

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2020
<b>Discipline:</b>	Management
<b>Course Number and Title:</b>	MGT 475 International Business Management
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Meir Russ
<b>Semester Credit Hours:</b>	3

**Meeting:** B days, 14:10-15:30 in Lastinger Union Starboard Forward

**Prerequisites:** One (1) principles or fundamentals of finance course, AND one (1) principles or fundamentals of marketing course, AND one (1) and fundamentals of management course.

### COURSE DESCRIPTION

This course offers a broad survey of international business issues and focuses on new managerial opportunities and issues of conducting business in the global arena. It provides insight into the emergence of new international markets and the importance of local culture, foreign currency exchange markets and local institutional forces. Integration of international issues throughout provides an essential understanding of global economics and its impact on business activities in any location. This course aims to improve students understanding that new technological innovations, demands for sustainable developments, and the globalization of business brings new opportunities and threats to governments, firms and individuals. Specifically, understanding of organizational strategic and functional consequences will be emphasized. This requires management to balance economic, business, social and environmental concerns and outcomes. For that to happen, business leaders need to effectively and efficiently manage the relationships of all those aspects across different time horizons and link their organizational practices to strategy and outcomes in the global arena.

The subject's thorough coverage helps students develop an understanding of the wide range of management theories and research available in this field—from competitive strategy and industry analysis to environmental trends, ethics and sustainability. Special attention will be given to an analysis of multinational/international firms' practice through the discussion of case studies in the cross-cultural context. This course introduces elements of international business that challenges and enables businesses to compete successfully in the global marketplace from a cross-cultural perspective as it exists today, with an outlook of future growth and expansion. The course will investigate the impact of macro-environmental (e.g. economic, social, technological, nature, etc.) and industry forces on business and management strategies and practices. Also, specific functional aspects of business (e.g., marketing, finance, accounting, human resources, etc.) will be studied as well as the need for cross-cultural leadership and communication skills.

This class is comprised of four parts. The first part discusses the world's marketplaces. Next, the international environment is analyzed. This is followed by a review of the various strategic and managerial aspects of managing an international business. Finally, diverse aspects of managing of international business operations are covered.

The class will utilize lectures, case studies, field classes and group discussions to enhance students' knowledge of the subject matters and their capacity to become an effective multi-cultural leader and global citizen. The voyage experience is a natural habitat to personally explore and experiment with many of the international business concepts, theories and practices covered in this class. Students will be expected to conduct research on assigned topic(s) and to prepare individual and group oral and written presentations for evaluation.

## LEARNING OBJECTIVES

After completing this course, students should be able to:

1. Analyze the international business environment and propose international business strategies and action plans;
2. Enhance their cross-cultural communication skills; and
3. Demonstrate proficiency in their understanding of contemporary international business practices.

## REQUIRED TEXTBOOK

AUTHOR: Peng, M. W.  
TITLE: Global Business  
PUBLISHER: Cengage  
ISBN #: 978-1-305-50089-1  
DATE/EDITION: 2017/4<sup>th</sup> Edition

The book listed above is required reading for the class. Each learning module might include additional suggested readings pertinent to the individual learning module. When listed "Briefly", please read the *Abstract, the Introduction and the Conclusions/Summary*. The instructor will provide the students with the relevant materials; see also below:

### Introduction-Briefly – Day B1

Russ, M. (2016). The probable foundations of Sustainabilism: Information, energy and entropy based definition of capital, *Homo Sustainabiliticus* and the need for a "new gold." *Ecological Economics*, 130, 328-338. Available from the Instructor.

Russ, M. (2017). The Trifurcation of the Labor Markets in the Networked, Knowledge-Driven, Global Economy. *Journal of the Knowledge Economy*, 8(2), 672-703. DOI: 10.1007/s13132-016-0434-0. Published online December 27, 2016. Available from the Instructor.

