**MBUS 305: Introduction to International Business**  
**Distance Learning Section Fall 2016 Syllabus**

**Instructor:** Juhi Naithani  
**Instructor Contact:** Email: jnaithan@gmu.edu  
**Contact Policy:** Email is the best way to reach me. You can expect an answer to your email no later than 24 hours after I receive it. Bear this in mind and send your queries in a timely fashion. Feel free to use the course general discussion board forum on Blackboard to post questions to your peers in class. Many of them may be answered faster that way. You are also free to respond to queries posed on this forum.

**IMPORTANT NOTE:** This course requires students to participate in learning virtually with other students. All material will be delivered to students via Blackboard. You will be required to participate in online only discussions. As course work is divided into weekly modules, general school holiday policies do not apply the same way. Due consideration is given to long holidays, however, students are expected to manage their time each week during the semester, to complete coursework. If you do not feel you can thrive in this approach to an online class, please consider taking a more traditional section, and these are offered throughout the year.

There will be four Blackboard Collaborate sessions, scheduled to enhance your understanding of course requirements. Your participation in these sessions is essential for your success in the course, and will affect your class participation score. You can access Collaborate by click on the “Tools” menu item on the course page, and then click on “Blackboard Collaborate”.

**Make sure you plan your schedule to make time for these sessions on the following days:**
- Session 1: Syllabus, Course Schedule, and Discussion Assignments – Wednesday, Aug. 31, 7:30-8:30 PM
- Session 2: Module 1 Check-in and Group Case Study Assignment – Thursday, Sept. 15, 7:30-8:30 PM
- Session 3: Mid-Term Check-in – Monday, Oct. 24, 7:30-8:30 PM
- Session 4: Course Wrap-up – Sunday, Dec. 11, 4-5 PM

If you are unable to attend a session, inform me at least one week in advance. In preparation for these synchronous sessions, and especially if you have never used Bb Collaborate, it is important that you login 30 minutes early and test your system. For this purpose:
- Perform a First Time Users System Check (STEP 1): if this is successful (all green checks), then you are probably going to be fine. To make sure, scroll down the page to STEP 2: Configuring your system and choose the link for V12.6-US, then follow the instruction

**Note:** The instructor reserves the right to change any content and/or policy in this syllabus. All participants will be duly informed if this occurs.
prompts to open a Bb Collaborate test session.

**Course Description:**
Managing in a Global Economy presents a multidisciplinary approach to global economy from the viewpoint of managing international business. The course introduces aspects of managing in global economies including theory and political economy of international trade and foreign direct investment, global monetary system, and strategy of international business. The course will help you think critically about the issues affecting the global economy and focusing on managing a business. It addresses learning outcomes, which align with Mason Core Goals as follows:

**Mason Core Objectives**
- Critical and Creative Thinking
- Self-Reflective Learning
- Ethical, Inquiry-Based Citizenship

**Global Understanding Mason Core Goals**
- An understanding of global patterns and processes and their interaction with society
- An understanding of the interconnectedness, difference, and diversity of a global society
- Applying awareness of global issues to a consideration of individual or collective responsibilities within a global society, and,
- Devising analytical, practical, or creative responses to global patterns or issues.

You will address these learning outcomes through the readings, presentations and, especially, your participation in discussion exercises that are an essential part of each module.

**Course and Learning Objectives**
This course is an elective within the Minors Program or for any non-business student. It will also satisfy the University’s Global Understanding Mason Core requirement, and as such, may be taken by School of Business majors.

The overall goal of the course is to give you an understanding of the environments and functions of business in a global setting. Special emphasis is given to the cultural issues encountered in conducting international business and to current issues of globalization.

Specifically, upon completing this course you should understand:
- The importance of understanding international business environments, which include economic, physical, legal, political and cultural forces
- The reasons for the globalization of the world economy and its impact on international business strategy
- The impact of currency fluctuation, government economic development and trade promotion policies, tariff and non-tariff barriers on international trade and investment
- Basic concepts in international marketing, organizational design and international human resource management, and foreign exchange risk management.
Course Prerequisites
To take this course in the Minors Program, students must be of sophomore standing (completed 30 credits).

