



**Carleton University
Sprott School of Business**

BUSI 3704 A:

**THE ENVIRONMENT OF INTERNATIONAL BUSINESS
Fall 2019**

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Classroom: TBD

Class Days and Times: Wednesdays 8:35am -- 11:35 am

Office Hours: Wednesdays: 12:00 - 2:00pm; or by appointment

This course outline provides you with most of the information you will need to know in order to organize yourself for the lectures, prepare for group project, and complete individual assignments. It is, therefore, important that you:

Please read carefully all the information provided in this course outline.

If in doubt please consult the course instructor.

UNIVERSITY CALENDAR COURSE DESCRIPTION

Theories linking environmental factors and business strategy as a basis for study of some major factors and institutions shaping international business strategy. International trade patterns, regionalization, shifts in international finance, research and development and transnational data flows.



PREREQUISITE

Third-year standing, and **BUSI 2101** or **BUSI 2702** with a grade of C or higher and **ECON 1000** with a grade of C- or higher.

COURSE OBJECTIVES

International business does not occur in a vacuum. It happens and, is indeed, constituted and embedded in specific contexts: spatial and temporal; material and non-material; social and natural; internal and external to the key actors; and, at various levels including national and international, domestic and foreign. This course will primarily focus on understanding these environmental aspects of international trade and investment and their managerial implications. With the aid of practical examples and key theories linking environmental factors with business organizational strategies, structures, processes, identities, and performance, course participants will critically examine the main elements of the environment of international business (including its characteristics/dimensions, dynamics, and interrelationships with key actors) and its main effects on and implications for international business strategy as well as its influence on international trade patterns, regionalization, shifts in international finance, research and development and transnational data flows.

Indeed, the overarching aim of this course is to provide the student with a broad and deep understanding of the environment of international business and the opportunities and challenges it presents to firms operating in an international context in which the current phenomena of globalization and regionalism (and their associated impacts upon business) have to be contended with, examined, understood and managed.

Specifically, the course aims to provide the student with relevant theoretical insights and practical skills (i.e., a basic “toolkit” of necessary theories, conceptual approaches, analytical/practical techniques, empirical evidence, etc.) through a series of lectures, individual case study assignment, and participation in a collaborative group project that will enable the student to identify, analyze and critically assess the environment of international business -- all aimed at equipping the student to better understand the dynamic and complex nature of the milieu in which international business occurs as well as discern its patterns, resourcefulness and dynamics, and its relationship with business firms. Moreover, it is hoped that the theoretical, individual-and group-based research and practical skills/knowledge acquired in this course will help to prepare the student for more advanced study and/or for a career in international business.

LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

- (a) Analyze, understand and discuss the various interacting facets of the environment of international business (i.e., firm, industry/market, social, economic, cultural, political, technological contexts, etc.) and their influences on international business.

- (b) Appreciate and understand the role(s) of the various actors (governments, multilateral institutions, NGOs/CSOs, etc.) in shaping the strategies, structures, practices, and performance of a variety of business firms.
- (c) Discern and evaluate the role/significance of regional blocs on international business.
- (d) Apply the knowledge and understanding of the international business environment to current topical issues/cases; which, in turn, may help in the formulation of better-informed business policy decisions at the student's (prospective) workplace.
- (e) Understand how theories, concepts and principles learned in this and in other courses can be usefully applied as a framework for analyzing the international business environment and its relationship with business firms.
- (f) Effectively apply the various techniques employed in the analysis of international business environment.
- (g) Conduct individual and group oriented research in international business including the preparation and presentation of research reports.

COURSE STRUCTURE AND DELIVERY

Meeting on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format and around five (5) broad activities:

(a) Student Engagement

Students will each week critically examine and discuss the assigned readings and issues. In fact, each session will begin by engaging students in a discussion of the key readings and a recap of the previous session's material. All course participants will be expected to take an active role in discussions. As such, each participant will be expected to have read all the required readings and be prepared to discuss the assigned readings and issues raised in the readings and class discussion. And, most importantly, class participation/engagement is predicated on the premise that class attendance for the whole duration of each session is mandatory for each and every student throughout the semester. Thus, 10% (out of the allocated 15%) of the course marks will be assigned to class attendance.

(b) Individual Case Study Analysis

Each student will hand in a written analysis on **one** chapter-based case study from the textbook on a chosen/assigned date. A random assignment/allotment of case studies will take place on Sessions 1 and 2 of the semester; and individual written reports (in both hard and soft copy versions) will be due during the respective session a student is assigned. Guidelines on case analysis and a schedule of individual case allotments will be posted on cuLearn.

(c) Mid-term Test (in-class).

Students will be required to sit an in-class mid-term test on the scheduled date (**Session 6: October 9th, 2019**).

(d) Final Exam

Students will be required to sit a written formal final examination as scheduled by the university.

(e) Term Group Project: Comparative Country Analysis

Course participants will be required to take part in a group-based project. This assignment, to be undertaken in four phases/stages, will entail an in-depth analysis of two prospective countries (list to be provided) that a Canadian (or North American) company is contemplating to enter, expand/grow its operations or to exit. The detailed requirements of this project – specified in a set of guidelines and marking rubrics -- are provided separately on cuLearn.

TEXTBOOK AND OTHER RESOURCES

The following textbook is required for this course: **Hamilton, L. and P. Webster (2018) *The International Business Environment, 4th, Ed., Oxford, Oxford University Press*** (hereafter referred to as Hamilton & Webster).

In addition to the textbook, key/required readings are assigned from other sources (e.g., periodicals, etc.) as deemed appropriate (see detailed schedule on the long version of the course outline posted on cuLearn for full titles). **Required course readings (i.e., textbooks and periodicals, etc.) will also be accessible via Ares (library reserve facility).** Moreover, throughout the semester/course students will be encouraged to read the current business press with a keen eye on thought provoking topics pertaining to the international business environment. Supplementary readings will be posted separately on cuLearn.

