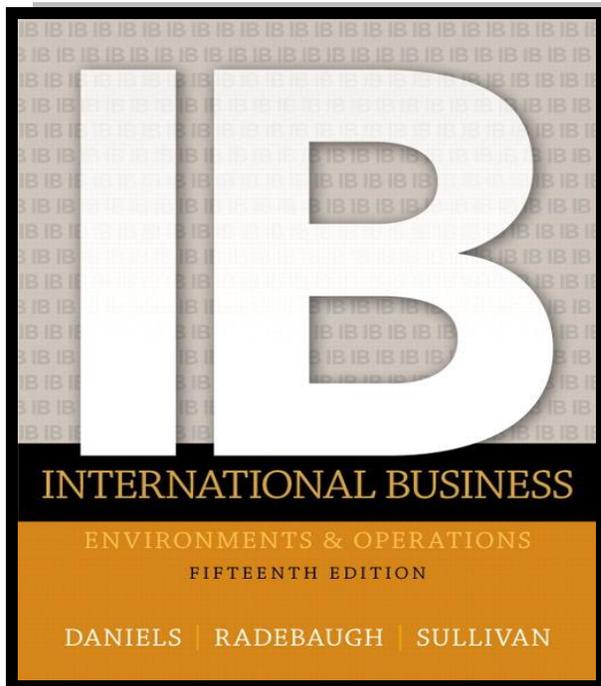


LeMoyne-Owen College
Division of Business and Economic Development
Global Economy and International Business, BUAD 450A
Fall, 2015

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Syllabus



TEXTBOOK: Daniels, John D. and Radebaugh, Lee H. International Business Environments & Operations, (15th) Fifteenth Edition, Prentice Hall, 2014.

PREREQUISITES: ACCT 202; ECON 204, 263; BUAD 225, 305, and 306

Supplemental Materials: Wall Street Journal; Currency Exchange Rates

COURSE DESCRIPTION This course deals with the world economic environment in which international business operations take place. The topics covered include the nature and scope of international business, the rationale for international trade policies, and the problems and issues facing the multinational corporation today.

The objective of this course is to provide students with a practical understanding of how and why international business is conducted. At the macro level, the course will look at the economic, political, and cultural underpinnings that shape international business. At the micro level, the course will review the role played by international trade, finance of international transactions, the effect of foreign exchange, and corporate policies and practices in the international market place. Additionally, the course will review the roles played by the trade regions of Europe, Asia, the Americas, Africa and the Middle East, and discuss the Internet's impact on international business. Career potentials in both the private and public sectors will also be explored and discussed.

College Graduate Competencies:

The two college graduate competencies (CGC) that are directly addressed in Global Economy and International Business (BUAD450) are:

1. Appreciate, understand, and know the foundations of diverse cultures in the context of a global community;
2. Appreciate, understand, now and pursue the principles, methods and subject matter that underlie the major discipline(s);

General Education/CORE II Competency Levels:

The college graduate competencies are developed specifically for this course through general education/CORE II competency levels (GEC). By the end of this course, students should have attained proficiency in the following general education competencies:

1. Think creatively, critically, logically, and analytically using both quantitative and qualitative methods for problem solving;
2. Communicate effectively (listen, speak, read, and write) on formal and informal levels;
3. Appreciate, understand, and know the foundations of diverse cultures in the context of a global community;
4. Appreciate, understand, now and pursue the principles, methods and subject matter that underlie the major discipline(s)

Objectives For Business Core Curriculum

- A. **Communicating:** The student shall be able to produce acceptable written case analysis, and shall be able to defend this analysis orally before peers and professors.
- B. **Critical Thinking/Problem Solving:** The course is centered around the problem of applying tools of analysis to varying problems within the organizational setting.
- C. **Clarifying Issues:** Attention is given to different styles and strategies of planning and decision making, and to their impact on organizations and personnel.

D. Functioning within Social Institutions: The integrating approach bridging several business disciplines helps to refine and clarify student thinking concerning the behavior of organizations and the people who function within them at many levels.

E. Using Science and Technology: Students must be able to demonstrate knowledge of applicable quantitative management techniques.

