



## **MET AD655 B1 International Business, Economics and Cultures**

### **SYLLABUS**

**FALL 2018**

**Jung Wan Lee, Ph.D.**

**Boston Charles River Campus – Classroom**

**Administrative Sciences Department  
Metropolitan College  
Boston University**

## **1. Course Overview**

### **1.1 Description from Course Catalog**

#### **MET AD655 B1 International Business, Economics and Cultures**

This course focuses on the international context of business and management, and provides the understandings of international business dynamic environments, the cultural diversity of global management, formulating and implementing strategy for global operations, and creating competitive advantages for global competition. (4 credits).

### **1.2 Introduction**

This course provides you an integrated introduction to international business, economics and cultures. By “integrated” is meant that you will learn all of the fundamental aspects of modern international business, economics and cultures, both theoretical and practical. Finally, in discussions you will learn about and how to apply the skills required of an international business manager.

### **1.3 Prerequisites**

#### **a) Courses:**

**None**

#### **b) Student Competencies:**

**Independent Research (APA Paper Format)**

## 2. Basic Information

### 2.1 Schedule

**Classroom: MET B02B**

**Date and Time: Tuesday 6:00 pm – 8:45 pm**

The course will be taught as a 3 hour class each week, divided by two 10 minute breaks into 3 roughly equal sessions.

### 2.2 Delivery Mode

**Classroom face-to-face mode**

### 2.3 Instructor:



**JUNG WAN LEE, Ph.D.**

Jung Wan Lee holds a Ph.D. in Business Administration (Marketing) and advanced degrees in International Logistics (MBA), International Finance (MA), and Electronic Commerce (MS) with solid applied backgrounds in international business and management. He has many years of research and teaching experience in electronic commerce, international marketing, international business and management in Korea, USA, and Kazakhstan. He also has substantial experience of international business in Korea, Japan, China, and Russia.

He teaches AD655 International Business, Economics and Cultures, and MG520 International Business Management in undergraduate and graduate programs at Boston University Metropolitan College. For further information, see: <http://www.supermanlee.com>.

### Research

He has published over fifty research papers and four books on entrepreneurship, small business, and venture business management, and has served as the editor-in-chief for the *Journal of Asian Finance, Economics and Business (JAFEB)*, the *Journal of Distribution Science (JDS)*, and the *Journal of Administrative Sciences and Technology (JAST)*.

He was awarded the Distinguished Research Award by Allied Academies in 2008 and 2009, Highly Commended Paper Award by the Emerald Literati Network in 2013, Best Paper Award by the International Business Academics Consortium (iBAC) in 2013, Best Reviewer Award by the International Business Academics Consortium in 2014, and Citations of Excellence Award 2016 by Emerald Group Publishing, United Kingdom.

He has published in journals such as *Energy Policy*, *International Journal of Sustainable Development & World Ecology*, *Global Economic Review*, *Asian Economic Journal*, *Tourism Management*, *Journal of Business Ethics*, *The Internet and Higher Education*, *International Journal of Management in Education*, *Cross Cultural Management*, *Academy of Marketing Studies Journal*, *Journal of Transnational Management*, *International Journal of*



**c) Academic Research**

What constitutes “academic research?” Academic articles have a proven provenance. (Look up “provenance.”) Articles are submitted to journals and evaluated anonymously by referees who are subject matter experts. The author typically revises a manuscript based on the referees’ questions and comments. Publication of the refereed article disseminates the information. Mistakes are corrected, excellent and useful work becomes accepted, and progress is made. Over time, a body of work emerges that is validated and accepted.

Academic journal articles are what you are aiming for in your research. It is tough going early on to read this stuff. Read the abstract. If it looks interesting and you understand it, read the article. After a while, you get better at skipping over the stuff that is not relevant to your assignment. In other words, for the purposes of this course, a “Google” search returns junk. (Actually, of course, a google search gets you going and we all do it. It is just not polite to mention it.)

**3. Text & Materials**

**3.1 Required Text (any edition of the following☺)**

	
<p><b><i>International Business: The Challenge of Global Competition, 12<sup>th</sup> ed.</i></b> Donald Ball, Michael Geringer, Michael S Minor, Jeanne M. McNett ISBN-13 9780077318833 Publisher: McGraw-Hill Copyright©2010</p>	<p><b><i>International Business: The Challenge of Global Competition, 13<sup>th</sup> ed.</i></b> Donald Ball, Michael Geringer, Michael S Minor, Jeanne M. McNett ISBN 9780078112638 Publisher: McGraw-Hill Copyright©2013</p>

Required textbooks for this course can be purchased from Barnes & Noble at Boston University at <http://bu.bncollege.com>.

**3.2 Other Reading Materials**

**a) Additional reading materials**

Read international business and management related news and articles from The World Economic Forum <http://www.weforum.org/en/index.htm>; The Wall Street Journal <http://online.wsj.com/home-page>; Financial Times <http://www.ft.com/>; World Trade

organization <http://www.wto.org/>; UNCTAD <http://www.unctad.org/>; OECD <http://www.oecd.org/>; in order to better understand to current international business and management practices.

## **b) Boston University Library Link**

As Boston University students you have full access to the BU libraries. You can gain access to anything at the libraries that is electronically formatted—or better said, available online. That includes vast holdings, among them subscriptions to periodicals, books, audio and video recordings, etc. Boston University’s Office of Information Technology and the Libraries offer an option for remote access to Boston University’s online library resources.

### **3.3 Blackboard/Course Info**

This course will use a Blackboard site. Students are required to have a BU ID and password to log in. If you do not have a BU ID yet, note that this takes some time so be sure to start this process well before class starts. The site is: <http://blackboard.bu.edu/>

## **4. Course Learning Objectives and Outcomes**

### **4.1 Course Learning Goals**

To have achieved department mission goals, this course contributes substantially to the following mission goals of “Critical and Innovative Thinking”, “International Perspective”, “Communication Skills”, “Professional Ethics and Standards”, and “Research Skills and Scholarship” and contributes somewhat of “Decision Making” and “Technical Tools and Techniques”.

