

**Course Identification: BA488 Economics of International Business**

**Term 2: October 27 – December 15, 2009**

**Location:** Upper Iowa University - - Madison Campus

**Dates/Times:** Tuesdays, 5:30pm – 10:00pm

**Credits:** 3

**Textbook:** **International Business, Environments and Operations** Edition 12e

Author: Daniels, Radebaugh, Sullivan, Prentice Hall

**Instructor:** Ron Bonlender

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**Office Hours:** Before/After Class, or by appointment

**Instructor Background:**

MBA – University of Chicago, Marketing, Finance, International Business

BS – University of Wisconsin-Stout, Industrial Technology

Have worked for world-class companies such as: 3M, HFS, IBM, and smaller regional companies in the following capacities: Business Valuation Consultant, Portfolio Manager, Vice President of Product Management, Marketing Director, Investment Opportunity Analyst, and Strategic Planning Manager.

**Course Objectives:**

1. Demonstrate knowledge of concepts and terminology used in the international business area in order to integrate this information with theories of international trade, economics, and management.
2. Demonstrate knowledge of the regulations and treaties that impact international business endeavors in order to realize the impact such policies have in enhancing or restricting trade.
3. Demonstrate knowledge of foreign exchange systems and interpret how these factors impact international trade agreements.
4. Demonstrate knowledge of economic issues that influence international trade and identify how various economic systems and conditions impact international firms.
5. Compare and contrast business strategies in domestic and international situations.
6. Understand and assess the range of local, regional, and national trends that impact international business and analyze their impact on today's global economy.
7. Understand the legal and cultural aspects, which impact international business ventures and illustrate the role social sciences play in influencing the international business environment.
8. Understand current trends & issues in international business and synthesize this information in order to delineate the major motives for companies to enter into the international sector.
9. Organize and analyze information in order to effectively evaluate opportunities for potential ventures in the international business arena in order to identify those situations in which business transactions are recommended.

**Skills:**

International Business will enable Business Majors to achieve Goal #2, and Management Majors to achieve Goal #2. The emphasis in the course will be on the practical understanding of the economics of international business principles taking place all around us in our business and personal lives. Written assignments for International Business will also support the high standards UIU strives for in all written assignments across all curriculums.

**Citation:**

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources, and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information, and to point the way to more reliable sources.

**General Education Task Statement:**

Task: Use a theory or set of concepts to analyze a feature or consequence of a social institution, an interpersonal process, or an intrapersonal state. A student will complete this task either in each of two separate disciplines or in sequence within a single discipline.

Criteria:

1. The student must explain a theory or set of concepts.
2. The student must use the theory or concept to accurately analyze a feature or consequence of a social institution, an interpersonal process, or an intrapersonal state.

### **General Education Task Assignment:**

Student must write a 4-5 page paper (see Final Paper) which describes an international business situation that relates to the economic tenets in the text. Describe the economic theory and the effects on the business community, specific firms, and households.

### **Policy of Missed Classes, Assignments and Exams:**

Class attendance is strongly encouraged. Participation and Discussion are a vital part of the learning in this class. Homework assignments are due at the start of class unless otherwise noted. Students who miss a class must email their homework to the instructor *prior* to the start of the missed class. Late assignments will not be accepted. Students who plan to miss an exam must notify the instructor before the exam to arrange for a special session to take the exam during the current term.

### **Grading Criteria:**

#### **Class Participation**

Students are expected to *actively* participate in EACH class discussion (*just showing up for class or answering questions does not count*). Students should read the text prior to class and come prepared to contribute to the discussion. Students are also to answer the questions after each chapter and be prepared to state and defend your answers in class. See Rubric at end of syllabus for how participation will be graded.

#### **Article Discussion**

Students should bring two articles related to international business to class for each of weeks noted, and be prepared to discuss the article and how it relates to the topics we are learning in class. The discussion, led by the student should take between 5-10 minutes. See Rubric at end of syllabus for how the article review will be graded.