Course Objectives:

The identified general education/CORE II competencies focus on understanding business and economics in the global community. Therefore, students should be able to understand and perform the following specific themes, ideas, and theories:

- (1) how the human and cultural environments impact international business;
- (2) the theories of absolute advantage, comparative advantage, and of free trade;
- (3) the effect of political and legal factors on international business;
- (4) the historical origins of the multilateral trading system, the World Trade Organization, free trade agreements, and bilateral treaties;
- (5) the governmental influence on trade;
- (6) the North American Free Trade Agreement;
- (7) economic globalization;
- (8) the role of multinational entities;
- (9) the Internet's impact on international business;
- (10) how the global foreign exchange markets, exchange rates and international finance operate;
- (11) the human capital and migrations effect on business;
- (12) the role and effect of environmental issues, "being less bad" vs. sustainability;
- (13) international marketing;
- (14) country evaluation and determination; and
- (15) export and import strategies.

Attendance Policy: In accordance with college policy, classroom attendance is required. The following standard will be applied:

1. If unexcused absences total 15% of the regularly scheduled class meetings, the instructor has the authority to lower the final grade by one letter.
2. If unexcused absences total 20% of the regularly scheduled class meetings, the instructor has the authority to give a failing grade.
3. Five tardies—arrival to class five minutes after class has begun—will equal one unexcused absence.

Technology Use: LeMoyné-Owen College is committed to enhancing student learning through the use of a variety of applicable technology. In this course, students will use or be exposed to [software and/or hardware].

Demeanor: **Suitable demeanor, posture and attire are required. For guidelines and the dress code, please refer to the 2011/2012 Student Handbook (8-9; 13).**

Classroom Policies and Procedures:

The classroom learning experience provides opportunities for faculty and students to engage in interactive exchanges of course content. To facilitate this exchange, the following guidelines are provided:

1. Because each class session covers vital material and information, it is important that students arrive on time to each class session.
2. In order to enhance students' performance and confidence in acquiring the material, it is critical that students come to each class session prepared. This includes bringing to class required texts, supplemental materials, and assigned work, which is provided on the course outline.
3. In order to limit unnecessary distractions which would deter learning, cell phones, multi-media devices, and laptops are required to be turned off or on vibrate when class is in session, except by permission of the faculty.
4. To limit classroom distractions eating and drinking is discouraged.
5. So that each student can focus on the classroom activity there should be excessive talking during class sessions that will disturb your fellow classmates or the instructor.
6. Please take care of your personal needs before the class session begins (i.e., water breaks, restroom breaks, personal conversations with other students, etc.)
7. Please remove your hats, caps, headgear, etc., during class.
8. It is traditional in the Division of Business and Economic Development that every Monday is observed as "Strictly Business Monday". As a result, students are requested to don business attire for all Monday classes. Compliance is expected.

Drop Policy: As an instructor I would like you to be in the class. Let me know if you are facing any difficulty. I will try my best to accommodate you. However, for any reason if you need to drop the class please check the college calendar for the drop dates. The dates vary from semester to semester. Also, you must initiate the process to drop the course by going to the Registrar's Office and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the class.

Web page: Please use my Web page at <http://www.rmcfarland.info> for all instructional purposes. Any change or update will be posted on the web page.

Faculty reserve the right to apply penalties for noncompliance to either or all of the above guidelines

Teaching Methods - This course relies on class discussion. Therefore, student preparation and participation are very important to the class. It is imperative that each student prepare themselves by completing the outside assignments before class

and that the students discuss the concepts in class. All students are expected to participate fully in all aspects of the class. Students may be called upon to present material from the book chapters, cases, or other assignments during normal class discussion.

Course Discussion Format (rather than lecture format). In order to build your proficiency at analyzing and evaluating business situations for their strategic implications, as well as developing your ability to think creatively, express yourself publicly, and engage others in active discussion of strategic issues, this course employs a format that is much different from typical undergraduate courses. Rather than using a large amount of time in lectures, where your ability to discuss issues actively and interact with fellow students in class is severely limited, this course extensively uses a discussion format, where you as individuals and as groups take responsibility for much of the topics covered in class, guided by instructor input and the textbook chapter topics. Business case analysis will also be handled in this fashion, along with additional presentation responsibilities. Using this format, this course should provide an outlet for learning about strategic management as well as your own individual interests and concerns regarding business and strategy issues. However, it will require that you come to class prepared by being ready to actively participate in class discussion, and by having read the assigned textbook chapters, cases, or other assigned materials before coming to class.