This course focuses specially on the department mission goal of “Globalization”. Globalization represents worldwide movement toward economic, financial, trade, and communications integration. Globalization implies opening out beyond local and nationalistic perspectives to a broader outlook of an interconnected and inter-dependent world with free transfer of capital, goods, and services across national frontiers.

The evaluation criteria of the learning goal of “Globalization” are as follow: C1: Conception of Globalization; C2: Perspectives on Globalization; C3: Developing an overview of Globalization issues; C4: Performing an analysis of Globalization.

### **4.2 Course Learning Objectives and Outcomes**

After you have completed this course, you should be able to:

- Have obtained the skills of critical and creative thinking with practicing critical and innovative thinking activities that tackle complex global business challenges, like corporate social responsibility, corporate environmental responsibility, and corporate economic sustainability at global, regional, and national levels.

- Have developed an international perspective (“global citizenship”) of working together with international students that bring diversity and different perspectives of doing their business practices, rooted from the different cultures and traditions, economic conditions, business environment, and political and legal systems of any nation, region, or society beyond the United States.
- Have developed cross-cultural and intercultural communication skills with working together with international students that reflect cultural diversity in communication activities, like use of body language, oral, nonverbal, or group communication.
- Have developed professional ethics and standards of doing international business with understanding of a broader range of business and economic activities at global, regional, and national levels.
- Have enhanced the knowledge and skills necessary to employ the technical tools and techniques necessary for the decision making of the complexity of international business and economic activities, including the global production and distribution, global organizational design, global supply chains, global human resource management, and global marketing.
- Have developed the research skills and scholarship necessary to conduct market research to assess the consumer needs and market opportunities as well as the ability of the firm to meet those needs in diverse international markets.

### 4.3 Course Expectations and Delivery Mode

The course will be conducted by means of a sequence of lectures and some classroom discussions. There will be one lecture each week. In each week will cover one or more core international business, economics and cultures concepts.

Each week students will be assigned a research topic, which will be the focus of an in class discussion. Every student will be expected to contribute every week. There is a major Final Project. Students will be required to demonstrate their understanding of the key features of the course, as well as the practical application of skills.

### 4.4 Schedule

#### a) Class Schedule and Reading Assignment

#### MET AD655 B1 Class Schedule and Reading Assignment

<b>MET AD655 B1 International Business Economics and Cultures (4 credits)</b>			
<b>Class Date</b>	<b>Topics</b>	<b>Reading: Text Book</b>	<b>Case Study*</b>
<b><u>Week 1</u> 09/04/18</b>	<p><b>Topic 1: The rapid change of international business</b>  <b>Topic 2: International institutions from international business perspective</b></p> <p>In this week, we look at the basic concepts of international business, then an exploration of why businesses enter foreign</p>		

	<p>markets, then the trends and driving forces of international business and globalization, and international institutions. In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• understand what international business is and why it is important.</li> <li>• comprehend why and how international business differs from domestic business.</li> <li>• understand the five key drivers, all based on change, that are leading firms to internationalize their operations.</li> <li>• explain the reasons for entering foreign markets.</li> <li>• identify the direction of trade, or who trades with whom, and trends in such trade.</li> <li>• describe the types of global and regional international institutions</li> <li>• describe the purposes of the two global monetary institutions, the IMF and the World Bank</li> <li>• discuss the World Trade Organization, its purpose and its challenges</li> <li>• identify the levels of economic integration agreements and the effectiveness of the major ones</li> <li>• discuss the impact of the EU and its future challenges</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>	<p>13<sup>th</sup> ed. Chapter 1 &amp; 3</p> <p>12<sup>th</sup> ed. Chapter 1 &amp; 4</p>	<p>Wal-Mart</p>
<p><b><u>Week 2</u></b> <b>09/11/18</b></p>	<p><b>Topic 3: International trade and foreign direct investment</b></p> <p>In this week, we take a look at four major concerns, the state of international trade, that of foreign investment, some of the theories of international trade, and some of the theories of foreign direct investment. In particular, you will be able to understand:</p> <ul style="list-style-type: none"> <li>• The direction of trade, or who trades with whom, and trends in such trade.</li> <li>• The theories that explain why certain goods are traded internationally, in particular: <ul style="list-style-type: none"> <li>• Mercantilism</li> <li>• Adam Smith’s theory of absolute advantage</li> <li>• David Ricardo’s theory of competitive advantage</li> <li>• Heckscher and Ohlin’s theory of factor endowments</li> <li>• Ray Vernon’s international product life cycle</li> <li>• Michael Porter’s theory of national competitiveness</li> <li>• Linder’s theory of overlapping demand</li> </ul> </li> <li>• Some explanations for the direction of trade</li> </ul>	<p>13<sup>th</sup> ed. Chapter 2</p> <p>12<sup>th</sup> ed. Chapter 2 &amp; 3</p>	