#### **Chapter Lead Discussion**

Student Teams will be responsible to lead the discussion and answer questions for assigned chapters. Students may choose any facilitation style to instruct the class on the chapter material. Teams will be formed and chapters assigned in the first class session. See Rubric at end of syllabus for how the Chapter Lead Discussion will be graded.

#### **Midterm Exam**

There will be midterm exam covering the first eight chapters. The test will be comprised of True/False, Multiple Choice and Essay questions that will be based on the readings in the textbook.

#### **Final Paper and Presentation**

The student will be required to write a 4-5 page, double spaced paper (12 pt. type) which describes an international business situation. The intent of the paper is to get the student to apply the international business theorems we have learned in the course and show an instance where they are playing out in real life. The student will share the paper in the form of a 15 minute PowerPoint presentation to the class. See Rubric at end of syllabus for the paper and presentation grading.

	<b>Points</b>	<b>% Total Grade</b>
<b>Class Participation</b>	<b>15</b>	<b>15%</b>
<b>Article Discussion</b>	<b>10</b>	<b>10%</b>
<b>Chapter Lead Discussion</b>	<b>10</b>	<b>10%</b>
<b>Midterm Exam</b>	<b>25</b>	<b>25%</b>
<b>Final Paper Presentation</b>	<b>10</b>	<b>10%</b>
<b>Final Paper</b>	<b>30</b>	<b>30%</b>
<b>Total Grade</b>	<b>100</b>	<b>100%</b>

**Grading Scale:**

A =	93 to 100%
A- =	90 to 92%
B+ =	87 to 89%
B =	83 to 86%
B- =	80 to 82%
C+ =	77 to 79%
C =	73 to 76 %
C- =	70 to 72%
D+ =	67 to 69%
D =	63 to 66%
D- =	60 to 62%
F =	59% and below

**Course Outline:****READINGS AND ASSIGNMENTS:**

Students *MUST* read textbook assignments *PRIOR* to each class

Class Date	Reading Assignment	Homework Assignments	Miscellaneous
Session 1 Oct. 27	Ch. 1 & 2	<i>Answer questions at the end of Ch1 &amp; 2</i>	<b>Teams formed and Chapters Assigned for Chapter Lead Discussion Assignment</b>
Session 2 Nov. 3	Ch. 3 & 4	<i>Answer questions at the end of Ch3 &amp; 4</i>  <i>Bring Article on Economics to discuss</i>	
Session 3 Nov. 10	Ch. 5 & 6	<i>Answer questions at the end of Ch5 &amp; 6</i>	
Session 4 Nov. 17	Ch. 7 & 8	<i>Answer questions at the end of Ch7 &amp; 8</i>	
Session 5 Nov. 24	Ch. 9 & 10	<i>Answer questions at the end of Ch9 &amp; 10</i>	<b>Midterm Exam Ch 1-8</b>
Session 6 Dec. 1	Ch. 11 & 12	<i>Answer questions at the end of Ch11 &amp; 12</i>  <i>Bring Article on Economics to discuss</i>	
Session 7 Dec. 8	Ch. 13 & 16	<i>Answer questions at the end of Ch13 &amp; 16</i>	<b>Final Paper Due</b>
Session 8 Dec. 15	<b>Final Presentations</b>		

