



Carleton
University

Sprott
School of Business

**Carleton University
Sprott School of Business**

BUSI 3704 A:

**THE ENVIRONMENT OF INTERNATIONAL BUSINESS
Fall 2022
(IN PERSON VERSION)**

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Classroom: Nicol Building 4050

Class Days and Times: Mondays @14:35-17:25 pm

Office Hours: Mondays @ 12:00-2:00pm. Appointment bookings will be on first come first serve basis. Email based queries are also welcome.

TA: TBA

N.B: 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 and complete group projects, and 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.



COURSE MODALITY

This course will be offered in an in-person modality whereby students and the instructor will hold classes in an assigned classroom on campus. Meeting on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format. For other course activities, including consultations with the instructor and group work please see below and in detailed guidelines posted on BrightSpace.

EDUCATIONAL TECHNOLOGY REQUIREMENTS

The primary platforms for the course will be BrightSpace and MyCarletonOne. Students may also use other additional freely accessible platforms/software/apps (e.g., Google Hangouts/Meets/Docs, Teams, Zoom, etc.) for their individual and group-based activities. As such, students will need access to: (a) laptop/desktop/mobile device with reliable, high-speed connection to the internet plus audio/visual accessories or in-built webcam, microphone, speakers, etc.; and (b) word-processing, statistical and presentation software packages (e.g., Microsoft Suite), web-browsers, etc. to effectively enable them to:

- (a) access, upload & download course material posted on BrightSpace;
- (b) consult with the instructor online/virtually;
- (c) answer quizzes on BrightSpace;
- (d) watch and listen to pre-recorded videos/podcasts;
- (e) take BrightSpace hosted online tests and exams;
- (f) utilize other BrightSpace functionalities;
- (g) receive and send emails to the instructor and fellow classmates;
- (h) conduct individual and group research;
- (i) compose, prepare and post reports (for individual and group-based assignments); and,
- (j) prepare and make online presentations.

N.B: The downloadable MS Office software suite is available to students at no charge while they have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

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 1001** and **ECON 1002** (or **ECON 1000**) with a grade of C- or higher in each.

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 from multiple paradigms and perspectives (including global indigenous knowledges) 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.

The study of the environment of international business is of particular interest at this time of the global COVID-19 Pandemic which is being compounded/exacerbated by the ongoing social justice issues and geo-political events and tensions around the world (including the Russia-Ukraine War and its accompanying sanctions on Russia as well as the China-USA tensions just to name a few). Indeed, we have witnessed how human health concerns/issues as well as social, economic, technological, ecological, and political factors have had profound consequences and implications for international trade and investments, including among other things, the disruption of global supply chains, pressures on prices and supply of commodities and consumer goods as well as serious impacts on multinational firms. This course will, thus, endeavour to examine and discuss these factors, events, and outcomes and how they are instrumental in shaping the emerging environment of international business.

In a nutshell, the overarching aim of this course is to provide the student with a broad and deep understanding of the dynamic and evolving environment of international business and the opportunities and challenges it presents to firms operating in an international context in which the phenomena of globalization and regionalism (and their associated impacts upon business) are being re-examined and re-shaped, contended with, understood and managed within the current context of the global COVID-19 Pandemic and global geo-political rivalry and tensions.

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) Appreciate the utility, value and significance of multiple perspectives and paradigms in the study of the environment of international business in the context of contemporary globalization and regionalism.
- (f) Explore and articulate how the various perspectives gleaned from various global indigenous knowledges can assist in understanding the environment of international business.
- (g) Examine and assess the rapidly evolving and emerging global business environment that is being transformed/re-shaped by the forces unleashed by the current global COVID-19 Pandemic and geopolitical tensions and trade wars.
- (h) 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.
- (i) Effectively apply the various techniques employed in the analysis of international business environment.
- (j) Design and conduct – individual and team-based -- international business research that is buttressed by well-grounded theoretical, empirical, and practical insights; as well as demonstrate an adeptness at accessing, utilizing, and deploying electronic (and non-digital) sources of information/data for international business research including the preparation and presentation of research reports in virtual environments.
- (k) Communicate effectively – orally and in written form; including the writing of professional correspondence and project reports, oral presentation of research

assignments/results as well as fruitful and harmonious interaction in the context of diverse cultures as facilitated by both virtual and non-virtual based platforms.

(l) Work harmoniously with their peers from diverse backgrounds.

