

## BA251 International Business Syllabus

Spring 2022

3 credit hours

**Instructor Name:** Dr. Denny E. McCorkle, Professor of Marketing

### **Instructor Contact Information:**

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**Instructor Student Drop-In Hours:** varies by semester

**Course Catalog Description:** Non-technical introduction to global business operations and planning, including investment issues, comparative management, technology impact, competition, cultural diversity, and legal issues. LAC. Credits: 3 hours. Prerequisites: none. Method of Evaluation: letter graded.

<http://unco.smartcatalogiq.com/>

### **Course Description: (Objectives)**

1. introduce students to issues faced by organizations that are engaged in international business
2. understand and comprehend the effect of international/global culture on business
3. distinguish differences in political and political economic systems
4. comprehend differences in economic and financial systems
5. understand Ethics and Corporate Responsibility in global business
6. assess the effects of differing cultural, political, economic, and financial systems on starting and operating a business in a foreign county
7. examine international business strategies used by both U.S. and foreign corporations

**Important Dates:** All exams and assignments are listed in Canvas and more broadly on the Course Calendar/Schedule below. The schedule indicates which chapters are to be read before coming to class each week. Students should prepare for the topics listed under discussion for each week.

**Liberal Arts Curriculum & GT Pathways:** This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Social & Behavioral Sciences: Economic or Political Systems and International Studies category. The Colorado Commission on Higher Education has approved BA 251 – International Business for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to

<http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

**UNC’s LAC Outcomes in Social & Behavioral Sciences:** Economic or Political Systems are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for SS1. This includes CDHE competencies and student learning outcomes in Civic Engagement and Critical Thinking.

| LAC Economic or Political Systems Learning Outcomes + GTP Competencies & SLOs  | Course Mapping   |
|--|--|
| <p><b>Civic Engagement:</b><br/>Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)</p> <p><b>Student Learning Outcomes (SLOs):</b><br/><i>Students should be able to:</i></p> <p>2. Civic Knowledge</p> <p>a. Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.</p> | <p><b>2a.</b></p> <p>Connect disciplinary knowledge to civic engagement through participation with:</p> <p>+ course topics about personal and corporate social responsibility,<br/>+ instructor announcements of college and university civic events seeking participation,<br/>+ instructor encouragement and support for students to involve themselves in UNC Student Government and other civic organizations (on campus and off),<br/>+ instructor to encourage engagement with civic topics from guest speakers in MCB classes or special programs (such as Ethics Week or Career Week),</p> |
| <p><b>Critical Thinking:</b><br/>Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p><b>Student Learning Outcomes (SLOs):</b><br/><i>Students should be able to:</i></p> <p>1. Explain an Issue</p> <p>a. Use information to describe a problem or issue and/or articulate a question related to the topic.</p> <p>2. Utilize Context</p> <p>a. Evaluate the relevance of context when presenting a position.<br/>b. Identify assumptions.<br/>c. Analyze one’s own and others’ assumptions.</p> <p>5. Understand Implications and Make Conclusions</p> <p>a. Establish a conclusion that is tied to the range of information presented.</p>  | <p><b>1a.</b></p> <p>Course Discussion from syllabus class schedule – Weeks/Chapters 10-15</p> <p>Course Description (Objectives) from syllabus – Weeks/Chapters 2, 6, and 7</p> <p>Course Project at the end of syllabus – Part 2</p> <p><b>2a/b/c.</b></p> <p>Course Discussion from syllabus class schedule – Weeks/Chapters 1-9 (Cultural, Economic and Political Context)<br/>Weeks/Chapters 10-15 – Applying the context to business strategy and position</p> <p>Course Description (Objectives) from syllabus – Weeks/Chapters 2 and 6</p>   |