	<ul style="list-style-type: none"> <li>• The size, growth, and direction of FDI</li> <li>• Several theories of foreign direct investment: <ul style="list-style-type: none"> <li>• Conventional economic theory</li> <li>• Stephen Hymer’s monopolistic advantage theory</li> <li>• Oligopolistic advantage theory</li> <li>• Richard Caves' market imperfections theory</li> <li>• Internalization theory</li> <li>• Dynamic capabilities theory</li> <li>• John Dunning’s eclectic theory</li> </ul> </li> <li>• Some explanations for the direction of FDI</li> <li>• Some important issues of FDI and trade</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>		
<p><b><u>Week 3</u></b> <b>09/18/18</b></p>	<p><b>Topic 4: Economic, Socioeconomic, and Sociocultural Forces</b>  <b>Topic 5: National Resources and Environmental Sustainability</b></p> <p>In this week, we look at part of the external forces of international business, in particular, economic and socioeconomic forces, culture and sociocultural forces, natural resources and environmental sustainability issues. In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify different categories based on levels of national economic development and the common characteristics of developing nations</li> <li>• recognize the economic and socioeconomic dimensions of the economy and different indicators used</li> <li>• explain the degree to which labor costs can vary from country to country</li> <li>• discuss the significance for businesspeople of the large foreign debts of some nations</li> <li>• explain the significance of culture for international business</li> <li>• identify the sociocultural components of culture</li> <li>• discuss the pervasiveness of the information technology</li> <li>• explain Hofstede’s cultural value dimensions</li> <li>• describe the role of location, climate, and natural resources as factor conditions</li> <li>• explain how surface features contribute to economic, cultural, political, and social differences among nations and</li> </ul>	<p>13<sup>th</sup> ed. Chapter 4 &amp; 5</p> <p>12<sup>th</sup> ed. Chapter 5 , 6, &amp;7</p>	



	<p>among regions of a single country</p> <ul style="list-style-type: none"> <li>• outline the options available for nonrenewable and renewable energy sources and their broad business implications</li> <li>• describe environmental sustainability and its characteristics</li> <li>• Explain the use of stakeholder theory as a framework for environmental sustainability</li> </ul> <p><b>AACSB Department Learning Goal: Globalization</b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>		
<p><b>Week 4</b>  <b>09/25/18</b>  <b>[Due: Quiz]</b></p>	<p><b>Topic 6: Political Forces</b>  <b>Topic 7: Intellectual Property and Legal Forces</b></p> <p>In this week, we look at the impact of political forces, intellectual property rights and legal forces on international business.</p> <p>In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• Understand political risks in international business</li> <li>• Evaluate the importance to business of government stability and policy continuity</li> <li>• Explain country risk assessment by international business</li> <li>• Discuss the arguments for imposing trade restrictions</li> <li>• Explain the two basic kinds of import restrictions: tariff and nontariff trade barriers</li> <li>• Explain intellectual property rights and industrial property rights</li> <li>• Explain possibilities for international dispute settlement</li> <li>• Recognize the need and methods to protect your intellectual property</li> <li>• Explain the risk of product liability legal actions</li> <li>• Discuss some of the U.S. laws that affect international business operations</li> </ul> <p><b>AACSB Department Learning Goal: Globalization</b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>	<p>13<sup>th</sup> ed.  Chapter 6 &amp; 7</p> <p>12<sup>th</sup> ed.  Chapter 8 &amp; 9</p>	
<p><b>Week 5</b>  <b>10/02/18</b></p>	<p><b>Topic 8: International monetary system and financial forces</b>  <b>Topic 9: International accounting and financial management</b></p>	<p>13<sup>th</sup> ed.  Chapter 8 &amp; 18</p> <p>12<sup>th</sup> ed.</p>	

	<p>In this week, we take a look at the state of international monetary and financial environments for international business, in particular, two major concerns: 1) the international monetary system and financial forces, and 2) international accounting and financial management.</p> <p>In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• describe the evolution of monetary arrangements of the international monetary system</li> <li>• explain the impact of fluctuating currency values</li> <li>• describe currency exchange controls</li> <li>• discuss the influence of financial forces such as taxes, inflation, and balance of payments effects on the firm</li> <li>• explain the role of the balance of payments (BOP)</li> <li>• describe the international accounting standards' convergence process and its importance</li> <li>• describe the process of cash flow management in the international firm</li> <li>• describe foreign exchange risks of transaction exposure, translation exposure, and economic exposure</li> <li>• describe the basic idea of a swap transaction and its various applications</li> <li>• describe sales without money and their benefits</li> <li>• discuss the impacts of taxes as a concern in financial management</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>	Chapter 10 & 20	
<b><u>Week 6</u></b> <b>10/09/18</b>	<b>No Class (10/09/18)</b> <b>[Study period for Assignments]</b>		
<b><u>Week 7</u></b> <b>10/16/18</b> <b>[Due: Assignment 1]</b>	<p><b>Topic 10: International Marketing</b>  <b>Topic 11: Global Operations and Supply Chain Management</b></p> <p>In this week, we look at international marketing, global operations and supply chain management issues in international business.</p> <p>In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why there are differences between domestic and international marketing</li> <li>• Discuss why international marketing managers wish to</li> </ul>	13 <sup>th</sup> ed. Chapter 15 & 16  12 <sup>th</sup> ed. Chapter	

	<p>standardize the marketing mix, in particular:</p> <ul style="list-style-type: none"> <li>○ International product strategy</li> <li>○ International service strategy</li> <li>○ International promotion strategy</li> <li>○ International pricing strategy</li> <li>○ International distribution channel strategy</li> </ul> <ul style="list-style-type: none"> <li>● Understand international brand strategy</li> <li>● Explain why consumer products generally require greater modification for international sales than do industrial products or services</li> <li>● Discuss the product strategies that can be formed from three product alternatives and three kinds of promotional messages</li> <li>● Explain “glocal” advertising strategies</li> <li>● Discuss some of the effects the Internet may have on international marketing</li> <li>● Discuss the distribution strategies of international marketers.</li> <li>● Understand the concept of supply chain management.</li> <li>● Describe the five global sourcing arrangements.</li> <li>● Understand the increasing role of electronic purchasing for global sourcing.</li> <li>● Explain the potential of global standardization of production processes and procedures, and identify impediments to standardization efforts.</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>	17 & 18	
<p><b><u>Week 8</u></b> <b>10/23/18</b></p>	<p><b>Chapters Review</b> Please read through the textbook and prepare answers for the following questions.</p> <p><b>Discussion Question One: Case analysis (Toyota)</b></p> <p>Q1: What are strengths and weaknesses of Toyota in doing international business (Internal resources)?</p> <p>Q2: What are opportunities and threats facing Toyota in doing international business (external environment)?</p> <p>Q3: What are Toyota’s critical competitive advantages for doing international business?</p> <p>Q4: What is your assessment of Toyota’s competitors and their ability to imitate Toyota’s competitive advantages? What would be sustainable competitive advantages for continuing success of Toyota in the global market? What are Toyota’s strategic options?</p>		