### Macro-Economic-World-International Trade-Background – Briefly-Day B2

World Economic Situation and Prospects 2018. UN. Available online:  
[https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/WESP2018\\_Full\\_Web-1.pdf](https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/WESP2018_Full_Web-1.pdf) accessed March 28, 2019.

World Trade Report 2018. WTO. Available online:  
[https://www.wto.org/english/res\\_e/publications\\_e/world\\_trade\\_report18\\_e.pdf](https://www.wto.org/english/res_e/publications_e/world_trade_report18_e.pdf) accessed March 28, 2019.

Trade and Development Report 2018: Power, Platforms and the Free Trade Delusion UNCTAD. Available online:  
[https://unctad.org/en/PublicationsLibrary/tdr2018\\_en.pdf](https://unctad.org/en/PublicationsLibrary/tdr2018_en.pdf) accessed March 28, 2019.

Macroeconomic and Foreign Exchange Policies of Major Trading Partners of the United States (October 2018). The Department of the Treasury. Available online:  
<https://home.treasury.gov/system/files/206/2018-10-17-%28Fall-2018-FX%20Report%29.pdf> accessed March 28, 2019.

Regions, Culture, Industries – Briefly - Day B3

East Asia and Pacific Economic Update-*Navigating Uncertainty*, October 2018, World Bank; Available online:  
<https://openknowledge.worldbank.org/bitstream/handle/10986/30447/9781464813665.pdf?sequence=5&isAllowed=y> accessed March 28, 2019.

Global Powers of Retailing 2018. Deloitte. Available online:  
<https://www2.deloitte.com/content/dam/Deloitte/at/Documents/about-deloitte/global-powers-of-retailing-2018.pdf> accessed March 28, 2019.

Multipolarity: The New Global Economy, 2011. World Bank. Available online:  
[https://siteresources.worldbank.org/INTGDH/Resources/GDH\\_CompleteReport2011.pdf](https://siteresources.worldbank.org/INTGDH/Resources/GDH_CompleteReport2011.pdf) accessed March 28, 2019.

Chesley, D., Everson, M., & Garvey, J. (2016). Global Power Shift. Available online:  
<http://www.strategy-business.com/article/Global-Power-Shift?gko=d56bb> accessed March 28, 2019.

### **Strategy, Competition-Day B5**

Playing to win: The new global competition for corporate profits.. McKinsey Global Institute, September, 2015 Available online:  
[https://www.mckinsey.com/~media/McKinsey/Business%20Functions/Strategy%20and%20Corporate%20Finance/Our%20Insights/The%20new%20global%20competition%20for%20corporate%20profits/MGI%20Global%20Competition\\_Full%20Report\\_Sep%202015.ashx](https://www.mckinsey.com/~media/McKinsey/Business%20Functions/Strategy%20and%20Corporate%20Finance/Our%20Insights/The%20new%20global%20competition%20for%20corporate%20profits/MGI%20Global%20Competition_Full%20Report_Sep%202015.ashx) accessed March 28, 2019.

Kwiatkowski, G., & Augustynowicz, P. (2015, May). State-owned enterprises in the global economy–analysis based on Fortune Global 500 list. In *Material of Joint International Conference 2015 Technology, Innovation and Industrial management* (pp. 1739-1747).

Strategy – Business Model Canvas – Day B7

Blank, S. (2013). Why the lean start-up changes everything? *Harvard Business Review*, 91(5), 63-72.

Business and Trade in **Japan** - Briefly - Day B7

Doing Business 2017, 2018, Economy Profile Japan, World Bank Group; Available online:

<https://openknowledge.worldbank.org/bitstream/handle/10986/25567/109858-WP-DB17-PUBLIC-Japan.pdf?sequence=1&isAllowed=y> accessed March 28, 2019.

<https://openknowledge.worldbank.org/bitstream/handle/10986/28700/120937-WP-PUBLIC-DB18-JPN.pdf?sequence=1&isAllowed=y> accessed March 28, 2019.