ASSESSMENT

(1) Class Participation	15 %
(2) Individual Case Study Analysis (Textbook-based Case Study)	10 %
(3) Mid-term Test (In-class)	10 %
(4) Final Examination	25 %
(5) Term Group Project: Comparative Country Analysis	
(i) Phase 1: Countries and Company Selection	5%
(ii) Phase 2: Data Collection and Preliminary Analysis	10%
(iii) Phase 3: Preliminary Report Presentation	10%
(iv) Phase 4: Final Report	15%
Total	100%

NOTE:

(1) Satisfactory in-term performance:

- (a) Unless otherwise stated below in item (b), the requirement for Satisfactory Performance is set at 50% of all, not each, pre-final work (i.e., assignments, participation marks, tests, etc.).
- (b) Students must participate and receive a mark (above zero) in each of the five evaluation components in order to receive a passing grade.

(2) If you must miss the mid-term test due to [verifiable](#) illness ([or, in rare cases, some other circumstances beyond your control](#)) you have the option of sitting a new midterm test at a date mutually agreed between you and the instructor or alternatively you may apply to shift the weight of the mid-term to the final exam. In either case you must submit a medical certificate or other verifiable documentation to me—the instructor—no later than five (5) calendar days after the midterm date.

BUSI 3704 A – Fall 2019 - Course Topics, Mid-term Test and Project Due Dates

Session	Topic	Key Readings/Project Due Dates
Session 1 September 4, 2019.	Introduction and Course Overview	<ul style="list-style-type: none"> • Individual case selection • Project Groups formation
Session 2 September 11, 2019.	The Environment of International Business: What is It? How can it be assessed?	<ul style="list-style-type: none"> • Hamilton & Webster, Chapters 3, 4 & 6 • Gash, Ariyachandra & Frolick (2011) • Porter (2008); Vasi & King (2012) <ul style="list-style-type: none"> • Individual case selection • Project Groups formation; • Library Session
Session 3 September 18, 2019.	Globalization and the Shaping of the International Business Environment	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 1 • James (1990); Møller (1999)
Session 4 September 25, 2019.	The Regional Dimension of the Global Political Economy	<ul style="list-style-type: none"> • Baldwin (1997); Levy (2006); Panagariya (1999); Väyrynen (2003) • Term Project: Phase #1 due
Session 5 October 2, 2019	The Global Economy in the Context of a Variety of National Economic Systems	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 2 • Kapelyushnikov, Kuznetsov & Kuznetsova, (2011)
Session 6 October 9, 2019.	Diverse and Dynamic Social and Cultural Environments <ul style="list-style-type: none"> • Mid-term Test 	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 7; • Beugelsdijk, Kostova, & Roth (2017); Pannilage (2016); Raikhana, Moldakhmet, Ryskeldy, & Alua (2014); Rohlfer, & Zhang (2016). • For the scope of readings for the Mid-term Test see notes posted on cuLearn.
Session 7 October 16, 2019.	The Technological Environment & Innovation	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 8 • de la Torre & Moxon (2001) • Term Project: Phase #2 due
October 21-25, 2019	Fall Break – Classes Suspended	

Session 8 October 30, 2019.	Diverse and Changing Political and Legal Environments	<ul style="list-style-type: none"> • Hamilton & Webster Chapters 9 & 10 • Guidolin & La Ferrara (2010) • Jain & Grosse (2009)
Session 9 November 6, 2019.	International Financial Markets & Systems <ul style="list-style-type: none"> • Group Presentations (Phase 3): Subject to the number of students enrolled in the course some project groups may be assigned to present during this session 	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 11 • Kose et al. (2007) • Term Project: Phase 3 (hard and soft copy) for presenting groups due in class. • Final reports (Phase 4) for groups presenting this session are due a week thereafter.
Session 10 November 13, 2019	The Natural Environment & Corporate Social Responsibility <ul style="list-style-type: none"> • Group Presentations (Phase 3): Subject to the number of students enrolled in the course some project groups may be assigned to present during this session. 	<ul style="list-style-type: none"> • Hamilton & Webster, Chapters 6, & 12 • Du & Vieira Jr. (2012); Kelly (2008); Kolstad & Wiig (2009); Lee (2008). • Term Project: Phase 3 (hard and soft copy) for presenting groups due in class. • Final reports (Phase 4) for groups presenting this session are due a week thereafter. • Final reports (Phase 4) for groups that presented in the previous session are due in class during this session.
Session 11 November 20, 2019.	Group Presentations (Phase 3) for assigned teams	<ul style="list-style-type: none"> • Term Project: Phase 3 (hard and soft copy) for presenting groups due in class. • Final reports (Phase 4) for groups presenting this session are due a week thereafter. • Final reports (Phase 4) for groups that presented in the previous session are due in class during this session.
Session 12 November 27, 2019.	<ul style="list-style-type: none"> • Group Presentations (Phase 3) for assigned teams 	<ul style="list-style-type: none"> • Term Project: Phase 3 (hard and soft copy) for presenting groups due in class. • Final reports (Phase 4) for groups presenting this session are due a week thereafter. • Final reports (Phase 4) for groups that presented in the previous session are due in class during this session.
Session 13 December 4, 2019	<ul style="list-style-type: none"> • Group Presentations (Phase 3) for assigned teams • Course Wrap Up 	<ul style="list-style-type: none"> • Term Project: Phase 3 (hard and soft copy) for presenting groups due in class. • Final reports (Phase 4) for groups presenting this session are due a week thereafter. • Final reports (Phase 4) for groups that presented in the previous session are due in class during this session.

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>