Course Materials
We will be using: *Global Business* 4e, by Michael Peng, Cengage Learning, ISBN 13: 978-1-305-50089-1


*In addition, you will be regularly required to research and read articles from periodicals, newspapers, or magazines to complete assignments. Most of these are available online.*

Course Structure
Each week for this course starts at 12:00 AM Monday, and ends at 11:59 PM the following Sunday. The course is divided into 4 parts or modules, across 15 weeks, and tasks assigned for each week must be submitted by the end of that week, unless otherwise noted.

Each module will include:
- A reading list of chapters from the text.
- Chapter quizzes
- An introductory presentation to highlight what to expect from the module
- PowerPoint slides from the text.
- A brief article assignment to be posted for the benefit of the entire class.
- Online threaded discussions around specific questions that help you think critically about the module and its issues. These are to be shared with your assigned groups.
- A group case analysis report that weaves together all the content of the module.

*All assignments require research from sources outside of the required text. Failure to do so will adversely affect your grade on an assignment.* A more detailed description of the modules – including the start and finish dates – is provided separately.

Evaluation and Grading
Your learning will be evaluated by way of class participation in online discussion forums, and written individual and group assignments. Each assignment is weighted differently. The total weighted points you earn will determine your grade. Assignments are not given letter grades. Final scores will be rounded before posting on the Patriot Web. A score ending in 0.49 or less will be rounded down, and that ending in 0.50 or more will be rounded up.
Points may be earned as follows:
- Class Article Assignments (4) 20%
- Group Module Discussions (4) 28%
- End of Course Reflection Discussion 7%
- Group Case Study Reports (4) 24%
- Reading Quizzes (15) 15%
- Class Participation 6%

**TOTAL** 100%

*As is evident, group discussion boards carry maximum weight in this class and are essential for successful participation.*

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**Written Materials Policies**
Late work will not be accepted unless specific, prior arrangements have been made with the instructor. If accepted late, late work will receive a lower grade. All work must be completed before the final paper deadline. Assignments are graded both on content and composition. One half point will be deducted for every grammatical error. All submissions must be typed, 1.5-spaced in 11-12 point font size. All papers should be written in APA style and should strictly follow specific assignment instructions. Use APA citation for your sources. You may visit [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/) for guidelines on how to write and cite in APA style. Another useful resource is Zotero, a personal research assistant developed by GMU, and freely available to you. It gives you the added benefit of creating folders of references for all your classes, degree, and even future career. Please explore it at [www.zotero.org](http://www.zotero.org).

**Students with Disabilities**
If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.
Community Standards of Behavior
The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence.

School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

George Mason University Honor Code
Students are reminded of their responsibilities under the George Mason University Honor Code. GMU is an Honor Code University. Please see the University Catalog for a full description of the code and the honor committee process. It is understood that that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing. At the end of the first week of class, each student must sign and submit the Academic Integrity Pledge on Blackboard.

The principle of academic integrity is taken very seriously and violations are treated gravely. When you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Students are also individuals. Individuals are encouraged to consult, analyze, and discuss their work with others. When individual graded assignments are the task, the student is expected to fulfill those tasks individually, with due credit to all other sources.
I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld. **As instructor, I reserve the right to use “SafeAssign” to minimize plagiarism in submitted work.**

The School of Business has created faculty guidelines on penalties. These apply to all courses, all students, and all faculty. Please visit [http://academicintegrity.gmu.edu/honorcode](http://academicintegrity.gmu.edu/honorcode) for complete details.

**Special note on electronic communications**
Students must use their Mason email accounts to receive important University information, including messages related to this class. See [http://masonlive.gmu.edu](http://masonlive.gmu.edu) for more information. For all class activities, you must use your GMU email address/account. This includes Blackboard. If you have a preferred email address, please arrange to forward your GMU emails to that address, since I will not entertain any messages to or from personal email accounts. In addition, please be aware that rules of grammar and spelling apply to emails; they are not text messages.