(m) Demonstrate a clear understanding and acquisition of effective individual and teamwork (leadership) skills necessary in today's and in the emerging post-COVID-19 Pandemic academic and work/career environments.

COURSE STRUCTURE AND DELIVERY

This course will be delivered in an in-person modality. Meeting on campus in an assigned classroom on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format whereby classes will be delivered/held in person. For other course activities, including consultations with the instructor, group work, individual case assignments and final exam please see below and in detailed guidelines posted on BrightSpace.

In addition to in-class lectures, students are expected to critically and effectively engage with the assigned videos/podcasts, textbook material, lecture notes and journal articles, semester-long group-based project, completion of individual case study assignment, and the taking of a scheduled written final examination at the end of the semester. In short, this course will be structured around **five (5)** broad activities:

(a) Class Engagement

Students are expected to be actively and productively engaged in all activities of this course (including lectures, assignments, discussions conducted in class as well as on Brightspace, quizzes, tests, and exam). 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. The use of discussion forums on BrightSpace will be emphasized.

Communication with and among students will primarily be conducted via Carleton University's email accounts. It is therefore critical that students check their emails regularly so as not to miss oftentimes time-sensitive messages.

And, most importantly, class participation is predicated on the premise that class attendance (taken and recorded via BrightSpace) for the whole duration of each lecture meeting is mandatory for each and every student throughout the semester. Thus, 5% (out of the allocated 10%) of the course marks will be assigned to class attendance.

(b) Critical Watching, Listening of Videos, Podcasts and Readings & Accompanying Quizzes

Students will critically watch/listen videos and podcasts as well as critically read and examine readings (including textbook chapters, lecture slides, journal articles, etc.) as assigned for each session. Details of the videos and podcasts will be listed and posted on this outline as well as on BrightSpace. Additionally, to encourage students to engage with the assigned material, each course participant will take a total of **five (5) scheduled quizzes** of their choice (out of 10 scheduled quizzes taken on Brightspace).

(c) Individual Case Study Analysis

Each student will conduct a case study analysis and hand in a written report on **one** chapter-based case study from the textbook on a chosen/assigned date. The selection/allotment of case studies will take place on Sessions 1 and 2 of the Semester. Assignment selections will close on Week/Session 3 of the semester. Individual written reports (in soft copy versions) will be due during the respective session a student is assigned. Guidelines on case analysis and a schedule of individual case choices and allotments will be posted on BrightSpace.

(d) Final Exam

Students will be required to write a formal final examination as scheduled and subsequently administered by the University Examination Services.

(e) Term Group Project: Comparative Country Analysis

Course participants will be required to take part in a group-based project. Groups will be formed during the first and second sessions of the semester. This assignment, to be undertaken in four phases/stages, will entail an in-depth analysis of two prospective countries that a Canadian (or North American) company is contemplating to enter, expand/grow its operations or to exit.

Each group will prepare a written report for each phase of the project. Moreover, each group will also participate in an oral presentation of their term project on a scheduled date. Digital copies of group reports (for each phase) are to be uploaded/submitted on BrightSpace on the assigned/specified due dates.

A **Library Workshop Session** (conducted by Mr. Matthew Gertler- the Carleton University Business and Government Information Librarian) will be held on **September 26th, 2022**. This workshop is very crucial as it is aimed at equipping the student with

requisite tools and resources necessary to effectively complete individual- and group-based assignments.

Moreover, the instructor will be available for online (Zoom) consultation with individual project teams on as needed basis. Each session will be one hour long **(Every Thursdays @ 2:00-4:00pm)**. Group appointment bookings will be on a first come first serve basis.

The detailed requirements of this project – specified in a set of guidelines and marking rubrics -- are provided separately on BrightSpace.

TEXTBOOK AND OTHER RESOURCES

The following textbook (e-book) 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 well as pre-recorded videos and podcasts as deemed appropriate. **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 BrightSpace. A list of pre-recorded videos and podcasts will be provided on BrightSpace.

ASSESSMENT

(1) Class Engagement (5% Attendance)	10 %
(2) Individual Case Study Assignment	10 %
(3) Quizzes	5%
(4) Final Examination	30 %
(5) Term Group Project: Comparative Country Analysis	
(i) Phase 1: Countries & Company Selection	5%
(ii) Phase 2: Data Collection and Preliminary Analysis	10%
(iii) Phase 3: Group Online Oral Presentation	10%
(iv) Phase 4: Final Report	20%
Total	100%

NOTE:

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 above six evaluation components in order to receive a passing grade.

