural capital of developing countries? What role do multinational companies play in the environmental degradation that is taking place in many developing countries? Provide two or more examples to support your argument. What responsibilities do these companies have to the host countries? Illustrate with two or more examples of how companies are being socially responsible?
9	Gold Standard, Fixed, and Floating Exchange Rate Regimes	What was the Gold Standard, and why did it collapse? Discuss the relative merits of fixed and floating exchange rate regimes. Use examples to explain your viewpoint. From the perspective of an international business, what are the most important criteria in a choice between the systems? Which system is more desirable for an international business?
10	Auto Industry: Trade and FDI trends and entry strategies of developed and emerging market firms	Consider how the changes in the auto industry over the last few years are changing patterns of global trade and investment. What new patterns are likely to emerge over the next decade? Next, discuss why the Chinese market is likely to be important for U.S. automakers? Which strategies are the U.S. automakers using to enter the Chinese market? Illustrate with two or more examples. What challenges do you see for the Chinese automakers as they attempt to become more global players? Which entry strategies can (or are) the Chinese automakers use (or using) to enter the developed economies?
11	Canadian biotechnology firm's entry strategy in the European Union market	A small Canadian firm that has developed some valuable new medical products using its unique biotechnology know-how is trying to decide how best to serve the European Union. Its choices are given below. The cost of investment in manufacturing facilities will be a major one for the Canadian firm, but it is not outside its reach. If these are the firm's only options, which one would you advise it to choose? Why?

		<p>(i) Manufacture the product at home and let foreign sales agents handle marketing.</p> <p>(ii) Manufacture the products at home and set up a wholly owned subsidiary in Europe to handle marketing.</p> <p>(iii) Enter into a strategic alliance with a large European pharmaceutical firm. The product would be manufactured in Europe by the 50–50 joint venture and marketed by the European firm.</p>
12	NAFTA	<p>While some argue that NAFTA has produced significant net benefits for the Canadian, Mexican, and U.S. economies, others disagree. Evaluate the costs and benefits of NAFTA for the Canadian, Mexican, and U.S. economies. Based on your research, in what ways do you think the new trade agreement called the United States Mexico-Canada Agreement (USMCA) differs from the original NAFTA agreement? Will USMCA be more beneficial to the US economy? Why or why not? Which specific industries in the U.S. are likely to benefit most from the USMCA? Discuss.</p>

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## ADDITIONAL RESOURCES FOR COURSE ASSIGNMENTS

You may find these additional resources helpful in completing your assignments. Note, however, that you will not be tested on the content from these additional books or materials.

### **Country and/or market analysis resources:**

<http://libguides.rutgers.edu/content.php?pid=124959&sid=1227556> <http://globaledge.msu.edu/global-insights>

The **Doing Business project of the World Bank Group** provides objective measures of business regulations and their enforcement across 189 countries:

<http://www.doingbusiness.org/>

### **World Trade Organization website:**

[https://www.wto.org/english/tratop\\_e/tratop\\_e.htm](https://www.wto.org/english/tratop_e/tratop_e.htm)

**The Library of Economics and Liberty:** is a great resource for all macro- and micro-economics related topics and theories: <https://www.econlib.org/>

**The World Factbook published by the CIA** provides information on the history, people and society, government, economy, energy, geography, communications, transportation, military, and transnational issues for 267 world entities.

<https://www.cia.gov/library/publications/resources/the-world-factbook/>

**Hofstede's dimensions of culture** and a comparison tool for countries is available at:

<https://www.hofstede-insights.com/>

**Statista premium database:** is a **useful resource for students and faculty**; it can be accessed via Rutgers libraries. Statista is a global platform and includes 4,500 Statista dossiers and industry reports and 200,000 forecasts from 425 industries, covering data from 40 countries. Students can incorporate data from Statista in term papers, presentations, and projects, and benefit from its data exporting, visualization, and citation functions.

Specifically, Digital Market Outlook and Consumer Market Outlook can be used to assess online/in-store purchasing trends for business development/expansion purposes. Also, Consumer Market Outlook can be used to explore product trends in multiple markets for sample business models. Use the following link to access Statista via Rutgers libraries:

<https://www.libraries.rutgers.edu/indexes/statista>

**Writing a research paper with proper citations**, quotations, etc. to avoid plagiarism issues:

<http://owl.english.purdue.edu/owl/section/2/9/>

What is the **difference between popular literature and scholarly literature?**

[http://www.libraries.rutgers.edu/scholarly\\_articles](http://www.libraries.rutgers.edu/scholarly_articles)

**Access academic journal articles at Rutgers** using the Business Source Premier database:

<http://www.libraries.rutgers.edu/indexes/bsp>

Ellet, W., (2007) **The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases**. Boston MA, Harvard Business Review Press.

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## SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at [ods.rutgers.edu](https://ods.rutgers.edu).

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)]

[Rutgers University-Newark ODS phone (973)353-5375 or email [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu)]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email [jackie.moran@rutgers.edu](mailto:jackie.moran@rutgers.edu)]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu)]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu)]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu)]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: [https://cm.maxient.com/reportingform.php?RutgersUniv&layout\\_id=7](https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7) . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu)]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu)]

[Rutgers–New Brunswick: [eslpals@english.rutgers.edu](mailto:eslpals@english.rutgers.edu)]

If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]