Kodama, M. (2018). Managing Innovation through Ma Thinking. *Systems Research and Behavioral Science*, 35(2), 155-177.

Business and Trade in **China**- Briefly - Day B8  
*Navigating Uncertainty*, October 2018, World Bank

Doing business in China, 2019. World Bank Group. Available online:  
<http://www.doingbusiness.org/content/dam/doingBusiness/country/c/china/CHN.pdf> accessed March 28, 2019.

China outlook 2018: A new era, a new paradigm of globalisation. KPMG. Available online:  
<https://assets.kpmg/content/dam/kpmg/cn/pdf/en/2018/03/china-outlook-2018.pdf> accessed March 28, 2019.

China next retail disruption: End-to-end value chain digitization (2018). PWC. Available online:  
<https://www.pwccn.com/en/retail-and-consumer/publications/global-consumer-insights-survey-2018-china-report.pdf> accessed March 28, 2019.

Strategy-Blue Ocean Strategy – Day B9

Kim, W. C. & Mauborgne, R. (2005). Blue ocean strategy: From theory to practice. *California Management Review*, 47(3), 105-121.

Business and Trade in **Vietnam**- Briefly - Day B10  
*Navigating Uncertainty*, October 2018, World Bank

Doing business in Vietnam, 2019. World Bank Group. Available online:  
<http://www.doingbusiness.org/content/dam/doingBusiness/country/v/vietnam/VN.M.pdf> accessed March 28, 2019.

Vietnam country report (2018). Investment Climate Statement, Bureau of Economic and Business Affairs, US Department of State. Available online:  
<https://www.state.gov/e/eb/rls/othr/ics/2018/eap/281549.htm> accessed March 27, 2019.

Doing business in Vietnam. 2017. PWC and Vietnam Chamber of Commerce and Industry. Available online:  
<https://www.pwc.com/vn/en/publications/2017/dbg-2017.pdf> accessed March 27, 2019.

Investing in Vietnam, Going for Gold, 2017 and beyond KPMG. Available online:  
<https://home.kpmg/content/dam/kpmg/vn/pdf/publication/2017/Investing-in-VN-2017.pdf> accessed March 27, 2019.

Business and Trade in **Malaysia**- Briefly - Day B11

*Navigating Uncertainty*, October 2018, World Bank

Doing business in Malaysia, 2019. World Bank Group. Available online:  
<http://www.doingbusiness.org/content/dam/doingBusiness/country/m/malaysia/MYS.pdf> accessed March 28, 2019.

Malaysia country report (2018). Investment Climate Statement, Bureau of Economic and Business Affairs, US Department of State. Available online:  
<https://www.state.gov/e/eb/rls/othr/ics/2018/eap/281513.htm> accessed March 27, 2019.

Charis Solomon, Md. Aminul Islam & Rosni Bakar (March 2015). Attracting Foreign Direct Investment: The Case of Malaysia *International Business Management* 9(4):359-357. Available from the Instructor.

Business and Trade in **India**- Briefly - Day B13

Doing business in India, 2019. World Bank Group. Available online:

<http://www.doingbusiness.org/content/dam/doingBusiness/country/i/india/IND.pdf> accessed March 28, 2019.

India country report (2018). Investment Climate Statement, Bureau of Economic and Business Affairs, US Department of State. Available online:

<https://www.state.gov/e/eb/rls/othr/ics/2018/sca/281700.htm> accessed March 27, 2019.

Srivastava, S. C., & Shainesh, G. (2015). Bridging the Service Divide Through Digitally Enabled Service Innovations: Evidence from Indian Healthcare Service Providers. *MIS Quarterly*, 39(1), 245-267.

Venkatesh, V., Shaw, J. D., Sykes, T. A., Wamba, S. F., & Macharia, M. (2017). Networks, technology, and entrepreneurship: a field quasi-experiment among women in rural India. *Academy of Management Journal*, 60(5), 1709-1740.