	<p><b>Discussion Question Two: FDI scenario analysis</b></p> <p>Traditionally Foreign Direct Investments (FDI) has followed foreign trade since foreign trade is typically less costly and risky than making a direct investment into foreign markets. Entering a market via FDI allows management to enter the market in small increments controlling their investment. Globalization of markets is challenging this traditional market entry strategy.</p> <p><b>Discuss how the new international business environment is causing this path to market expansion to change. Illustrate and reinforce your answer with any theory (from international trade and investment theory) referred to and with practical examples.</b></p> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Substantial</b>  <b>C4: Performing an analysis of globalization: Substantial</b></p>	
<p><b><u>Week 9</u></b>  <b><u>(part-A)</u></b>  <b>10/30/18</b>  <b>[Due: Assignment 2]</b></p>	<p><b>Topic 12: Labor Forces, Human Resources Management</b></p> <p>In this week, we look at global labor forces and international human resource management in international business. In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• identify forces beyond management control that affect the quantity and quality of labor in a nation</li> <li>• explain the reasons people leave their home countries to work abroad</li> <li>• explain factors associated with employment policies, including social roles, gender, race, and minorities</li> <li>• discuss differences and trends in labor unions from country to country and worldwide</li> <li>• discuss the importance of creating a company “global mind-set”</li> <li>• explain international HRM approaches (ethnocentric, polycentric, regiocentric, and global)</li> <li>• compare home country, host country, and third country nationals as IC executives</li> <li>• explain what an expatriate is and some of the challenges and opportunities of an expat position</li> <li>• discuss the increasing importance of accommodating the trailing spouse of an expatriate executive</li> <li>• explain the difficulties of finding qualified executives for international companies (ICs) and the importance of foreign language knowledge</li> </ul>	<p>13<sup>th</sup> ed. Chapter 17</p> <p>12<sup>th</sup> ed. Chapter 11 &amp; 19</p>

	<ul style="list-style-type: none"> <li>• identify some of the complications of compensation packages for expatriate executives</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>		
<p><b><u>Week 9</u></b>  <b><u>(part-B)</u></b>  <b><u>10/30/18</u></b></p>	<p><b>Topic 13: Organizational Design and Control, Global Leadership Issues and Practices</b></p> <p>In this week, we look at global organization's structures, control process, leadership issues in international business. In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why the design of organizational structure is important to international companies.</li> <li>• Discuss the organizational dimensions that must be considered when selecting organizational structures.</li> <li>• Discuss the various organizational forms available for structuring international companies.</li> <li>• Explain why decisions are made where they are among parent and subsidiary units of an international company.</li> <li>• Discuss how an international company can maintain control of a joint venture or of a company in which the IC owns less than 50 percent of the voting stock.</li> <li>• List the types of information an IC needs to have reported to it by its units around the world.</li> <li>• Discuss the importance of creating a company “global mindset.”</li> <li>• Describe what distinguishes the practice of global leadership from its domestic counterpart.</li> <li>• Identify the competencies required for effective global leadership.</li> <li>• Discuss approaches for selecting and developing effective global leaders.</li> <li>• Explain what skills a manager needs in order to effectively lead global teams.</li> <li>• Identify some of the challenges of leading global change.</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>	<p>13<sup>th</sup> ed.  Chapter  10 &amp; 11</p> <p>12<sup>th</sup> ed.  Chapter  13</p>	

<p><b><u>Week 10</u></b> <b>11/06/18</b></p>	<p><b>Topic 14: International Competitive Strategy**</b> <b>Topic 15: Assessing and Analyzing Markets</b></p> <p>In this week, we look at ‘a big picture’ of developing international competitive strategy. In this week, our attention shifts to the business itself, including the functional areas and the actions international managers can take to help their companies compete more effectively. We also look at a screening process to assist in the analysis and assessment of foreign markets based on the environmental forces impacting international business.</p> <p>In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• Explain international strategy, competencies, and international competitive advantage.</li> <li>• Describe the steps in the global strategic planning process.</li> <li>• Explain the purpose of mission statements, vision statements, values statements, objectives, quantified goals, and strategies.</li> <li>• Explain home replication, multidomestic, global, and transnational strategies and when to use them.</li> <li>• Describe the methods of and new directions in strategic planning.</li> <li>• Discuss environmental analysis and two types of market screening.</li> <li>• Explain market indicators and market factors.</li> <li>• Describe some statistical techniques for estimating market demand and grouping similar markets.</li> <li>• Discuss the value to businesspeople of trade missions and trade fairs.</li> <li>• Discuss some of the problems market researchers encounter in foreign markets.</li> <li>• Discuss some of the options for conducting survey-based research.</li> <li>• Explain the difference between country screening and segment screening.</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>	<p>13<sup>th</sup> ed. Chapter 9 &amp; 12</p> <p>12<sup>th</sup> ed. Chapter 12 &amp; 14</p>	
<p><b><u>Week 11</u></b> <b>11/13/18</b></p>	<p><b>Topic 16: Foreign Market Entry Strategies***</b></p> <p>In this week, we take a look at international business, and foreign market entry strategies.</p>	<p>13<sup>th</sup> ed. Chapter 13</p>	