|  |   |
|--|---|
| <p><b>b.</b> Reflect on implications and consequences of stated conclusion.</p>  | <p>Course Project at the end of syllabus – Part 2</p> <p><b>5a/b.</b></p> <p>Course Discussion from syllabus class schedule – Weeks/Chapters 10-15</p> <p>Course Description (Objectives) from syllabus – Weeks/Chapters 2, 5, &amp; 7</p> <p>Course Project at the end of syllabus – Part 2</p>  |
| <p><b>Content Criteria for Economic or Political Systems (GT-SS1)</b></p>  | <p><b>Course Mapping</b></p>  |
| <p>Students should be able to:</p> <ul style="list-style-type: none"> <li><b>a.</b> Demonstrate knowledge of economic or political systems.</li> <li><b>b.</b> Use the social sciences to analyze and interpret issues.</li> <li><b>c.</b> Explain diverse perspectives and groups.</li> </ul> | <p><b>a/b/c.</b></p> <p>All of the course deals with effects of culture, economic and political systems on international business</p> <p>Material is applied in the last 3<sup>rd</sup> of class to business subjects – (Weeks/Chapters 10-15, course project part 2) – specifically:</p> <p>Week/Chapter 2 is specific to culture – all other chapters address either economic and/or political systems and their effects on business</p> <p>The project (especially Part 2) specifically requires the students to compare and contrast the culture, economy, political/legal and ethical perspectives of a different country.</p> |

**LAIS Competency Statements:**

|   |   |
|---|---|
| <p><b>LAC International Studies Competency &amp; SLOs</b></p>   | <p><b>Course Mapping</b></p>  |
| <p><b>International Studies Competency:</b></p> <p>As part of a Liberal Arts Curriculum, the International Studies (IS) competency refers to students’ ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity,</p> | <p>Refer to course schedule to see more details about these topics and related exams.</p> |

and/or competition in a global context. Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state actors on global systems individual identities, communities, and the potential for planetary sustainability.

### **Student Learning Outcomes (SLOs)**

*Students should be able to:*

1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.
2. Apply discipline-based approaches to analyze complex, interdependent global systems, and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.
3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.
4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.
5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).
6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.

1.  
Week/Chapter 2 Culture,  
Weeks/Chapters 3 & 6 Political,  
Weeks/Chapters 4 & 5 Economic,  
Weeks/Chapters 7-10 specific economic trade topics
2.  
Weeks/Chapters 11-15 - application of culture, political and economic systems to specific functions of business and consumers
3.  
Week/Chapter 1 – income inequality,  
Week/Chapter 8 – regional economic integration (cooperation),  
Week/Chapter 12 – analysis of competition
4.  
Week/Chapter 5 – global trade theory,  
Week/Chapter 2 – Cultural theory and dimensions
5.  
Weeks/Chapters 2-10 cover international business from the perspective of Economics, Multiculturalism, Political systems/Political economy,  
Week/Chapter 6 examines impacts of political systems on economy and business (political economy)
6.  
Week/Chapter 6 focuses on international ethics and corporate social responsibility (CSR) of business in an interdependent global system

**MCB ASSURANCE OF LEARNING (AOL) OBJECTIVES:**

| Learning Goal  | Learning Objective  | Course Coverage                |
|--|---|--------------------------------|
| Be knowledgeable of key concepts in core business curriculum | Students will demonstrate a firm understanding of core business concepts.   | Objectives 1, 2, 3, 4, 5, 6, 7 |
| Be effective communicators                                   | Students will prepare and deliver professional quality presentations on a business topic.   | Objective 6                    |
|  | Students will prepare professional quality business documents.  |                                |
| Demonstrate conceptual and analytical skills                 | Students will analyze data & information to identify key problems, generate and evaluate appropriate alternatives, and propose a feasible alternative.  |                                |
| Be proficient with technology                                | Students will demonstrate proficiency in common business software packages.   |                                |
| Demonstrate ethical awareness                                | Students will be knowledgeable about ethics and social responsibility.  | Objective 5                    |
|  | Students will correctly identify the ethical issue or problem, analyze the consequences for various stakeholders, and develop an acceptable resolution. |                                |
| Be proficient with discipline-specific knowledge             | Students will demonstrate a firm understanding of discipline-specific knowledge within their emphasis.  | Objectives 6 & 7               |
|  | Students will demonstrate competency with advanced topics within their emphasis.  |                                |

**Required Text/Course Materials:** Wild and Wild (2019). *International Business: The Challenges of Globalization* (9<sup>th</sup> edition). Pearson.