**Other Useful Campus Resources**

**Writing Center**
The Writing Center is located in Robinson Hall A114, (703-993-1200), [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu). It is a valuable resource for students. If you are unfamiliar with business writing, or if your writing skills are not as strong as you’d like, please plan a little extra time to get help with the Writing Center.

**University Libraries**
You are strongly encouraged to use the University Databases and Libraries. You may want to use the “Ask a Librarian” service: [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html). Your course textbook is also available in the library to check out in 2-hour increments. Make sure you avail of all the benefits of your library.

Counseling And Psychological Services (CAPS):
(703) 993-2380; [http://caps.gmu.edu](http://caps.gmu.edu)

**University Policies**
The University Catalog, [http://catalog.gmu.edu](http://catalog.gmu.edu), is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at [http://universitypolicy.gmu.edu/](http://universitypolicy.gmu.edu/). All members of the university community are responsible for knowing and following established policies.

**Description of Assignments**
All assignments are due as per your schedule. Late assignments will incur a penalty if accepted. Please allow ample time for unexpected technical issues, considering this is an online course. Don't wait until the last minute to make your post. Also save your work on a word processor and then copy and paste to post on Bb.
Article assignments
You will find an article online from a publication source outside of the United States on the assigned topic. It must meet the following criteria:
- It must satisfy the assignment topic.
- It should be in English or an English translation.
- It must be from another country.
- It must be current (within the last 6 months)
- The article must be at least four paragraphs long.
- You should identify the source, e.g., name of newspaper or magazine.

You must post a link to your article along with a 50-word summary of the article on the discussion board. Other required criteria are noted in the assignment description online and must be followed for full credit. Discuss why you think the article is relevant to the module. You are encouraged, but not required, to read and comment on the submissions of your classmates by the end of discussion. Articles may be feature articles, news stories, or opinions, and must be 3 paragraphs or more. Blogs and online posts are acceptable as long as they are substantive and the writer comes from somewhere other than the US.

There are four modules with four article assignments as follows:

Module One – Introduction to Globalization
Find an article that demonstrates globalization in action today.

Module Two – International Trade, Finance, and Currency Exchange
Find an article that discusses the change in value of the UK currency - Pound Sterling - in the recent past (1-6 months), and its causes.

Module Three – Global Business Strategy
Find an article that discusses a multinational enterprise’s decision to open or close a new office in another country, and how it affects operations.

Module Four – Global Marketing and Management
Find an article that discusses the effective use of social media for marketing by a multinational corporation.

Discussion Board Forums
To make discussion forums successful, you will need to engage in collaborative learning. You will be assigned groups at the beginning of the semester, and will engage in discussion with this group. Please note that group members may change up to the first two weeks into the course, due to semester add/drop dates.

All course members are expected to comply with the following “Discussion Board Etiquette”:
- Participate in online discussions as you would in constructive face-to-face discussions
• Be professional and courteous
• Online communication lacks the non-verbal cues that provide much of the meaning in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and keep your sentences and paragraphs brief
• State the main topic of your posting in the Subject line
• State your purpose for writing at or near the beginning of your message whenever possible
• Proofread what you post
• **It is good practice to use a word processor to save a copy of your post,** check your spelling and grammar, and then paste your text into the Message section of your posting
• Rude, sarcastic, or derogatory comments are inappropriate
• Respond to questions that are asked, and feel free to raise your own
• When you respond with phrases like “I agree” or “You’re absolutely right”, provide sufficient evidence to support your statement
• Do not repeat others’ statements
• **Provide evidence of outside research with each claim**
• You are certainly allowed to disagree. It is important to remember that the questions you’ll be addressing are not “yes or no” or “black and white” issues. Be prepared to expand your own thinking
• Don’t monopolize a conversation
• Read the comments of others, and see if your questions and concerns are already being raised. By all means, expand upon them
• You are participating both to learn and to share your knowledge

For each discussion, you must post your responses **based on the role you are assigned** for that discussion. Your role may change from one week to the next. These roles are only for the group discussion board and **not** the article assignment. **Remember, you cannot view others’ posts until you make your own first/initial post.** Initial posts must be 100-200 words long.

