



COURSE OUTLINE

<u>BUS 230</u>	<u>Global Environment of Business</u>	<u>3</u>
Course Number	Course Title	Credits
<u>3/0</u> <u>2008</u>	<u>Pre-requisite</u>	<u>Fall</u>
Hours: lecture/Lab	ENG-101	Implementation

Catalog description:

This is a survey course in global business. The aim is to introduce students to the challenges confronting a global business due to the socio-political, economic and cultural environments. A discussion of ethics as it relates to these factors will be emphasized. Students are expected to read about topics such as political economy, cultural variation, trade theory, the international monetary system, foreign investment, and foreign exchange markets.

Required texts/other materials: *See Bookstore for latest edition*

Revision date:

Spring 2021

Course coordinator:

Assoc. Prof Eva Csige

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Information resources: The primary information resources used for this course will be the required textbook, additional periodical readings (BusinessWeek, WSJ, NY Times), case studies, videos, the Global Edge website and country specific and organizational websites.

Other learning resources: None

Course Competencies/Goals (=CC):

The student will be able to:

1. Explain the meaning of globalization and its impact at both macro and micro levels. (Gen Ed Goal 1 and 8; Core Skills A, B and G)
2. Understand and explain the cultural and socio-political factors that affect a business operating in another country as well as the ethical dilemmas which may arise as a result of these forces. (Gen Ed Goal 1, 8, 9; Core Skills A, B, C, G)
3. Explain both traditional and modern economic theories of international trade, including the role of free trade, protectionism, and trading blocs in economic development. (Gen Ed Goal 1; Core Skills A,B and G)
4. Explain the impacts from Foreign Direct Investment on a country's Balance of Trade and Balance of Payments (Gen Ed Goal 1; Core Skill A and B)
5. Discuss the historical and modern global currency and capital markets (Gen Ed Goal 1 and 2; Core Skill A and B)
6. Assess country specific risk to recommend an appropriate entry method (Gen Ed Goal 1 and 8, Core Skill, A, B, and G)

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit 1: Globalization

1. Definition and types of globalization
2. Role of the Multinational Corporation in a global economy
3. Globalization debate

Learning Objectives:

The student will be able to:

- distinguish between the globalization of markets and production. (CC#1)
- discuss the evolution and role of the MNC in the global economy. (CC#1)
- argue both sides of the globalization debate (CC#1)
- apply basic terminology of global markets (CC#1)

Unit 2: Cultural influences

1. National Cultural and Subcultures
2. Managerial implications of culture

Learning Objectives:

The student will be able to:

- describe each component of culture using country specific examples (CC#2)
- discuss the managerial implications of cultural differences (CC#2)

- provide examples of cross cultural communication differences (CC#2)
- explain the importance of Hofstede's cultural analysis (CC#2)

Unit 3: The Environment of Global Business

1. Political Ideologies
2. Economic Systems
3. Legal systems
4. Ethical Decision Making

Learning Objectives:

The student will be able to:

- explain different political ideologies and their importance in international business. (CC#3)
- identify the origin of political risk and how managers can reduce its effects. (CC#3)
- explain different economic systems such as; free market economy, centrally planned economy, mixed economy and their impact on global business. (CC#3)
- define differences and complexities in national legal systems and laws (CC#3)
- discuss how economic and political systems are linked to national growth (CC#3)
- identify ethical dilemmas which arise from political and economic environments (CC#4)
- explain the roots of unethical behavior (CC#4)

Unit 4: Cross Border Trade and Investment

1. International Trade Theory and Policy
2. Political Economy of International Trade
3. History of World Trading System
4. Foreign Direct Investment

Learning Objective:

The student will be able to:

- explain the importance of Smith's Theory of Absolute Advantage and Ricardo's Theory of Comparative Advantage in the Free Trade debate. (CC#5)
- discuss modern theories of trade (CC#5)
- debate the merits of free trade (CC#6)
- identify the barriers to trade and economic implications (CC#7)
- identify the political and economic arguments for trade intervention (CC#7)

- define FDI and explain its relationship to the Balance of Trade and Balance of Payments (CC#8)
- explain the economic arguments for supporting or discouraging FDI (CC#8)
- discuss the role of the WTO (CC#7)

Unit 5: Regional Economic Integration

1. Case for Integration
2. Economic impacts
3. Social impacts

Learning Objective:

The student will be able to:

- distinguish between a free trade zone, custom union, common market, economic and political union. (CC#6)
- discuss prominent regional trading blocks such as; NAFTA, and the EU. (CC#6)
- debate the political and economic benefits and risks from regional economic integration (CC#6).

Unit 6: Global Monetary System

1. International Capital Markets
2. Foreign Exchange Market
3. Determinants of Exchange Rates
4. History of Exchange Rates

Learning Objective:

The student will be able to:

- discuss the international bond, international equity, and Eurocurrency markets. (CC#9)
- understand the history and function of the foreign exchange market in determining exchange rates (CC#9)
- explain how exchange rate fluctuations influence the activities of international companies. (CC#9)
- identify the role that interest rates, inflation and market forces have in determining the exchange rate.(CC#9)
- define purchasing power parity and the Law of One Price (CC#9)
- discuss the evolution of the current international monetary system (CC#9).
- explain the role of the IMF and World Bank (CC#9)

Unit 7: Competing in the Global Marketplace

1. Formulate Entry Method Strategies
2. Potential Markets and Sites
3. H R and Marketing implications

Learning Objective:

The student will be able to:

- understand the process for evaluating potential markets (CC#10)
- recommend the appropriate entry method into a specific foreign market based on country level factors.(CC#10)
- recommend changes in marketing and human resource strategy as a result of culture, political, or legal factors. (CC#10)

Evaluation of Student learning:

Quizzes/HW	20-25%
3 exams	50-60%
Research Paper	20-25%%

Letter Grade	Nominal %
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
F	00-59

Academic Integrity Statement:

“A student who knowingly represents work of others as his/her own, uses or obtains unauthorized assistance in the execution of any academic work, or gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized.” (Student Handbook). MCCC’s Academic Integrity policy will be fully enforced.

Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.