BUSI 3704 A – Fall 2022 (IN PERSON) – Lecture Schedule, Course Topics, Mid-Term Test, Case Study and Project Due Dates

Session	Date	Time	Topic	Key Readings/Project Due Dates
1	Monday September 12, 2022.	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Introduction and Course Overview • The Environment of International Business: What is It? How can it be assessed? 	<ul style="list-style-type: none"> • Individual case selection • Project Groups formation & Project/Topic selection. • Hamilton & Webster, Chapters 3, 4 & 6 • Mohamed (2015) • Nielsen, B. (2021) • Gash, Ariyachandra & Frolick (2011) • Porter (2008); Vasi & King (2012) • Videos/Podcasts • Horn-Miller, K. and Knowledge Keeper Stephen Augustine (March 2018) "The First Peoples: A Brief Overview," Carleton University Collaborative Indigenous Learning Bundles. • Instructor Lecture Notes/Guidelines
2	Monday September 19, 2022.	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Globalization and the Shaping of the International Business Environment • The Regional Dimension of the Global Political Economy 	<ul style="list-style-type: none"> • Individual case selection • Project Groups formation & Project/Topic selection. • Hamilton & Webster, Chapter 1 • James (1990); Møller (1999) • Baldwin (1997); Levy (2006); Moahi (2007); Panagariya (1999); Väyrynen (2003) • Videos/Podcasts • Instructor Lecture Notes/Guidelines

3	Monday September 26, 2022.	2:35 - 5:25 pm	Library Workshop Session	<ul style="list-style-type: none"> • Mr. Matthew Gertler (Business and Government Information Librarian) • Instructor Lecture Notes/Guideline • Videos/Podcasts (1) Lee, D. and Knowledge Keeper Marlene Pierre (June 2018) "Decolonization is for Everyone: Identity Formation in the Canadian Context," Carleton University Indigenous Collaborative Learning Bundles. (2) Horn-Miller, Kahente and Knowledge Keeper Amelia McGregor (2018) "Engaging with Indigenous Communities," Carleton University Indigenous Collaborative Learning Bundles. <p style="background-color: #e0ffff; padding: 2px;">Last Day for Individual Case Study Selection</p>
4	Monday October 3, 2022.	2:35 - 5:25 pm	The Global Economy in the Context of a Variety of National Economic Systems	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 2 • Briggs (2005); Kapelyushnikov, Kuznetsov & Kuznetsova (2011) • Videos/Podcasts • Instructor Lecture Notes/Guidelines • Term Project: Phase #1 due
October 10, 2022		Thanks Giving Holiday – Class suspended		

5	Monday October 17, 2022	2:35 - 5:25 pm	Diverse and Dynamic Social and Cultural Environments	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 7; • Beugelsdijk, Kostova & Roth (2017); ILO (2020); Pannilage (2016); Raikhana, Moldakhmet, Ryskeldy, & Alua (2014); Rohlfer, & Zhang (2016); Zurba & Bullock (2020) Thimm (2019). • Videos/Podcasts • Instructor Lecture Notes/Guidelines
October 24-28, 2022	Fall Break – Classes Suspended			
6	Monday October 31, 2022.	2:35 - 5:25 pm	The Technological Environment & Innovation	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 8 • de la Torre & Moxon (2001); Ratten, V. & L. Dana (2017) • Videos/Podcasts • Instructor Lecture Notes/Guidelines
7	Monday November 7, 2022.	2:35 - 5:25 pm	Diverse and Changing Political and Legal Environments	<ul style="list-style-type: none"> • Term Project: Phase #2 due • Hamilton & Webster Chapters 9 & 10 • Guidolin & La Ferrara (2010); Jain & Grosse (2009); Robyn (2002) • Videos/Podcasts • Instructor Lecture Notes/Guidelines