Clusters-Day B14

Porter ME (2000). Location, competition and economic development: Local clusters in a global economy. *Economic Development Quarterly*, 14(1), 15-34.

### **Risks, operation, Africa-Day B16**

Getting Electricity: Understanding the benefits of wiring regulation. Doing Business 2019: Training for Reform, pp. 39-45; International Bank for Reconstruction and Development / The World Bank Available online:

[http://www.worldbank.org/content/dam/doingBusiness/media/Annual-Reports/English/DB2019-report\\_web-version.pdf](http://www.worldbank.org/content/dam/doingBusiness/media/Annual-Reports/English/DB2019-report_web-version.pdf) accessed March 28, 2019.

Business and Trade in **South Africa (SA)** - Briefly - Day B18

Doing business in South Africa, 2019. World Bank Group. Available online:

<http://www.doingbusiness.org/content/dam/doingBusiness/country/s/south-africa/ZAF.pdf> accessed March 28, 2019.

South Africa country report (2018). Investment Climate Statement, Bureau of Economic and Business Affairs, US Department of State. Available online:

<https://www.state.gov/e/eb/rls/othr/ics/2018/af/281464.htm> accessed March 27, 2019.

Ekekwe, N. (2016). Why African entrepreneurship is booming. *Harvard Business Review* (July, 11). Available at <https://hbr.org/2016/07/why-african-entrepreneurship-is-booming>

Business and Trade in **Ghana**- Briefly - Day B20

Doing business in Ghana, 2019. World Bank Group. Available online:

<http://www.doingbusiness.org/content/dam/doingBusiness/country/g/ghana/GHA.pdf> accessed March 28, 2019.

Ghana country report (2018). Investment Climate Statement, Bureau of Economic and Business Affairs, US Department of State. Available online: <https://www.state.gov/e/eb/rls/othr/ics/investmentclimatestatements/index.htm?year=2018&dlid=281422#wrapper> accessed March 27, 2019.

### **Corporate social responsibility-Day B22**

Nissan Global 2017 social responsibility report. Available online: [https://www.nissan-global.com/EN/DOCUMENT/PDF/SR/2017/SR17\\_E\\_All.pdf](https://www.nissan-global.com/EN/DOCUMENT/PDF/SR/2017/SR17_E_All.pdf) accessed March 28, 2019.

### **Business and Trade in Morocco- Briefly - Day B24**

Doing business in Morocco, 2019. World Bank Group. Available online: <http://www.doingbusiness.org/content/dam/doingBusiness/country/m/morocco/MAR.pdf> accessed March 28, 2019.

Morocco country report (2018). Investment Climate Statement, Bureau of Economic and Business Affairs, US Department of State. Available online: <https://www.state.gov/e/eb/rls/othr/ics/investmentclimatestatements/index.htm?year=2018&dlid=281675#wrapper> accessed March 27, 2019.