**Course Grading Scale/Assignments:**

|                                       |       |
|---------------------------------------|-------|
| 3 Exams (x 100 points each)           | = 300 |
| Individual Country Research Project – |       |
| Part 1                                | = 50  |
| Part 2                                | = 50  |

**Course Calendar/Schedule:**

| <b>Week</b> | <b>Textbook Chapter</b>                       | <b>Class Discussion<br/>(Chapter section and topic)</b>   | <b>Assignments Due<br/>(Specific dates/times listed on canvas)</b> |
|-------------|---|---|--|
| 1           | Ch 1 Globalization                            | 1.4, 1.5, 1.6<br>Jobs/Wages, Income Inequality,<br>Culture/Sovereignty                          |  |
| 2           | Ch 2 Cross Cultural Business                  | 2.2 What is culture<br>(Dimensions, religion values)<br>2.6 Culture in the global workplace     |  |
| 3           | Ch 3 Political Economy and Ethics             | 3.1 Political Systems<br>3.3-3.4 Legal systems/Issues<br>3.4 IP, taxation<br>3.5 Ethics and CSR |  |
| 4           | Ch 4 Economic Development of Nations          | 4.1-4.2 Economic systems/transition<br>4.5 Emerging Markets                                     |  |
| 5           | Ch 5 International Trade Theory               | 1.1 Benefits of Int'l trade<br>5.3-5.7 Trade theory   |  |
| 6           | Ch 6 Political Economy of Trade               | 6.1 Gov't and Trade<br>6.3 Trade restrictions<br>6.4 Global trade systems                       | Exam 1 – Chapters 1-5  |
| 7           | Ch 7 Foreign Direct Investment                | 7.1 Patterns of FDI<br>7.4-7.5 Gov't and FDI  |  |
| 8           | Ch 8 Regional Economic Integration            | 8.1 Levels of Integration<br>8.2-8.4 Integration by region                                      | Country Research Project part I                                    |
| 9           | Ch 9 International Financial Markets          | 9.1 Int'l Capital Mkts<br>9.3-9.4 Foreign Exchange  |  |
| 10          | Ch 10 International Monetary System           | 10.2 Determinants of exchange rates   |  |
| 11          | Ch 11 International Strategy and Organization | 11.2 Strategy Formation<br>11.4 Org Structure   |  |
| 12          | Ch 12 Analyzing International Opportunities   | 12.1 National Factors<br>12.3 Secondary Market Research<br>12.4 Primary Market Research         | Exam 2 – Chapters 6-11   |
| 13          | Ch 13 Selecting and Managing Entry Modes      | 13.1 Exporting, Importing and Countertrade<br>13.2 Financing (LoC)<br>13.3 Entry Modes          |  |

|             |  |  |                                  |
|-------------|--|--|----------------------------------|
| 14          | Ch 14 Developing and Marketing Products  | 14.1 Laws, Culture<br>14.2-14.4 Promotion, Distribution and Pricing                                |                                  |
| 15          | Ch 15 Managing International Operations<br><br>Ch 16 Hiring and Managing Employees | 15.2 Make or Buy<br>15.4 Financing<br>16.2-16.3 Culture<br>16.4-16.5 Compensation and Labor Unions | Country Research Project Part II |
| Finals Week |  |  | Exam 3 – Chapters 12-16          |

Course Policies:

**GRADING:**

At any time, grades can be checked at Canvas>Grades. To calculate your current grade, add up your total points and divide by the current total points available, then apply to the grading scale as follows: 90 - 100% = A; 80 - 89% = B; 70 - 79% = C; 60 - 69% = D; 0 - 59% = F. NOTE: the total points possible as presented by Canvas may not include any grades that are posted in Grades as incomplete or blank. Be sure to add these points to the total points possible when calculating your current or final grade. The Professor is not responsible for any student miscalculations of grade.

**UNC HONOR CODE:**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC'S POLICIES:**

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the [Student Code of Conduct](#).

UNC policies regarding ADA and Title IX, Attendance, COVID-19, Equity and Inclusion, Food Insecurity/Basic Needs, Land Acknowledgment, Name in Use/Pronoun in Use/Name Change and Writing Center can be found here: [https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus\\_statements.aspx](https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx) All UNC students should familiarize themselves with these policies.

**ADDITIONAL MCB POLICIES:**

Policies concerning: (1) Students with Disabilities, (2) Classroom Technology Guidelines, (3) Assessment Statement, (4) Food and Beverage Guideline, (5) MCB Statement, (6) Monfort College of Business Student Code of Professional Conduct, (7) Computer Utilization, (8) Library Utilization, (9) Global Dimension Coverage, and (10) Ethical Dimension Coverage, are found at <http://mcb.unco.edu/pdf/Standard-Statements.pdf>.