8	Monday November 14, 2022.	2:35 - 5:25 pm	International Financial Markets & Systems	<ul style="list-style-type: none"> • Hamilton & Webster, Chapter 11 • Kose et al. (2007) • Wilson & Campbell (2016) • Videos/Podcasts • Instructor Lecture Notes/Guidelines
9	Monday November 21, 2022	2:35 - 5:25 pm	The Natural Environment & Corporate Social Responsibility	<ul style="list-style-type: none"> • Hamilton & Webster, Chapters 5, & 12 • Carr, Ruhanen & Whitford (2016); Du & Vieira Jr. (2012); Kelly (2008); Kolstad & Wiig (2009); Lee (2008); Negulescu (2015); Johnston (2000). • Videos/Podcasts • Todd, Z., and Knowledge Keeper Albert Dumont (2018) "Indigenous Environmental Relations" Carleton University Collaborative Indigenous Learning Bundles • Instructor Lecture Notes/Guidelines
10	Monday November 28, 2022	2:35 - 5:25 pm	Group Presentations (Phase 3) for assigned teams	<ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines • Term Project: Phase 3 (soft copy) for presenting groups are due in class before presentations begin. • Final reports (Phase 4) for groups presenting this session are due a week thereafter.

11	Monday December 05, 2022.	2:35 - 5:25 pm	Group Presentations (Phase 3) for assigned teams	<ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines • Term Project: Phase 3 (soft copy) for presenting groups are due in class before presentations begin. • 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.
12	Wednesday December 7, 2022 This is a Monday Schedule	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Group Presentations (Phase 3) for assigned teams • Course Wrap Up 	<ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines • Term Project: Phase 3 (soft copy) for presenting groups are due in class before presentations begin. • 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.

DETAILED CLASS SCHEDULE & READINGS

Session 1:

Session 1.1: Introduction and Course Overview

In this first session of the course, the class will discuss the structure and objectives of the course as well as elicit the participants' expectations. The session will also review administrative arrangements (re: assignments, mid-test, group term project, class presentation, final exam, etc.) and then initiate a general discussion and preliminary articulation of the issues at the centre of this course including the idea of decolonization of the curriculum.

Session 1.2: The Environment of International Business: What is it? How can it be Assessed?

As one reads or watches the daily/weekly news he or she is freshly reminded of the ever dynamic and complex nature of the environment of international business (EIB) with its broad array of opportunities and challenges facing international business organizations. But what is the environment of international business in the first place? How do business managers know it? Is the EIB an objective phenomenon, a perceived one, or enacted/socially constructed reality? This session will endeavour to answer these questions by exploring the meaning of the environment of international business. It will do so by introducing a framework of analysis that will guide the student throughout this course to study: (a) the manifestation of the EIB (i.e., examine its boundaries, characteristics, dimensions, elements, etc.), (b) its dynamics (sources and mechanisms of change, key actors/players, etc.), and, (c) its relationship with and effects on business organization/firm strategy, structure and operations, as well as on managerial practices and autonomy.

Key Readings:

Hamilton & Webster, Chapter 3, 4 & 6.

Gash, D., T. Ariyachandra & M. Frolick (2011) "Looking to the Clouds for Business Intelligence", *Journal of Internet Commerce*, 10(4): 261-269.

Mohamed, A. (2015) "The international business environment: a proposed analytical framework", *International Journal of Business Environment*, 7(2):168-199.

Nielsen, B. (2021) "A multilevel research lens for dealing with complexity in IB research" *ACADEMIA Letters*, Article 587.

Porter, M.E. (2008) "The Five Competitive Forces that Shape Strategy", *Harvard Business Review*, January: 79-93.

Vasi, I. B. & B. G. King (2012) "Social Movements, Risk Perceptions, and Economic Outcomes: The Effect of Primary and Secondary Stakeholder Activism on Firms' Perceived

Environmental Risk and Financial Performance”, *American Sociological Review* 77(4): 573–596.

Video Bundle:

Horn-Miller, K. and Knowledge Keeper Stephen Augustine (March 2018) “The First Peoples: A Brief Overview,” Carleton University Collaborative Indigenous Learning Bundles.

Session 2:

Session 2.1: Globalization and the Shaping of the Environment of International Business

Much is now made of the opportunities and risks presented by globalization. But what is globalization in the first place? What effects has it had on the global political economy? What is its relationship with the environment of international business? This session will specifically delve into these (and other related) issues to better equip the student with the relevant tools that are necessary to foster an effective understanding of the dynamic nature of the environment of international business and the forces underlying such a feature.

Key Readings:

Hamilton & Webster, Chapter 1.

James, B. (1990) “Reducing the Risks of Globalization”, *Long Range Planning* 23(1): 80-88.

Moahi, K. H. (2007) “Globalization, Knowledge Economy and the implication for Indigenous Knowledge”, *International Review of Information Ethics*, 7 (09): 55-62.