## **TOPICAL OUTLINE OF COURSE (on the following three pages)**

Date	Topic	Reading	Hand In
Day B1 January 7	Introduction;	Briefly: Russ, 2016; 2017;	
Day B2 January 9	Globalizing Business	P; Ch. 1 UN; WTO; UNCTAD, 2018	
Day B3 January 11	Understanding Formal Institutions: Politics, Laws, and Economics.	P; Ch. 2; Briefly: World Bank, Oct 2018; Deloitte, 2018	Assign into groups- January 11 Day B3- also Group Cases and Indv. Current Events days
January 12	Honolulu		
January 13	No class		
Day B4 January 15	Emphasizing Informal Institutions: Cultures, Ethics, and Norms	P; Ch. 3	Current events (3-4)
January 16	No class-Lost Day		
Day B5 January 18	Leveraging Resources and Capabilities Strategy-Competition In class group case – pp. 126-9	P; Ch. 4 McKinsey; K&A, 2015	Current events (3-4)  In class group case
January 19	No class-Study day		
Day B6 January 21	Trading Internationally	P; Ch. 5	Current events (3-4)
Day B7 January 23	Business Model Canvas Business and Trade in Japan	Blank, 2013;	Port group presentation (1)
January 24-28	Kobe-Japan		
Day B8 January 30	Business and Trade in China		Port group presentation (1)
Jan 31-Feb 5 Feb 5	Shanghai-China Day trip		
Day B9 February 7	Investing Abroad Directly Blue Ocean Strategy In class group case – pp. 284-7	P; Ch. 6 Kim & Mauborgne, 2005;	In class group case
Day B10 February 9	Business and Trade in Vietnam		Port group presentation (1)
February 10-15	Ho Chi Min City-Vietnam		
February 17	No class-Community Prog.		
Day B11 February 18	Business and Trade in Malaysia		Port group presentation (1)



February 19-24	Kuala Lumpur-Malaysia		
Day B12 February 26	Dealing With Foreign Exchange Foreign Exchange-case	P; Ch. 7	Current events (3-4) In class group case
Day B13 February 28	Business and Trade in India Service Innovation		Port group presentation (1)
Feb 29-March 5	Cochin - India		
Date	Topic	Reading	Hand In
March 7	No class-Community Prog.	No class-Community Prog.	
Day B14 March 8	Capitalizing on Global and Regional Integration Clusters	P; Ch. 8 Porter, 2000	Current events (3-4)
Day B15 March 10	Exam 1	Exam; Ch. 1-8	Exam Ch. 1-8
March 11	Port Louis - Mauritius		
Day B16 March 13	Growing and Internationalizing the Entrepreneurial Firm Entering Foreign Markets Risk	P; Ch. 9 P; Ch. 10 World Bank, 2019	Current events (3-4)
- Day B17 March 15	Managing Global Competitive Dynamics In class group case – pp. 453-4	P; Ch. 11	In class group case
Day B18 March 17	Business and Trade in S.A.		Port group presentation (1)
March 18-23	Cape Town - South Africa		
Day B19 March 25	Making Alliances and Acquisitions Work Strategizing, Structuring, and Learning Around the World.	P; Ch. 12 P; Ch. 13	Current events (3-4) Global Strategy – Field Assignment - Due
March 26	No class-Study day		
Day B20 March 28	Business and Trade in Ghana	Ekekwe, 2016	Port group presentation (1)
March 30-April 3	Tema -Ghana		
March 30-April 3	Takoradi-Ghana		
Day B21 April 4	Competing on Marketing and Supply Chain Management	P; Ch. 14	Current events (3-4)



Day B22 April 6	Managing Human Resources Globally Managing Corporate Social Responsibility Globally	P; Ch. 15 P; Ch. 17 CSR-Nissan, 2017	Current events (3-4)
Day B23 April 8	Financing and Governing the Corporation Globally In class group case – pp. 570-7	P; Ch. 16	Current events (3-4)  In class group case
Day B24 April 10	Business and Trade in Morocco		Port group presentation (1)
April 11-14	Casablanca-Morocco		
April 15	No class-Study day		
Day B25 April 17	Exam 2	Exam; Ch. 9-17	Exam Ch. 9-17

P – refers to Peng's Global Business textbook

## FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### Field Class & Assignment

The field class for this course will be on **Wednesday, 5 February** in Shanghai, China.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

**Title:** Disneyland in Shanghai, China

### Description:

The class will visit the Disneyland theme park in Shanghai, observing first-hand the application of a western global service provider in an Asian context, both through the park experience and meetings with park management.

Specific Learning Objectives: 1. Observe the operations of a major multinational corporation with a substantial operation in China 2. Engage with the theme park experience to understand the ways that Disney adapts this operation to the local culture, versus importing centralized practices 3. Experience operational challenges for global companies in areas such as human resource management, marketing, and services management.