	<p>In particular, you will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the pros and cons of entering markets as a “market pioneer” versus being a “fast follower.”</li> <li>• Explain the international market entry methods.</li> <li>• Identify why firms export and the options available for indirect and direct exporting.</li> <li>• Explain the potential benefits and disadvantages of joint ventures and how a company might exercise control over a joint venture, even as a minority shareholder.</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>	12 <sup>th</sup> ed. Chapter 15	
<b><u>Week 12</u></b> <b>11/20/18</b>	<b>No Class (11/20/18)</b> <b>[Study period for Assignments]</b>		
<b><u>Week 13</u></b> <b>11/27/18</b> <b>[Due: Team Project]</b>	<p><b>Chapters review: Term paper presentation</b></p> <p><b><i>Guidelines for presentation:</i></b> Groups should prepare a 10 to 12 slide PowerPoint presentation for abstracting their term papers. The PowerPoint slides should be developed and organized in a professional manner. Groups should demonstrate their presentation in class.</p> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Substantial</b>  C4: Performing an analysis of globalization: <b>Substantial</b></p>		
<b><u>Week 14</u></b> <b>12/04/18</b>	<b>No Class (12/04/18) and (12/11/18)</b> <b>[Study period for Final Exam]</b>		
<b><u>Week 16</u></b> <b>12/18/18</b> <b>[Final exam]</b>	<p><b>Final Exam at MET B02B from 6:00 pm – 8:00 pm</b></p> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Substantial</b>  C4: Performing an analysis of globalization: <b>Substantial</b></p>		
<p>* Case Study will be prepared and presented by the instructor for case study discussion in class.</p> <p>** Up to this week, we have introduced the broad environmental context in which international businesses compete. This discussion has included the theoretical framework for international trade and investment, the international monetary and other organizations that influence international business, and the financial, economic, physical, social, political, legal, and other external,</p>			

uncontrollable forces found in the IB environment.

In this week, our attention shifts to the business itself, including the functional areas and the actions international managers can take to help their companies compete more effectively. In the global marketplace, a company must be able to quickly identify and exploit opportunities wherever they may occur. To do this effectively, managers must fully understand why, how, and where they intend to do business, now and over time. Managers need to have a clear understanding of their company's mission and vision and an understanding of how they plan to compete with other companies. In order to meet these challenges, managers need to understand their company's strengths and weaknesses along with their competitors'. They must also be able to identify opportunities and threats. Strategic planning provides valuable tools for helping managers address these global challenges.

International strategy is concerned with the way firms make fundamental choices about developing and deploying scarce resources internationally. International strategy involves decisions that deal with all of the various functions and activities of a company, not merely a single area such as marketing or production. To be effective, a company's international strategy needs to be consistent among the various functions, products, and regional units of the company as well as with the demands of the international competitive environment.

The goal of international strategy is to achieve and maintain a unique and valuable competitive position, both in a nation as well as globally, a position that has been termed "competitive advantage." This suggests that the international company either must perform different activities than its competitors, or else perform the same activities but in different ways. To create a competitive advantage which is sustainable over time, the international company should try to develop skills, or competencies, that (1) create value for customers, and for which customers are willing to pay, (2) are rare, since competencies shared among many competitors cannot be a basis for competitive advantage, (3) are difficult to imitate or substitute for, and (4) the firm must be organized to allow it to exploit fully the competitive potential of these valuable, rare, and difficult to imitate competencies. In attempting to develop competitive advantage, a company's managers are forced to make choices regarding what to do, and what *not* to do, now and over time. Different companies make different choices, and these choices have implications for each company's ability to meet the needs of customers and to create a defensible competitive position internationally.

Global strategic planning provides a formal structure in which managers analyze the firm's external environments, analyze the firm's internal environments, define the company's business and mission, set objectives, quantify goals, and formulate strategies and tactics to achieve them.

\*\*\* This chapter explores foreign market entry strategies available to management when considering international business. The reasons a firm goes abroad are linked to the desire to increase profit and sales or for other competitive reasons, such as to attack a competitor in the competitor's home market or to protect existing markets. Some companies begin their foreign entry by first exporting, then setting up foreign sales companies and finally, when sales volume warrants, establishing foreign manufacturing. This incremental approach is proactive yet cautious, requiring additional resources as the firm increases its level of commitment.



## 4.5 Assignments

### MET AD655 B1 Assignment Schedule and Important Dates

№	Assignments	Class week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	<i>Class attendance and participation*</i>	@	@	@	@	@		@	@	@	@	@		@			@
2.	<i>Quiz</i>				09/25 /18												
3.	<i>Article review and essay(assignment 1)</i>							10/16 /18									
4.	<i>Case analysis report (assignment 2)</i>									10/30 /18							
5.	<i>Term paper (assignment 3)</i>													11/27 /18			
6.	<i>Term paper presentation</i>													11/27 /18			
7.	<i>Final Exam</i>																12/18 /18

## 4.6 Course Grading

### a) Assessment Policy

Your final grade for this course will be derived from four types of assessment:

- Weekly attendance and participation
- Quiz: 1 quiz per semester
- Three assignments: two individual and one team assignment (take-home)
- Final examination: during the final examination period

### b) Assessment Percentage

The value of each of these assessment measures, expressed as a percentage, is tabulated below.

1 <sup>st</sup> Attestation 30%	Quiz	10 %
	Article review and essay (assignment 1: Individual)	10 %
	Case analysis (assignment 2: Individual)	10 %
2 <sup>nd</sup> Attestation 30%	Term paper writing (assignment 3: Team)	20 %
	Term paper presentation (Team)	10 %
Final Attestation 40%	Final-exam (multiple choice, open-ended, essay writing)	30 %
	Class attendance and participation	10 %
<b>Total 100%</b>		<b>100%</b>

### c) Grading Metrics:

Grade	Grade Point	%	Traditional grade
A	4.0	96-100	EXCELLENT
A-	3.67	91-95	
B+	3.33	86-90	GOOD
B	3.0	81-85	
B-	2.67	76-80	
C+	2.33	71-75	SATISFACTORY
C	2.0	66-70	
C-	1.67	61-65	
D+	1.33	56-60	
D	1.0	51-55	
F	0	=< 50	UNSATISFACTORY

While there is no fixed absolute number of grades in any one level, it is important to note that high grades reflect an excellence in the understanding of class materials and organization of thoughts as well as the complete works of course assignments. In addition, an important aspect of my class is the complete attendance at each class and active participation at each discussion; grades will also reflect an individual's contributions to the class.