**BA 251: Country Research Project**  
**(2 parts x 50 = 100 points; Spring 2022)**

**Purpose of this Assignment**

1. to improve understanding of international business thru application of the concepts and content of the course
2. to learn more about the economy/trade, economics, culture, and business of an assigned foreign country
3. to learn how and what research is needed to develop international business strategies and plans
4. to learn how to write a professional and properly cited business research report

**The Assignment**

**1. Identify Your Assigned Country For The Research.**

This is found at Canvas>Home>Week 1 (posted on Friday or earlier).

If you do so by Wednesday midnight of Week 1, you can email request a country of choice (first come, first serve).

**2. Begin Your Country Research Immediately.**

**a. You should cite current research from credible and reliable sources.**

Most of your content can be found in three to five research sources. Be sure that you use current research sources (with cites/research no older than 3 years). Beyond 3 years would not be considered up to date.

Note: if you cannot easily find the date of a research source, then it is not a source you should use in this project. Without a current and proper date of the source, the quality of the research cannot be judged, and this will negatively affect your project grade.

International Business Research Guide <http://libguides.unco.edu/c.php?g=94780&p=614823>

The International Business Research Guide will provide the links to UNC library resources for researching your assigned country. You may need to sign in if accessing the library's web site while off campus (this is the same as signing into URSA). These recommended research sources are reliable and approved for use with this project. You are graded on the quality and currency of your information source, so be careful of using information from just any source found thru a Google search.

Also, since Wikipedia, Associated Content, e-How, and numerous travel blogs are written by users and not always fact checked or verified, you should not use this public written content as a research source. However, Wikipedia is a useful source to identify basic information and to find cites and web links to the original sources.

**b. Your research citations should be complete and of proper style (e.g., APA).**

As you find the information needed to complete this assignment, you will also need to record the source of your research for citation. The web links below are provided to guide you in judging quality research sources and for properly citing those sources. Proper and complete citations are a major part of your grade for this project and failure to cite properly will likely earn a C or lower grade on the project.

Citation: <http://libguides.unco.edu/content.php?pid=85068&sid=1024771>

More about the APA Format for Reference Citations (for citing sources within your paper and on the reference page): <http://library.duke.edu/research/citing/>

Pay attention about how to properly cite research from: (1) a Full Text Article from Library Databases (Electronic) or (2) a web page. If your citation is only a web address, then it is considered incomplete and not acceptable. What is most important is that your reference citations are complete and with consistency of style (i.e., APA).

Note 1: If using a database to find research sources, make sure that the web link provided works and links directly to the original source (a permanent link). While signed into a database, the link found in your browser is often a temporary link and does not work for others not signed into your database.

Note 2: Research citations from web sources need two dates: (1) date of the source, and (2) the date retrieved or downloaded (see APA style). Note: the sample for the CIA Factbook on the Library's web site is missing the retrieval date.

Note 3: If you do not have a date for a source, then you should not use it because its quality and currency cannot be judged. Sometimes when you cannot find an immediate date, you can look at the bottom of the page and find the copyright date.

Note 4: you may use a Bibliography Maker, such as EasyBib or BibMe, but you will need to make sure you have input the extra information often needed.

Every citation should include some or all of the following (just fill in all the missing information requested by the Bibliography Maker): (1) the author, (2) the source (e.g., name of magazine, newspaper, web site, book, database, etc.), (3) title (article title, web page title, film title, report title, etc.), (4) date published or created, (5) date accessed or retrieved (for web sites only), (6) page numbers (for printed sources only), (7) direct permanent link to the specific article (for web sites only), (8) publisher (for books or web sites only), and other information, depending on the type of source and format style.

**c. You should cite your research sources where they are used in the presentation.**

This is called an in-text citation.

The most common way to reference a research source in the body of the presentation is to present a citation in parentheses, by author and date, and may include page numbers.