Møller, J. Ø. (1999) “The Growing Challenge to Internationalism”, *The Futurist* (March): 22-27

Session 2.2: The Regional Dimension of the Global Political Economy

The recent proliferation of a variety of regional trade agreements has had (and will potentially continue to have) a significant impact on the whole spectrum of international business environment. Indeed, this trend has in many ways shaped patterns of world trade, political power balance within regions as well as global politics, which in turn have had a significant influence on the environment of international business. To better understand these tendencies and their ramifications for international business and its environment, this session will explore the various meanings of contemporary regionalism, the different types of regional economic arrangements and their impacts/implications including their roles in governing international trade and investments as well as the extent to which they complement/supplement or impede the multilateral system on trade and investment.

Key Readings:

- Baldwin, R. E. (1997) "The Causes of Regionalism", *The World Economy* 20(7): 865-888.
- Levy, B. (2006) "Emerging Countries, Regionalization, and World Trade", *Global Economy Journal* 6(4): 1-29.
- Panagariya, A. (1999) "The Regionalism Debate: An Overview", *The World Economy* 22(4): 455-476.
- Väyrynen, R. (2003) "Regionalism: Old and New", *International Studies Review* 5(1): 25-51.

Session 3:**Library Workshop with Mr. Matthew Gertler (CU Librarian – Specialist: Business & Government Information)**

Part of the session will critically examine approaches to research including: (a) engaging with Indigenous communities and (b) decolonization.

Video Bundles:

- (1) Lee, Damian and Knowledge Keeper Marlene Pierre (June 2018) "Decolonization is for Everyone: Identity Formation in the Canadian Context," Carleton University Indigenous Collaborative Learning Bundles.
- (2) Horn-Miller, Kahente and Knowledge Keeper Amelia McGregor (2018) "Engaging with Indigenous Communities," Carleton University Indigenous Collaborative Learning Bundles.

Last Day for Individual Case Study Selection**Session 4: The Global Economy in the Context of a Variety of National Economic Systems**

The global economy is comprised of a variety of national economic systems - a diversity that is characterized by differences in levels of economic development, pace of growth as well as the nature of economic systems. This session will explore the current economic environment of international business by first introducing the student to the contemporary approaches to the study of the diverse extant economies worldwide so as to set the scene for a more

meaningful analysis of the “real world” contexts in which international business occurs. The session will then delve into some of the key micro- and macro-economic (theoretical/practical) tools/techniques that are applied in examining the economic environment of international business including the analysis of global, regional and national (sub-national) economies, industries and economic sectors. Finally, the session will explore some of the key perspectives/theories of economic development and change with the aim of highlighting some of the approaches that could be meaningfully deployed to understand the dynamic nature of the economic environment of international business.

Term Project: Phase 1 Digital Report is due during class time.

Key Readings:

Hamilton & Webster, Chapter 2.

Briggs, J (2005) “The use of indigenous knowledge in development: problems and challenges”, *Progress in Development Studies*, 5(2): 99–114.

Kapelyushnikov, R., A. Kuznetsov, & O. Kuznetsova, (2011)“Diversity within capitalism: the Russian labour market model”, *Employee Relations*, 33(4): 395 – 412.

Session 5: Diverse and Dynamic Social and Cultural Environments

The globe is comprised of a diversity of societies in terms of ethnic, linguistic and cultural diversity, level of development, social stratification, demographic makeup, levels of urbanization, labour relations, gender relations, family structures, etc. etc. These features serve to characterize/distinguish the ever-changing social and cultural environments of international business.

Furthermore, international business today brings culturally diverse peoples from various parts of the world in routine contact more than ever before. Thus, success in international business depends, in not an insignificant measure, on effectively understanding and sensitively navigating the social and cultural contexts in which business transactions take place. In short, social factors and culture are an important consideration because taken together they affect several aspects of international business life and contexts including types/sizes of product/service and labour markets, consumer/customer tastes/preferences, work ethics, labour/industrial relations, corporate culture, business communications, and a host of rules and regulations.

Accordingly, this session will delve into the nature of the various aspects of the social and cultural environments: their complexity and dynamic nature and their interaction with and implications for international business strategy, processes and outcomes. Theoretical perspectives that inform the understanding of such aspects will be explored too.

Key Readings

Hamilton & Webster, Chapter 7.