Students will write a double-spaced paper no more than 3 pages long (between 900-1200 words) addressing the following questions based on insights gleaned from your visit (as well as other supplementary readings):

1. In what ways do Disney operations in Shanghai (themes, practices, services, images, experiences) reflect globally-standardized efforts?
2. To what degree do Disney operations in Shanghai reflect adaptation to the local market?
3. In your view, how effective is Disney's overall strategy and specifically one functional strategy (e.g., HR, Marketing, Operations) in Shanghai? What could they do to improve?

Students will be provided with a small number of specific, short readings prior to their visits, as well as guidelines for observations and for brief interviews.

### Learning Objectives:

1. Gain a deeper understanding of how a global company designs its strategy and operations in China so it is adapted to the local culture, versus the alternative of utilizing headquarters practices.
2. Observe the operations of a major multinational corporation with a substantial operation in China.
3. Experience operational challenges for global companies in areas such as human resource management, marketing, and services management.
4. Enhance your knowledge of how corporate social responsibility (CSR) manifests in a global company's international markets, most particularly in China.

### METHODS OF EVALUATION

The following elements will contribute to the overall grade for the course:

Individual Current Event (Presentation and written)	10%
Participation and in class case analysis (5*2%)	20%
Business Global Strategy – Independent Field assignment- Due Day B19	10%
Field Class Assignment	20%
Group Port Presentation	10%
Independent Country reflection journal assignments (and extra credit)	10%
Midterm and Final Exam (Day B15 and B25)	20%
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Total	100%

### Note On Written Assignments

Written assignments are to be treated as deadlines for projects at your company. All written reports, letters, analyses, position papers (internally and externally) within a corporate structure must communicate ideas completely, concisely, and clearly.

All formal assignment reports should be submitted using APA style with a cover page, an appropriate header and pagination, 1" margins, word processed and double-spaced.

Late papers will not be accepted unless extraordinary circumstances prevent their timely completion, and agreed in advance, in writing, with the instructor.

## **METHODS OF EVALUATION**

Some of these class assignments will include individual current events reports and discussion leading, and short written papers as well as small group (of four-six students) port power point presentations that will be critiqued judiciously by the class.

### **(1) Individual Current Events Report and Leading class discussion + One page Executive Summary (10%)**

During the course, you will prepare an oral presentation of a current events report. Each student must scan the business and academic press on a regular basis. The instructor will provide a list of publications that the students need to focus on. Each student will be required to present one event during the class, examining the relationship between contemporary management and or business practices and the material being discussed in class and lead the class discussion regarding the chosen issue. A brief written executive summary of issue and the theories applied (one page) is expected at the time of the presentation.

Optional topics (just as example) include:

How do contemporary multinationals use the finance function of international business in order to enhance the firm's competitive position globally? Be sure to analyze financial management concepts and the firm's performance.

How do contemporary leaders use social media in order to enhance their firm's competitive position? Be sure to analyze marketing management concepts and firm performance.

How are multinationals deploying emerging technologies in the global marketplace? Be sure to evaluate the impact of technology on a firm's performance.

How do contemporary multinationals use the finance function of international business in order to enhance the firm's competitive position globally? Be sure to analyze financial management concepts and the firm's performance.

How do contemporary multinationals use the marketing function of international business in order to enhance the firm's competitive position globally? Be sure to analyze marketing management concepts and firm performance.

### **(2) Class Participation (20%)**

(2.1) Class participation (10%)—engaging in critique, debate, negotiation, and persuasion—is a major component of this course. Assigned materials must be read prior to class and active participation is required. Participation is calculated and recorded by the instructor each day of class, on the following scale: 4 = Exceptional: particularly relevant analysis, insightful comments, highly constructive 3 = Very Good: good thought and preparation, substantial interaction, overall relevance 2 = Moderately Good: modest contribution, attempted participation, lower impact 1 = Present only (did not speak) 0 = Absent

## **(2.2) In class group case study participation (10%)**

Your group will receive an in class short five (5) cases for analysis with questions. You should use all the learned material in this class (books, lecture notes, all open) plus any information available to you. We will have case discussion and presentations when possible and applicable. Your grade is your group grade as applicable. You **MUST** be personally present in class to receive this grade.