**As such, a maximum 5 percent of the class, ONLY who has/have achieved completely every learning goal of the course, would earn an A grade and approximately 15 percent would earn an A- grade. As grades are earned and not awarded, the College does give grades C+/C/C-/D+/D or F for work that is below average/standards.**

**Grading, attendance and examination policies and procedures will be applied to the course in accordance with Boston University rules of "Code of Academic Conduct."**

## 4.7 Homework, Exams and Discussions

a) Quiz: (individual, 10% of total grade)

**A quiz will be conducted on the class day of Week 4 (September 25, 2018).**

Quiz will cover conceptual material from chapters; questions relating to lecture / discussion material from class; and readings. No make-up exam will be given.

**b) Assignment 1: Article review and essay writing (individual, 10% of total grade)**

**AACSB Department Learning Goal: Globalization**  
C1: Concept of globalization: **Substantial**  
C2: Perspectives on globalization: **Substantial**  
C3: Developing an overview of globalization issues: **Substantial**  
C4: Performing an analysis of globalization: **Substantial**

***Guidelines for essay writing***

1. The student should select an essay topic they are interested in from the following list, or they may explore/develop any topic they are interested in. **Students should get approval from the instructor if they choose a topic outside of the list:**

<ul style="list-style-type: none"><li>• Agency theory</li><li>• Comparative advantage</li><li>• Competitive strategy</li><li>• National competitiveness</li><li>• Dynamic capabilities</li><li>• Institutional theory</li><li>• Factor endowment theory</li><li>• Internalization theory</li><li>• Leadership theory</li><li>• Monopolistic advantage theory</li></ul>	<ul style="list-style-type: none"><li>• Organizational learning</li><li>• Portfolio theory</li><li>• Eclectic theory</li><li>• Resource-based theory</li><li>• Strategic choice theory</li><li>• Systems theory</li><li>• Technological innovation theory</li><li>• Transaction cost theory</li><li>• Upper echelon theory</li></ul>
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2. **Each essay will be 8 pages** in length, **about 1800 – 2000 words**, including a title page and references. It should be typed in 12-point font, Times New Roman, and double-spaced.
3. Avoid verbosity and do not plagiarize the work of others. You must cite your sources. Provide adequate citations and use the **APA style** ([see APA style guide here](#)) for the bibliography.
4. **The essay MUST have FIVE peer-reviewed research articles for citations in text and references (published after 2007 + research articles + peer-reviewed ONLY).** You can find a good source from the BU Library's electronic resources. Use the link <http://www.bu.edu/library/index.shtml>.
5. Students should analyze and synthesize the information from the articles to form a cohesive essay (**i.e. 1800 ~ 2000 words**). The paper should be short and concise.
6. **Submission: 1) Two sets of printed copies** should be submitted, and **2) an MS-Word file** by an email attachment should be sent **not later than the class day of Week 7 (October 16, 2018) to [jwlee119@bu.edu](mailto:jwlee119@bu.edu)**

**Grading Criteria (in total 10 points)**

1. Timeliness: Submitted by the due date – maximum 2 points
2. Content and context: Well organized according to the guidelines: maximum 4 points
3. Citation and reference – Appropriately cited in the body text and bibliography, according to the citation guidelines: maximum 4 points

**c) Assignment 2: Case analysis report (individual, 10% of total grade)**

<p><b><u>AACSB Department Learning Goal: Globalization</u></b> C1: Concept of globalization: <b>Substantial</b> C2: Perspectives on globalization: <b>Substantial</b> C3: Developing an overview of globalization issues: <b>Substantial</b> C4: Performing an analysis of globalization: <b>Substantial</b></p>
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***Guidelines for a case writing:***

1. Students should select a case topic they are interested in from [a list of the 2016 Fortune Global 500 \(http://money.cnn.com/magazines/fortune/global500/2016/\)](http://money.cnn.com/magazines/fortune/global500/2016/), or they may explore/develop any case topic they are interested in. Students should get approval from the instructor if they choose a case topic outside of the list.
2. **Each case report will be 15 pages** in length, **about 3500 – 4000 words**, including a title page, tables, figures, appendixes, and references. It should be typed in 12 point font, Times New Roman, and double-spaced.
3. Avoid verbosity and do not plagiarize work of others. You must provide adequate citations and use the **APA style** ([see APA style guide here](#)) for bibliography.
4. You may use any article from websites, newspapers, company reports, and other forms of information.
5. Students should analyze and synthesize the information from the reading materials to form a cohesive report (i.e. **3500~4000 words**). The report should be concise.
6. Do not simply summarize materials of a company. Use the information from the materials to support your evaluations, conclusions, and recommendations.
7. **Submission: 1) Two sets of printed copies should be submitted, and 2) an MS-Word file by an email attachment should be sent not later than the class day of Week 9 (October 30, 2018) to [jwlee119@bu.edu](mailto:jwlee119@bu.edu)**

**Case Analysis Grading Criteria (10 points)**

1. **Timeliness:** Whether it is completed on time: Maximum 3 points
2. **Content and context:** Whether its content has flourished by extended research, relating to a case: maximum 3 points
3. **Analytical Skills:** Whether the work focus on key points to managerial and marketing issues: Maximum 4 points

**d) Assignment 3: Term-Paper writing and Presentation (Team project, 30% of total grade)**

**AACSB Department Learning Goal: Globalization**

**C1: Concept of globalization: Substantial**

**C2: Perspectives on globalization: Substantial**

**C3: Developing an overview of globalization issues: Substantial**

**C4: Performing an analysis of globalization: Substantial**

**Instructions for a term paper:**

A term paper on *international business, economics and cultures* will be written by a group of students (**a team consists of normally three (3) students. Students may volunteer themselves to form/choose their team members**). As the semester progresses, various components of the paper should be worked. At the end of the semester, all sections will be integrated into one final paper.