Beugelsdijk, S., T. Kostova, & K. Roth (2017) "An overview of Hofstede-inspired country-level culture research in international business since 2006", *Journal of International Business Studies* 48: 30–47.

ILO (June 2020) "The effects of COVID-19 on trade and global supply chains", https://www.ilo.org/wcmsp5/groups/public/---dgreports/---inst/documents/publication/wcms_746917.pdf

Panilage, U. (2016) "Globalisation and Construction of Local Culture in Rural Sri Lanka", *Sociology Study* 6 (7):448-461.

Raikhana, S., M. Moldakhmet, M. Ryskeldy, & M. Alua (2014) "The interaction of globalization and culture in the modern world", *Procedia - Social and Behavioral Sciences* 122: 8 – 12.

Rohlfer, S. & Y. Zhang (2016) "Culture studies in international business: paradigmatic shifts", *European Business Review* 28(1): 39 – 62.

Zurba, M. & R. Bullock (2020) "Bioenergy development and the implications for the social wellbeing of Indigenous peoples in Canada", *Ambio* 49:299-309.

Thimm, T. (2019) "Cultural sustainability – a framework for Aboriginal tourism in British Columbia," *Journal of Heritage Tourism*, Vol. 14 (3): 205–218

Session 6: The Technological Environment & Innovation

Technology is an important consideration because it affects how international business firms operate – internally (i.e., within organizations) and externally including activities within national and international (regional and global) networks. Rapid changes in the technological environment (including incremental and radical product, process and institutional innovations) therefore, have serious consequences for international business processes, structures and performance and hence on a firm's competitiveness and survival.

Key readings:

Hamilton & Webster, Chapter 8

de la Torre, J. & R. W. Moxon (2001) "Introduction to the Symposium E-Commerce and Global Business: The Impact of the Information and Communication Technology Revolution on the Conduct of International Business", *Journal of International Business Studies* 32(4): 617-639.

Ratten, V. & L. Dana (2017) "Gendered perspective of indigenous entrepreneurship", *Small Enterprise Research*, 24(1): 62-72.

Session 7: Diverse and Changing Political and Legal Environments

The home- and host-country's political and legal climate/environments can affect a company's viability in a number of significant ways. For instance, they can affect a company's ability to move funds/resources within and/or outside a country, the safety/security of its employees and assets, and its mode of entry and operations, etc. etc. A company can even face the risk of outright expropriation by the host country government. To compound the matter, the political and legal environments, like the economic environment, are characterized by a diversity of national systems which makes them the more complex and challenging to navigate and manage. To be sure, the political/legal environments do not only pose challenges and risks, they can also potentially present opportunities such as government incentives (subsidies, tax exemptions), protection from competition, loan guarantees, favourable labour laws, etc. etc.

Furthermore, a firm involved in international operations must contend with not only host nation-based political and legal factors, but it also increasingly today must operate in an environment that is characterized by a variety of regional and global level institutions and a complex web of norms, principles and practices that govern international economic relations. In fact, contemporary globalization has been accompanied by the emergence (at multiple levels) of several new governance regimes as well as through the breathing of new life into old mechanisms. This session will explore and critically examine (theoretically and practically) the multiple levels of political and legal environments and how they affect international business, and vice versa.

Term Project: Phase 2 Digital Report (Data Collection and Preliminary Analysis) is due during class time.

Key Readings:

Hamilton & Webster, Chapters 9 & 10.

Guidolin, M. & E. La Ferrara (2010) "The economic effects of violent conflict: Evidence from asset market reactions", *Journal of Peace Research* 47: 671.

Jain, S. C. & R. Grosse (2009) "Impact of Terrorism and Security Measures on Global Business Transactions: Some International Business Guidelines", *Journal of Transnational Management* 14:42–73.

Robyn, L. (2002) "Indigenous Knowledge and Technology: Creating Environmental Justice in the Twenty First Century", *American Indian Quarterly*, 26(2): 198- 220.

Session 8: International Financial Markets & System

The international financial system is a crucial element of the international business environment not only because global finance is crucial for the facilitation of international trade and investment but also because finance itself has become a significant component of international business. Moreover, the unprecedented growth of (and innovations in) financial markets and institutions, coupled with the rapid and shifting patterns of capital flows, have had diverse and pervasive effects (both positive and negative) on the economic environment across countries worldwide. In fact, the 2007-2009 financial-cum-economic crises have brought into sharp relief the vicissitude of managing in turbulent times.