## **(3) Business Global Strategy - Independent Field Assignment (10%-Due day B19)**

The Comparative Contexts of Global Strategy: One of the main objectives of this course is to raise your awareness of the global business environment and cultural differences on business practices. The Comparative Contexts of Global Strategy assignment is designed with that objective in mind. You will be asked to conduct research on the cultural, political, economic and technological environment in three SAS Spring 2020 countries and discuss the implication of your findings from the viewpoint of a major electronic gadget company in these countries. The goal of this assignment is to apply the concepts learned in class to a real-life context, stimulate discussion and enrich the class by providing information that is going beyond the material covered by lectures and readings. While you will be asked to answer several specific questions in your report, you are also encouraged to include your own views, reflections and, if applicable, findings based on your own experience. You will be scheduled to present a summary of your findings and observations/reflections in a (up to) five-page write-up (single-spaced, 1 inch margins).

The evaluation criteria are (1) the degree to which the concepts discussed in class are applied and integrated in the written report, (2) quality of the written report, (3) quality and creativity of the written report.

The questions you may want to focus on are:

1. Try to identify the customer segments for your countries of choice. Specifically, for whom are they creating value? Who are their most important customers? Do you expect each site to have mass appeal? Segmented appeal? Niche appeal?
2. Try to identify the sites' value propositions. Specifically, what value does the site deliver? Which of their customer's problems are they solving? Which customer needs are they satisfying? Answers to these questions may focus on concepts like: novelty, design, brand, status, price, risk avoidance, convenience or performance.
3. Try to identify the sites' channels. Specifically, how are the sites reaching customers? How are site visits integrated into customer routines? How is value delivered to the customer? How are customers allowed to purchase products & services?
4. Try to identify the sites' relationship with customers. How do the sites establish and maintain relationships? Are they costly?
5. Try to identify the sites' revenue streams. For what value are customers willing to pay? How do they pay? Answers to these questions may focus on concepts like: usage fees, subscription feeds, licensing, list prices, or negotiation.

**(4) Field class-Shanghai, China; See above for details (20%).**

**(5) Port Articles Group Presentations** (each group will be assigned to one port)-10%

The class will be divided into 5-8 groups for the purposes of presentations that will take place before each port visit. Media articles have been made available which are relevant to the countries we are visiting. If you come across a relevant article on your own, you are encouraged to include them in your presentation.

Group presentations will cover the following content aspects related to the articles:

a) What do we know from the article? This includes facts, people, events, circumstances, problems, tensions, etc. b) What else would we like to know? What was left out? What are you curious about with this topic? c) Why does it matter? How does it relate to the concepts in our course? Why does it matter to the broader study and practice of International Business?

Presentations should be between 12-15 minutes (they will be timed), followed by Q&A as time permits. Presentations will be graded on the following criteria: clarity, creativity, relevance, see below for more details.

**(6) Independent Country reflection journal assignments and Extra Credit**

Country Activity Reflection Journal (10%): At the class period immediately following being in port, students will provide a 2-page reflection of their experiences in that country (at least 5 countries; more for extra credit-up to 5% of your grade) and how what they experienced is linked to the material that we have discussed in class thus far. Prior to arriving at various ports, I will provide some “thought questions” that students can keep in mind during their time “in country.”

**(7) Midterm and Final Exams (10%+10%)**

The two exams will encompass material from the text and readings. Students will be tested on their comprehension of concepts, cases, and examples used in class discussion and incorporated into assigned readings. The exam format will be a combination of objective questions (e.g., multiple choice, true-false) and short answer questions.