1. Students should select a term paper topic they are interested in from the following list, or students may explore/develop any topic they are interested in. **Students should get approval from the instructor if they choose a topic outside of the list:**

1. Entry modes of foreign markets	6. Strategic FDI of MNCs
2. National trade policies (industrial policies)	7. Globalization strategies of MNCs
3. The role of culture in international business management	8. International strategic alliances
4. Business ethics in IB	9. Technology transfer and MNCs
5. Corporate social responsibility in IB	10. International human resource management
	11. Cross-cultural marketing strategies

2. Each term paper will be **about 25 pages** in length, **about 6500 - 7000 words**, including a title page and references. It should be typed in 12 point font, Times New Roman, and double-spaced.
3. Avoid verbosity and do not plagiarize work of others. You must cite your sources. Provide adequate citations and use the **APA style** ([see APA style guide here](#)) for bibliography.
4. You may use any article from websites, newspapers, company reports, and other forms of information.
5. Students should analyze and synthesize the information from the reading materials to form a cohesive paper (i.e. **6500 ~ 7000 words**). The paper should be concise.
6. Do not simply summarize materials of companies and/or cases. The written paper should focus on analyzing the material, evaluating the strategy employed by companies, and making appropriate recommendations. Use the information from the materials to support your conclusions and recommendations.
7. The written paper should focus on analyzing the materials in cases, evaluating the strategy employed by companies/products/brands, and making appropriate recommendations.

8. **Submission: 1) Two sets of printed copies** should be submitted, and  
2) an **MS-Word file** by an email attachment should be sent not later than the class day of Week 13 (November 27, 2018) to [jwlee119@bu.edu](mailto:jwlee119@bu.edu)

**Grading Criteria (maximum 30 points)**

The project will count for 30% (written report 20 points, presentation 10 points) of the total grade. **Each member of a team will receive the same grade from their project.**

1. **Timeliness:** Whether it is completed on time - Maximum 4 points
2. **Content and context** (conceptual skills): Whether its content has flourished by extended research, relating to the case - maximum 8 points
3. **Analytical Skills:** Whether the work focus on key points to marketing decision-making issues - Maximum 8 points
4. **Presentation:** Maximum 10 points\*

***\*Guidelines for presentation:***

**Presentation of team project will take place on the class day of Week 13 (November 27, 2018).**

Groups should prepare a 10 to 12 slide PowerPoint presentation for abstracting their term papers. The presentation of PowerPoint slides should be developed and organized in a professional manner like a seminar (“Your use of hyperlinks, layouts, and contents are the elements of your own creativity. Audio narration can definitely add to your presentation, but is not required. If you choose to narrate your presentation, please limit the audio length to no more than 10 minutes (i.e. 1 minute per slide).

**e) Final Exam: (Individual, 30% of total grade)**

**The final exam will be administered according to the University exam schedule.**

The final exam is proctored. The exam will cover information from textbook, lectures, cases, and readings. The exam is closed book/closed notes/closed materials. The final exam will be structured to promote and reward learning, thinking, and understanding of the course materials. This will require some memorization, as well as the ability to understand concepts of international business, economics and cultures.

**The test will contain four types of questioning methods: true/false, multiple choice, fill-in-the-blank, and open-end questions. The duration of the exam is 100 minutes for 45 questions.**

**Attention!**

- **“0” will be marked, if students are late on the final examination;**
- **“F” will be marked, if students use a crib (on a paper or electronic base) during the final examination.**

## 5. Requirements, Policies and Standards

### 5.1 Attendance

Attendance at all classes is mandatory. Attendance will be taken early on in the class. In accordance with the department policy, any student missing more than 2 classes will be considered to have withdrawn. Students arriving late will be considered to have missed the class.

### 5.2 Homework

#### 5.2.1 Timely Presentation of Materials Due

All assignments (papers, homework, etc.) have due dates. These are the **LAST DATES** that stated material is due. I maintain the right to refuse, or downgrade, any materials presented after due dates. This is not a subject for discussion.

Student should organize their time and work so as to turn in the assignment before the due date. To be absolutely clear, this means that the work will be accepted anytime up to that date but not after. Students should develop a schedule so that the work is built around their personal needs and obligations. Students should allow for contingencies and plan to hand in their work well before the last minute. That way, should some unforeseen problem arise, the timely presentation of work is not in jeopardy.

#### 5.2.2 Paper Requirements

You are to complete any research papers using the APA writing style and in particular, for citations and references. You can download the student style guide from the American Psychological Association web site or you can purchase the APA style guide from the book store, the purchase of the guide is not essential. However, in all of your papers and assignments you need to understand how to lay out a paper, as well as how to cite and reference correctly *This is essential*.

Papers are to be **RESEARCH PAPERS**. Remember that work that you use from other authors **MUST** be referenced. Since it is assumed that you know little about the topic that you are writing on, it is expected that your papers contain information from many different sources. These must be attributed to the author using the American Psychological Association citation and reference format. This is *your* paper and not the cut and paste of someone else's work.

The internet has led to a false sense of what research is all about. Those new to research tend to think that it means spending an afternoon surfing the internet and then cutting and pasting from material available. Keep in mind the internet is:

1. Not quality oriented.
2. The internet has both good stuff and bad stuff, but does not know the difference.
3. I expect to see materials from a wide variety of sources, and academic sources.

### 5.3 Grading Policy

Grade inflation is not in the best interests of BU students or the reputation of the institution. I have a responsibility to differentiate the performance of my students, and to reward with high grades only those who do exceptionally well. A Grade of ‘A’ or ‘A minus’ will be limited only to those students truly distinguishing themselves in the course.

The Academic Policy Committee of Metropolitan College recommends the following guidelines for distinguishing grades.