Key Readings:

Hamilton & Webster, Chapter 11.

Kose, M. A., E. Prasad, K. Rogoff and S-J. Wei (2007) "Financial Globalization: Beyond the Blame Game", *Finance & Development*, March 44(1):1-9.

Wilson, J. P. & L. Campbell (2016) "Financial functional analysis: a conceptual framework for understanding the changing financial system," *Journal of Economic Methodology*, 23(4): 413-431.

Session 9: The Natural Environment & Corporate Social Responsibility

The natural environment offers a variety of unevenly distributed resources and services to humanity in general and to the business community in particular. Indeed, the *raison d'être* for international business is the differential and uneven endowment -- across time and space -- of the resources and services around the world. The benefits of international business, however, have been accompanied by a host of challenges too. In fact, the global economy is currently beset with a widespread set of serious issues and problems including ecological conundrums, persistent poverty within and across nations, endemic inequalities, human rights challenges, unethical practices, etc. etc. The contemporary business firm operating in the international environment is thus faced with responsibilities that encompass a wide range of social issues beyond the hitherto "traditional" economic role. These issues are the subject matter of this session. Accordingly, course participants will examine the business challenges of environmental protection, preservation and restoration (at local, national, regional and global levels), the changing nature and demands of present-day corporate social responsibility as well as discuss some of the pertinent diverse theoretical perspectives (including global Indigenous knowledge) on these issues.

Key Readings:

Hamilton & Webster, Chapters 5 & 12.

Carr, A., L. Ruhanen & M. Whitford (2016) "Indigenous peoples and tourism: the challenges and opportunities for sustainable tourism", *Journal of Sustainable Tourism*, 24:8-9, 1067-1079.

Du, S. & E. T. Vieira Jr. (2012) "Striving for Legitimacy Through Corporate Social Responsibility: Insights from Oil Companies", *Journal of Business Ethics* 110:413–427

Johnston, A. (2000) "Indigenous Peoples and Ecotourism: Bringing Indigenous Knowledge and Rights into the Sustainability Equation," *Tourism Recreation Research*, Vol. 25(2): 89-96.

Kelly, T. (2008) "Is the WTO a Threat to the Environment, Public Health and Sovereignty?", *Challenge*, September: 84-102.

Kolstad, I. and A. Wiig (2009) "Is Transparency the Key to Reducing Corruption in Resource-Rich Countries?", *World Development* 37(3):521-532.

Lee, M-D. P. (2008) "A Review of the Theories of Corporate Social Responsibility: Its Evolutionary Path and the Road Ahead", *International Journal of Management Reviews* 10(1):53-73.

Negulescu, O. (2015) "Sustainable Development: The Green Industry Contribution to Improving Global Business Environment", *Geopolitics, History, and International Relations* 7(2): 266-277.

Zurba, M. & R. Bullock (2020) "Bioenergy development and the implications for the social wellbeing of Indigenous peoples in Canada", *Ambio* 49:299-309.

- **Video Bundle:**

Todd, Z., and Knowledge Keeper Albert Dumont (2018) "Indigenous Environmental Relations" Carleton University Collaborative Indigenous Learning Bundles

Session 10: Group Presentations

Student group project presentations (Phase 3).

Term Project Deliverables:

- Phase 3 (digital/soft copy) for groups presenting during this session are during class time.
- Final reports (Phase 4; digital/soft copy) for presenting groups are due next session

Session 11: Group Presentations

Student group project presentations (Phase 3).

Term Project Deliverables:

- Phase 3 (digital/soft copy) for groups presenting during this session are due during class time.
- Final reports (Phase 4; digital/soft copy) for presenting groups are due next session
- Final Reports (Phase 4; digital/soft copy) for those groups that presented in the previous session are due in this session

Session 12: Group Presentations & Course Wrap Up

In this final session of the course the following will be the main activities:

(a) Student Group Presentations

(b) Summary and Course Wrap-up.

Term Project Deliverables:

- (a) Phase 3 (digital/soft copy) for groups presenting during this session are due during class time.
- (b) Final Reports (Phase 4; digital/soft copy) for those groups that presented in the previous session are due in this session
- (c) For groups that present in this session, their reports (digital/soft copy) will be due a week thereafter.

END OF TERM

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
B15 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

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.

Grading

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 Accommodation

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 its 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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 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 <https://carleton.ca/its/get-started/new-students-2/>

Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.