## **GRADING SCALE**

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## Grading Guidelines

I will use the rubric below to guide grading. Please impress me! Go above and beyond in your analysis if you want an A. Assignments received after the submission deadline will be reduced a letter grade (10%) per day late. Assignments received more than 6 days (calendar days, NOT voyage days) after the submission deadline will receive a score of zero.

The points will be awarded based on the following scale:

- 0 - Responded to none of information requested. (F)
- 1 - Responded to very little of information requested. (D)
- 2 - Responded to some of information requested. (C)
- 3 - Responded to most of information requested. (B)
- 4 - Section is a complete response to information requested. It is logical, clear, substantive, connected to other sections (for the final report) and demonstrates understanding of international business concepts and principles. (A)

Grade	Written Assignments
A	Excellent work! There is a clear focus on what the assignment should achieve, and it is structured accordingly. Demonstrates integrative, innovative and original thinking, and arguments are convincingly articulated and supported. Work is well written and free of errors. Demonstrates thorough understanding of key issues in course readings, accurately applies a range of course concepts; and clearly references relevant readings. Demonstrates serious reflection, sophisticated analysis, and insightful discussion with clear examples. Written and oral work is insightful, clear, sophisticated and vivid.
B	Good, competent, informed work well supported by course content. Well planned, organized and written. Demonstrates a clear understanding of some of the key issues in the course and readings. Clearly references relevant readings and includes some independent thought, but could go into more depth. Demonstrates good written and oral communication.
C	Adequate or satisfactory work. The basic requirements have been carried out. Demonstrates a general understanding of the major issues, but reflection and analysis is superficial. Applies relevant material and course concepts in a limited way, but could go into much more depth. Competent written and oral communication, but could be improved.
D	Work does not fulfill the necessary requirements for the assignment. Does not demonstrate clear understanding of the major issues. Responds incompletely or inaccurately to the assignment with limited reflection, analysis and application of course concepts. Ideas are not clearly expressed.
F	Unacceptable work. Shows little understanding of the issues, and ideas are poorly expressed.

## **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## **LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **RESERVE BOOKS FOR THE LIBRARY**

None

## **FILMS**



None

**ELECTRONIC COURSE MATERIALS**

None

**ADDITIONAL RESOURCES**

None

## APPENDIX

### PRESENTATION EVALUATION FORM GROUP PORT PRESENTATION

*Content:* \_\_\_\_\_/(50%)

1. The introduction provided helpful background information.
2. Country description was clearly identified.
3. The current situation was clearly analyzed
  - a) What do we know from the article? This includes facts, people, events, circumstances, problems, tensions, etc.
  - b) What else would we like to know? What was left out? What are you curious about with this topic?
  - c) Why does it matter? How does it relate to the concepts in our course? Why does it matter to the broader study and practice of International Business?
4. The conclusions were clearly identified

*Speakers Evaluation:* \_\_\_\_\_/(15%)

1. The speakers maintained good eye contact with the audience.
2. The speakers held the attention of the audience.
3. The speakers talked clearly and were easy to understand.
4. The speakers were well prepared.
5. The transition among multiple speakers was smooth and did not disrupt the flow of the presentation.

*Communication Evaluation:* \_\_\_\_\_/(15%)

1. The presentation was well organized.
2. The visual aids enhanced the presentation.
3. The visual aids had a professional appearance, and were easy to read and understand.
  - Appropriate number of words on slides
  - Use bullet points; Limit each slide to 6 bullet points
  - Use succinct phrases (not sentences or paragraphs)
  - Simple fonts
  - Choose color combinations that make your presentation easy to read
  - Limit graphics to 1–3 per page. Make sure that special effects have a purpose
  - Proofread and spell check

*Creativity Evaluation:* \_\_\_\_\_/(10%)

*Audience Involvement:* \_\_\_\_\_/(10%)

**Final grade** \_\_\_\_\_%