A, A-	20%
B+, B, B-	80%
Other	As merited

Excellent, research quality work will be rewarded with an ‘A’. An ‘A’ grade requires research quality excellence in all aspects of the course: homework, discussions, project, and exams. Grades do not follow a prescribed curve.

This is a Boston University course; that means something. One thing it means is that we recognize and reward excellence. Excellence is uncommon, even rare. Your grade, then, will reflect the standards of excellence set by Boston University, in which only truly distinguished work will receive the highest grade.

#### 5.3.1 Requests for Extensions

The General position is that make up extensions are not given. There is no guarantee that a make up will be permitted, and any request needs to be in writing and a written verification of the incident will be expected. Sometimes, unfortunate situations occur that make fulfilling requirements impossible and, as such, requests for extensions will be evaluated on a case-by-case basis.

This is not to penalize any individual student but to attempt to assure that there is a level playing field and the total class feels confident that no one has a unique advantage. If, for any reason, you are unable to meet any assignment deadline, a student should contact the instructor immediately, and preferably in advance. All assignments must be completed.

### 5.4. Satisfaction of Department Mission Goals

<b>Course Number</b>	<b>MET AD655 B1</b>	
<b>Course Name</b>	<b>International Business, Economics and Cultures</b>	
<b>Department Goal</b>	<b>Category</b> How much this course fulfills the goals. (Substantial, Some, None)	<b>Compliance</b> Examples of compliance of the course with the mission statement’s goals (e.g. modules, chapter numbers, case studies)
Critical and	Substantial	The course is taught not just with lectures but with a



Innovative Thinking		give and take between the lecturer and the students and among the students themselves. The lecturer encourages each student to question what they hear and read in the course. In addition the papers and presentations contribute to this.
International Perspective	Substantial	1. Text book –examples in the book are from Asia, Europe, Australia, North America and South America 2. Case studies – Twelve case studies are used in this course of which all are <b><u>international biggest companies listed in the 2016 Fortune Global 500.</u></b>
Communication Skills	Substantial	This course requires three written papers of which one is also presented as a 20-25 minute power point oral presentation in class
Decision Making	Some	The decision making in this course is integrated in the three papers. Two are critiques are existing international products that require the students decide what to critique, to think and incorporate about the product in respect to the material being taught in the course and to decide what is good and bad about the product and how can it be improved. The third paper requires to student to create their own cultural product anywhere in the world and to determine how it should be developed.
Technical Tools & Techniques	Some	The main tools used in this course are how to do research and Power Point.
Professional Ethics and Standards	Substantial	The principle is fundamental in all teaching and examples used in the course.
Research Skills and Scholarship	Substantial	The first assignment requires the students analyze a case based on concepts presented in the first lecture and to conduct research using materials beyond the text. The students write a research paper at the end of the course, incorporating the concepts of the course.

## 6. Academic Conduct Policy

The academic conduct policy is summarized below. For the full text of the academic conduct code, please go to:

[http://www.bu.edu/met/metropolitan\\_college\\_people/student/resources/conduct/code.html](http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html)

**Any Plagiarism will be reported to the Dean and dealt with according to the Academic Conduct Code of Metropolitan College.**

Boston University makes available to all faculty the plagiarism tool “Turn It In.com.” The site contains millions of papers from around the world. When a paper is submitted to

TurnItIn.com, it is analyzed and compared to other work. TurnItIn.com reports if any parts of the paper are copied from other sources without proper attribution. Specifically, TurnItIn.com will detect plagiarism.

## **6.1 A Definition of Plagiarism**

“The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection.”

“The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property.”

“Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation.”

[The above paragraphs are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition*, Revised Edition. Copyright 1963, Holt, Rinehart & Winston].

## **6.2 Academic Conduct Code**

### **I. Philosophy of Discipline**

The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less

than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

## **II. Academic Misconduct**

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

## **III. Violations of this Code**

Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students in an act of academic misconduct. Violations include but are not limited to:

- A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).
- C. Misrepresentation or falsification of data presented for surveys, experiments, etc.
- D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
- F. Knowingly allowing another student to represent your work as his or her own.
- G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.
- H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.
- I. Submitting the same work in more than one course without the consent of the instructors involved.
- J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. Failure to comply with the sanctions imposed under the authority of this code.

## **AACSB Information**

### **Compliance with Department Academic Goals**

#### **Department Goals**

The Department of Administrative Sciences maintains data to support accreditation under the rules of the AACSB. All courses must document that they include some of the academic goals which are described in the Department of Administrative Sciences Mission Statement. These goals are summarized below:

#### **a) General Goals**

- We recognize that both technology and globalization are driving forces in modern commerce. As a result, we seek out ways to include international perspectives throughout the curriculum.
- Graduate education requires a focused area of study, continuous updating of skills and abilities, and an appreciation of the complexity of today's global environment. These beliefs are reflected in the student body, degree curriculum, individual course content as well as in cross departmental study



#### **b) Teaching**

- We recognize that providing the working adult with academically challenging, high quality and practically focused instruction requires a blend of theory and application.
- We recognize the value of learning that occurs in the workplace, and design our classes to meet needs of our students, and educate them in the concepts and technical skills required to perform in contemporary and future work settings.

#### **c) Course Content**

- Our courses combine the traditional values of liberal arts, are interdisciplinary and focus on strengths in specialized professional subject areas.
- We incorporate international perspectives and cases into our courses.

## Chapters Comparison Table

Textbook Readings 12 <sup>th</sup> edition	Textbook Readings 13 <sup>th</sup> edition
	
Ch.1	1
Ch.2	2
Ch.3	2
Ch.15	13
Ch.4	3
Ch.10	8
Ch.20	18
Ch.5	4
Ch.6	5
Ch.7	
Ch.8	6
Ch.9	7
Ch.12	9
Ch.14	12
Ch.17	15
Ch.18	16
Ch.11	17 (part)
Ch.13	10
Ch.19	17