ADDITIONAL INFORMATION

1. The instructor reserves the right to make changes in this syllabus with notification to the students.
2. In the event of extreme adverse weather conditions, LeMoyne-Owen College may close. Every attempt will be made to notify the area radio and television stations when such closings occur.
3. Academic misconduct. Plagiarism, cheating, unauthorized possession or use of an examination form, obtaining answers from another student in the course not part of a common assignment group, falsified reporting, and other forms of dishonesty are prohibited. A student or students guilty of academic misconduct, either directly or indirectly through participation or assistance, is/are immediately responsible to the teacher for disciplinary consequences. In addition to any other possible disciplinary consequences, the teacher reserves the authority to assign a zero (0) for the assignment in question or for a student's semester grade. Proper ethical conduct is expected of all participants. Academic misconduct is a serious offense that is counter to the high ethical levels of LeMoyne-Owen College students. Use of materials not authorized by the teacher while taking a quiz or examination is considered to be academic misconduct.

Learning is both an individual and a cooperative undertaking. Asking for and giving help freely in all appropriate setting helps you to learn. You should represent only your own work as your own. Personal integrity is the basis for intellectual and academic integrity. Academic integrity is the basis for academic freedom and the College's position of influence and trust in our society. College rules and standards define and prohibit "academic misconduct" by all members of the academic community including students. You are asked and expected to be familiar with these standards and to abide by them.

This syllabus and the policies of LOC govern the issue of academic dishonesty. Academic dishonesty refers to:

1. Plagiarism
2. The unauthorized collaboration or use of external information during examinations;
3. Assisting fellow students in the act of academic dishonesty;
4. Falsely obtaining, distributing, using or receiving test materials;
5. Submitting exams, assignments, themes, homework, etc. as your own work when such work has been prepared by another person (by placing his/her own name on a paper, the student is certifying that it is his/her own work);
6. Improperly altering and/or inducing another to improperly alter any academic record;
7. Using any sort of unauthorized materials during the examination;
8. Leaving the examination room during the test and during that absence, acquiring information on any material that might alter the student's performance on the exam; and
9. Inducing any other student, staff person, faculty member or administrator to become involved in items 1-8 above. any such acts of academic dishonesty as described above could result in a grade of "F". By not withdrawing from this course, you agree to all the conditions set down in this syllabus as being the rules.

A Note on Academic Honesty & Plagiarism

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Non-cited, plagiarized material shall be treated as academically dishonest, and the paper may be assigned an 'F' as a result. If the student is confused as to what constitutes plagiarism, he/she should see the instructor.

Finally, although it should be unnecessary to make this statement, any student submitting a paper written by someone else, in part or in whole, is subject to receive an 'F' for the course. Where it cannot be determined whom originally wrote and who copied a paper, both (or all) students may receive an 'F' for the course.

Policies Related to Students with Disabilities:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be

evacuated, please make an appointment with Jean Saulsberry, Director of Student Development, as soon as possible at (901) 435-1727. The Student Development Office is located in the Alma C. Hanson Student Center, Room 208.

Grading: you will be evaluated on the basis of your performance on several criteria: Tests (Variable number of tests and points), Project (100 points), Assignments (100 points) and Attendance, Participation, and Compliance with Strictly Business days (100 points). Actual grading will depend on the total number of possible points divided by the total number of actual points accumulated by the student.