## Classroom Participation and Article Discussion Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Minimal</b>	<b>Unsatisfactory</b>
<b>Participation Contribution and Engagement</b>  <b>15 points</b>	<p>Actively participates in each discussion. Accurately identifies economic principles and relates to discussion. Offers personal insights and findings. Responds with correct answers to chapter questions all of the time. Constructively challenges the accuracy or relevance of statements made.</p> <p style="text-align: center;">(12-15)</p>	<p>Participates in the majority of discussions. Identifies economic principles, but does not offer any personal insights and findings. Responds with correct answers to chapter questions most of the time. Questions stated principles for accuracy and relevance on occasional basis, but may be at a loss to offer counterpoints to argument.</p> <p style="text-align: center;">(9-11)</p>	<p>Participates in at least half of discussions. Contributes to discussions on occasion. On most occasions has the answers to chapter questions. Questions stated principles on infrequent basis, and sometimes without forethought.</p> <p style="text-align: center;">(6-8)</p>	<p>Participates reluctantly. Does not contribute to enrich classroom discussion, but only when called upon. Frequently does not have the answers to chapter questions. Does not think through questions before asking them.</p> <p style="text-align: center;">(&lt;6)</p>
<b>Reader Article Discussion Lead</b>  <b>10 points</b>	<p>Accurately summarizes Article, offers analysis, evaluations and opinions. Engages class with discussion of case.</p> <p style="text-align: center;">(9-10)</p>	<p>Accurately summarizes Article and provides analysis. Engages class with discussion.</p> <p style="text-align: center;">(7-8)</p>	<p>Accurately summarizes Article. May have some trouble relating article back to text. May not be able to clearly identify issues.</p> <p style="text-align: center;">(4-6)</p>	<p>Summarizes article but does not relate back to economic principles. Unable to clearly identify key points of article.</p> <p>Does not bring in article.</p> <p style="text-align: center;">(0 - 3)</p>

## Chapter Lead Discussion Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Minimal</b>	<b>Unsatisfactory</b>
<b>Chapter Lead Discussion</b>  <b>10 points</b>	Student has thoroughly read and researched the assigned chapter materials. Student presents the highlights of the chapter and informs class of the important topic areas of the chapter. Student is able to answer questions from classmates. Student has obviously spent the required time learning the chapter materials.	Student has read and performed some research on the assigned chapter materials. Student presents the highlights of the chapter and informs class of the important topic areas of the chapter. Student is able to answer most questions from classmates. Student has spent the time learning the chapter materials.	Student has read the assigned chapter materials. Student presents the highlights of the chapter and informs class of the important topic areas of the chapter. Student is able to answer many of the questions from classmates. Student has spent some time learning the chapter materials, but could have been better prepared.	Student has not read the assigned chapter materials in sufficient detail to lead the discussion on the chapter. Student is unable to answer many of the questions from classmates. Student has spent some time learning the chapter materials, but could have been much better prepared.
	(9-10)	(7-8)	(5-6)	(<5)

## Final Paper and Presentation Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Exceptional</b>	<b>Admirable</b>	<b>Acceptable</b>	<b>Unsatisfactory</b>
<b>Content</b>  <b>20pts.</b>	All points are clearly made and interestingly applied; Relates paper to international business principles. Arguments are factual and well grounded. Shows a comprehensive understanding of International Business principles.	All points are clearly made; Relates paper to international business principles. Paper/Presentation show that international business principles are well understood.	Paper/Presentation cover sufficient evidence to show an understanding of course content.	Key points in paper do not relate to international business principles.
	(18-20)	(15-17)	(11-16)	(<11)
<b>Coherence and Organization</b>  <b>10 pts</b>	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; flows together well; good transitions; succinct but not choppy; well organized; excellent writing form.	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed. Generally good writing skills applied.	Concept and ideas are loosely connected; paper lacks clear transitions; Acceptable use of the language and writing form, with few grammatical or typographical errors.	Paper is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation. Numerous typographical errors and generally a poor writing style.
	(9-10)	(7-8)	(5-6)	(<5)
<b>Speaking Skills</b>  <b>10 pts</b>	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence Involved the audience in the presentation; points made in creative way; held the audience's attention throughout	Clear articulation but not as polished. Presented facts with some interesting "twists"; held the audience's attention most of the time.	Some mumbling; little eye contact; uneven rate; little or no expression. Presented facts with little or no imagination.	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone. Audience lost interest and could not determine the point of the presentation.
	(9-10)	(7-8)	(5-6)	(<5)

## **ATTENDANCE**

Students are strongly encouraged to attend class on a regular basis. Active participation in all class activities is essential. Please review Upper Iowa University Policies on Administrative Withdrawal related to repeated absences.