For example, if the content from this paragraph came from research source by authors McCorkle and McCorkle, then it is indicated as it is here (McCorkle and McCorkle 2012). Two references are separated by a semi-colon, e.g., (Engel and Blackwell 2010; Stocker 2011). Page numbers are indicated by a colon, e.g., (Engel and Blackwell 1982:7), which means reference found on page 7. Page numbers are only needed for direct quotes. In most cases, paraphrasing should be used instead of direct quotes. Excessive use of direct quotes will count against you.

**d. Plagiarism is a serious matter when completing this project.**

This Country Research Project should be written and completed by only you. Canvas's TurnItIn or equivalent software is used to compare your work to sources on the Internet, my assignments from past semesters, and past assignments completed for other professors, to identify if any of your content was copied (i.e., plagiarized). Thus, be sure that you paraphrase any content from research sources and be sure to cite the specific source of the research used in your paper where it is used in the paper (see previous section). This is called in-text citation. Proper paraphrasing requires that an entire sentence be rewritten. Rearranging a few words or phrases can still be considered as plagiarism. Note: direct quotes should only be used when the specific wording of the source is important. It is inappropriate to direct quote a full paragraph or more than a sentence or part of a

sentence. Instead, this content should be paraphrased.

If plagiarism is found, severe consequences will result. Be sure to re-read the MCB Statement in the course syllabus. TurnItIn software will be used as a check for potential plagiarism. Note: direct copying of anything from the web without proper paraphrasing and citation is considered plagiarism with this project. In addition, direct copying from previous projects from this class is considered plagiarism.

Note: I will always review the TurnItIn report. Depending upon the extent of plagiarism or copying, appropriate points will be deducted, and a warning will be given. In most cases where plagiarism is found, for the first offence that section of the project will receive a 0 grade. If any plagiarism continues with a second assignment, then the entire project grade (for all parts) will be adjusted accordingly (most likely given a 0 grade) and the situation will be reported thru proper channels with MCB and UNC.

### **3. Complete Part 1 of the Project.**

Country Research Project Part 1 is due on Week 8; 50 points. The assignment will not be accepted for grade if late but will be reviewed and feedback will be provided. You must include cover page, table of contents, headings, sub-headings, proper spacing, and reference footnoting, reference page, etc.

Note 1: submit at Canvas>Assignments. TurnItIn software is used to check for plagiarism. Do not send as an e-mail attachment unless requested to do so.

Note 2: you may submit this assignment at any time before the deadline, but it may not be graded until after the deadline.

Note 3: once you have submitted this assignment, Canvas may not allow you to resubmit it, so make sure you are done with it before submitting it thru Canvas.

#### **a. The format for your project is as follows:**

1. *Cover Page* that includes: title of paper and your current name, address, phone, and email. Note: I will not share your personal contact information with anyone, though it is important that I know how to reach you in case of a problem with your project submission.

2. *Table of Contents* page that includes all headings, subheadings, and their related page numbers aligned on the right side of the page (see any book Table of Contents for an example; hint: use tabs for alignment).

3. *Content* parts, one for each part of the assignment (see content section below)

- a. Write in paragraph form, not with bullets. This is a formal report and not an outlined presentation as done in past semester classes. You do need to explain yourself as with writing a formal report.
- b. 12-point font, Times New Roman recommended for easier reading.
- c. Use all headings and subheadings from the project outline. Be consistent in their indentations/alignment. Note: in the outline below, the numbers represent the 1<sup>st</sup> level headings (1, 2, 3, 4), the capital letters represent the 2<sup>nd</sup> level headings/sub (A, B, C, D), and the lower-case letters represent the 3<sup>rd</sup> level headings/sub (a, b, c, d).
- d. Use single spaces within paragraphs and double spaces between paragraphs, headings, and subheadings.
- e. Cite sources where they are used in the paper (in-text citation) using a footnoting method with superscripts or by author and date (see citing reference sources section above).
- f. Include visuals (images, videos, etc.) in the body of your paper to liven up the written presentation (show and tell). Be sure to provide headers/captions/labels and reference cites for all graphics/pictures used in the paper. All graphs, tables, charts, figures, etc. should be numbered and discussed in the body of the paper. Be sure to explain any visuals that are used, and do not use the visuals as a substitute for your written content. Note: do not cut and paste tables, charts, etc. from the web. This is considered plagiarism.
- g. Include web links to demonstrate something important, such as a cultural item. For example, you may link to a music sample found on the web to demonstrate modern music for your chosen country. Or link to a video on the web that presents an important visual or demonstration. Be sure to explain any links that are used, and do not use the links as a substitute for your written content.