Grade Scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; 68 & Below F

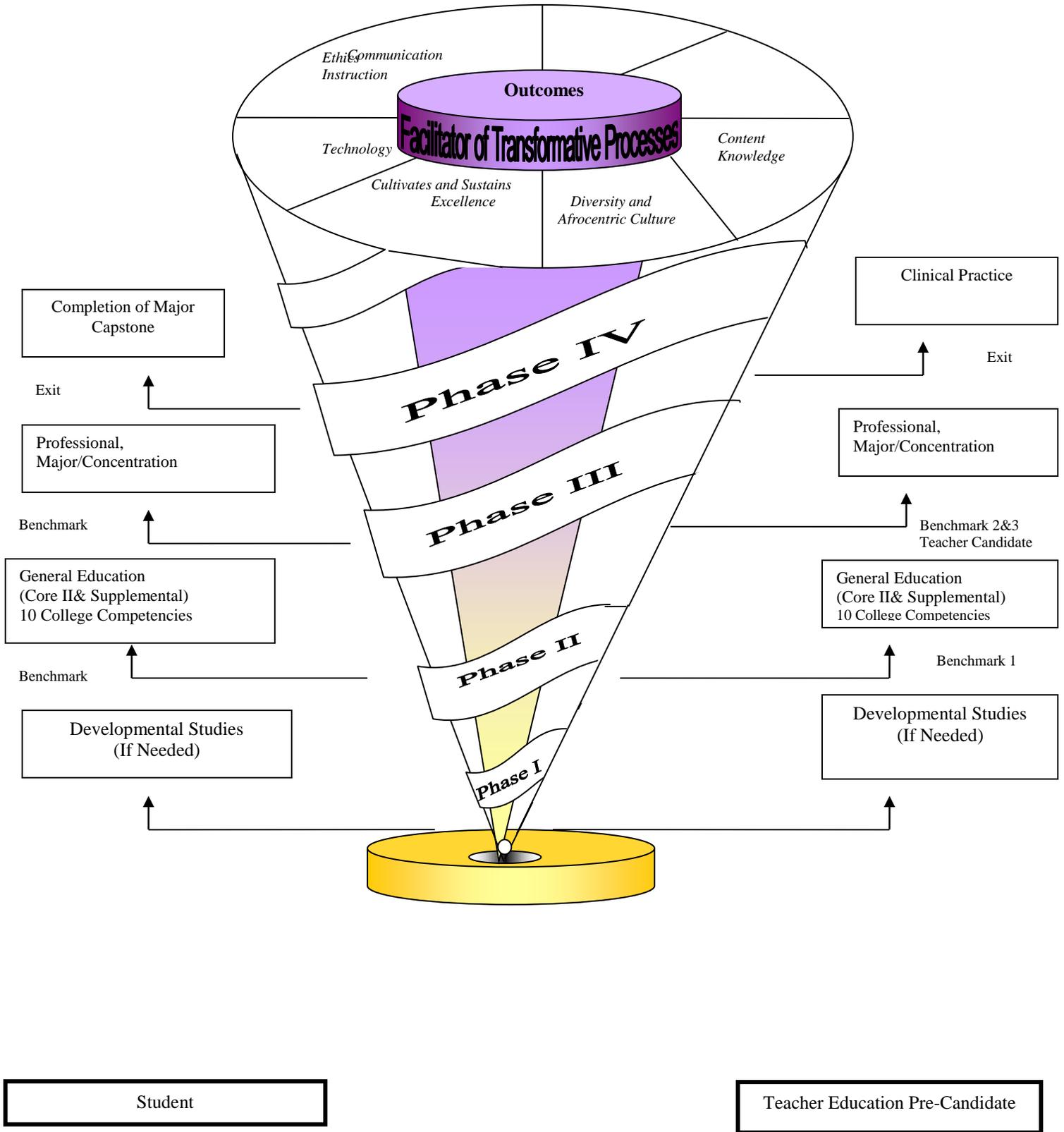
Student Performance Evaluation:

1. Identify the areas to assess student performance.
2. Specify the weight of those areas by a percentage or point system.

LeMoyne-Owen College Graduate Competencies (CGC)

LeMoyne-Owen College graduates should be able to:

1. Think creatively, critically, logically, and analytically using both quantitative and qualitative methods for problem solving;
2. Communicate effectively (listen, speak, read, and write) on formal and informal levels;
3. Distinguish, clarify, and refine personal values for the attainment of richer self-perception and relate those values to the value system of others;
4. Appreciate, understand, and know the foundations of the Afrocentric perspective;
5. Appreciate, understand, and know the foundations of diverse cultures in the context of a global community;
6. Appreciate, understand, now and pursue the principles, methods and subject matter that underlie the major discipline(s);
7. Accept social responsibility and provide service to humankind;
8. Maintain levels of literacy that allow them to understand the impact of science and technology on individuals, society, and the environment;
9. Attain motivational, personal management, interpersonal skills, professional development and research experience, as well as resourcefulness that will form the basis for a career and/or further educational experiences;
10. Attain critical skills, frame of reference, and understanding needed to appreciate and discriminate between artistic achievements.



The Conceptual Framework Model
 Theme: Teacher as a Facilitator of Transformative Processes