Following is the description of roles:
**Participant:** All students are participants and may additionally be assigned another role. As a participant, you must make your initial post to the discussion forum prompt by **11:59 PM Wednesday of the week it is due.** If you are not assigned a specific role for the module discussion, after your initial response to the prompt, you must respond to at least 2 other members of the group before the end of discussion. You will therefore make a total of at least 3 posts per discussion forum.

**Challenger:** Your first post must be made by Wednesday of the discussion week of each module, and must be your initial response to the prompt. Your subsequent posts are those of a challenger - providing alternate points of view to other posts made on the forum. Think of it as playing devil’s advocate in some cases. You do not have to respond to all members of your group, but you must make a total of at least 3 posts on the forum by 11:59 PM that Sunday.

**Summarizer:** Your first post must be made by Wednesday of the discussion week of each module, and must be your initial response to the prompt. After that, you will respond with
comments to at least one other group member, and by 11:59 PM Sunday of the same week, you will summarize the group's discussion. This is also the deadline for the close of the entire discussion. Identify key elements of the discussion as mentioned by the group and present them in your post. Your summary is in addition to your initial post on the prompt as a participant, as well as one other response to a group member, for a total of at least 3 posts for the discussion.

The readings, presentations, assignments, quizzes, and discussions are all focused on providing you with an in-depth approach to the module topic. When you get to the end of the module, you will be well informed on the topic. That said, I still expect you to utilize additional resources to further emphasize the points you are making. While many of the prompts seem like they solicit your opinion, you will need to substantiate all claims, with legitimate sources (articles, blog posts, journal papers, white papers, etc.). Feel free to illustrate with examples of real life situations as they pertain to you.

Following is the comprehensive list of Discussion Board topics by module:

Module 1: Introduction to Globalization
What impact do you feel social media have on addressing the political, economic and cultural aspects of globalization? Illustrate using examples.

Module 2: International Trade, Finance, and Currency Exchange
Read Integrative Case 2.2 on page 274 of your text. Which is the most valuable recommendation, in your opinion, and why?

Module 3: Global Business Strategy
Consider yourself an owner of a small business. Define your business. What strategies will you use to globalize your company and why? You may emulate the example of similar companies in the real world.

Module 4: Global Marketing and Management
Read the chapter 15 closing case in your text (page 504). If you were Prashant Sarkar, would you consider the move to Dallas a boon or bane? What management actions would make the transition smooth for you?

End of Course Class Wide Discussion
This discussion must be posted on the class discussion forum, and not the group page. Globalization is neither all good nor all bad. Given what you’ve learned and explored in this class, which way do you lean and why? What actions will you take, personally and professionally, to help shape this trend?

Case Analyses
You will be assigned sub-groups within your discussion board groups, to complete end of the chapter case study presentations. Each group will be assigned 4 cases in week one of class, corresponding to each module. One case is due at the end of each module. Each group will to make a 4-6-slide PowerPoint presentation discussing the case. You may make voice over presentations (optional).
Your slides should include:
1. An introduction to the case
2. Current research about the main topic of the case – include any relevant information you gather from sources outside the book
3. Identification of main issue/s in the case
4. Possible solutions for the issues
5. List of references

Reading Quizzes
You will be required to take 15 chapter quizzes online, based on your understanding of the readings from the text. Each quiz is 10 minutes long, and consists of 10 multiple-choice questions. Questions will be presented one at a time and you cannot backtrack on these quizzes.

Quizzes are assigned as follows and must be completed before the end of each module:
Module 1: Chapters 2, 3, 4
Module 2: Chapters 5, 6, 7, 8
Module 3: Chapters 9, 10, 11, 12
Module 4: Chapters 14, 15, 16, 17

Class Participation
Your attendance in the Bb Collaborate sessions, timeliness of assignment submissions, adherence to class policies, team work skills, and general participation across various class discussion forums will determine your grade in this item.