4. *References* Page.

**b. Expected minimum length for Part 1 of the Project:**

1,000 to 1,500 words (or about 2- 3 total pages of content, not including cover page, table of contents, visuals, and reference cites; and with formatting explained in section 3a above)

### **c. Content for completing Part 1 of the Project:**

While only a part of the entire project, your completion of this preliminary assignment will allow me to provide feedback as to whether you are doing an adequate level of quality and quantity on this project. This is worth 50 of the 100 points possible for the project. You will receive no points if this is submitted late, though I will provide some feedback to assist in completing part 2 of the project.

Note 1: Each part concludes with a section for you to apply the content by explaining the “Relevance of \_\_\_\_\_ to U.S. businesses.” Here you are to explain and apply what you have learned from the textbook about the content written about in that part. For instance, in Part 1: Will the geographical setting make it easy or difficult for trade? Could the topography cause problems with distribution? Or, in Part 2: Will the literacy rate make it more (or less) difficult for marketing U.S. products to that country. Basically, you should answer this section after reading the related textbook chapters very thoroughly. Be sure to be specific and explain yourself. A few sentences are not enough, several paragraphs (at least one-half a page) are needed. You should also cite the appropriate use of the textbook for definitions, etc. Note: this relevance section should have three subheadings and a minimum of one paragraph for each subheading.

Note 2: Where appropriate, you should also compare your information about your assigned country to the United States. For example, how does the GNP of your assigned country compare to the GNP of the United States. In addition, when presenting numbers concerning currency or money value, be sure to include the US \$ equivalent (see XE.com). Be sure to cite the reference sources for the U.S. data, too.

Note 3: Throughout the project you will have the opportunity to demonstrate or provide examples. Use visuals, web links, etc., to demonstrate your content (see the format section above).

Note 4: Additionally, be sure to cite the source of your research where it is used within the paper (see the citing references section above about in-text citations).

### **PART I INTRODUCTION TO COUNTRY**

1. Geographical setting (compare to the U.S.)
  - a. Location (show on a map)
  - b. Climate
  - c. Topography
  - d. Natural Resources
2. Population (compare to the U.S.)
  - a. Total
  - b. Growth rates
  - c. Distribution of population by age, gender, geographic areas, ethnic groups, etc.
  - d. Density
3. Compare and contrast country culture to the U.S.
  - a. Language
  - b. Cultural Dimensions – Hofstede, GLOBE etc.

- c. Religion
- d. Family structure
- e. Education
- 4. Compare and contrast the economic system to the U.S.
  - a. Basic type of economic and monetary system (currency, exchange rate, stability)
  - b. Economic Integration
  - c. International trade statistics (compare to the U.S.)
    - i. exports (total U.S. \$ amount, specific products or services, primary trading partners, etc.)
    - ii. imports (total U.S. \$ amount, specific products or services, primary trading partners, etc.)
- 5. Political system
  - a. Ruling political party (ideology) and their current leadership
  - b. Stability/Likelihood of change
  - c. Government ownership and control of companies (e.g., nationalization vs. privatization)
  - d. Trade regime and restrictions
- 6. Legal system
  - a. Foundation of legal system
  - b. Laws and enforcement concerning protection (copyrights, trademarks, patents, etc.)
  - c. Problems with piracy, bribery, and other illegal/unethical practices

## PART II – RELEVANCE OF CULTURE, ECONOMICS, and POLITICAL/LEGAL SYSTEM TO BUSINESS

Using your research from Part I – describe the effects of each part/Subpart on doing business in your assigned country, specifically examine each of the following (at a minimum)

- 1. Culture
  - a. Effects on Promotion
  - b. Effects on Product development/adaptation
  - c. Human resource and employment (structure)
- 2. Economic/Monetary System
  - a. Pricing
  - b. Human resource and employment (wages)
  - c. Financing
- 3. Political/Legal
  - a. Organizational strategy and structure (inc. Ownership, market entry)
  - b. Entry mode and Distribution
  - c. Pricing due to Trade restrictions
- 4. Ethical/CRS
  - a. Effects on IP infringement on product development and distribution
  - b. Human resource and employment (structure and wages)
  - c. Pricing strategy