### 1. COURSE DETAILS

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>MGMT440</td>
</tr>
<tr>
<td>Course Name:</td>
<td>International Business Capstone</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>ECON320; FINC301; MGMT335; MIST335; MRKT405</td>
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<tr>
<td>Course Co-requisites:</td>
<td></td>
</tr>
<tr>
<td>Credits Hours:</td>
<td>Three (3) credit hours</td>
</tr>
<tr>
<td>Classroom:</td>
<td>EGGC Rm. 702 NYC/HJSH 227 OW</td>
</tr>
<tr>
<td>Class Timing:</td>
<td>(45 contact hours) MW 3:30 – 4:50 PM</td>
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<tr>
<td>Final Exam Period:</td>
<td>Time and date to be announced by Registrar. Students will be notified.</td>
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</table>
This capstone course is designed to give students an opportunity to develop their expertise in the area of international management. It offers a critical analysis of topics such as the political economy of international trade; current issues in global human resource management, marketing, finance and accounting; the international division of labor; and ethics in international business. In addition, students gain exposure to cross-cultural training.

Course Overview:
The International Business Capstone course is intended to help students integrate learning from other courses in the program and develop a broad perspective on the discipline of international business. In addition, the course will seek to offer students a way to enhance their cultural understanding of the world through seminars and a brief exposure to cross-cultural training. Further, students will learn how to use technology to add value to transnational business organizations.
In an increasingly globalized world where production, consumption, trade, culture and people span national borders with relative ease, it is imperative that managers develop the ability to deal with this new reality, familiarize themselves with best practices in the international management arena, and acquire the capability to contribute meaningfully to the organizations at which they seek to work. The purpose of this course is to help students achieve these goals.

Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the Major-Specific and BSBA Programmatic Learning Goal(s))²:

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¹ A note on School of Management Major-Specific Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the Major-Specific Learning Goal (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant “Assurance of Learning Validations” are specifically linked to the associated Course-Level Learning Goals and also support the Major-Specific Learning Goal through the Major-Specific Learning Objectives. Course-level Learning Goals that focus on knowledge acquisition (Bloom’s Taxonomy) are not specifically or necessarily included into the Course-Level Learning Goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

² The degree of attainment for each course level learning goal is validated through the composite set of scores for the referenced Assurance of Learning Validations for that goal. For example, if a learning goal is followed by (A1), it implies that the average of the set of scores for Assurance of Learning Validation A1 forms the basis of assessment/attainment of the learning goal. Alternatively, if a learning goal is followed by (A3; A4; A6), this indicates that the composite set of scores for Assurance of Learning Validations A3, A4 and A6 are to be used to assess the degree to which this learning goal has been attained with equal weights applied to each set of scores. That is, the average of the scores
Upon successful completion of this course, students should be able to:

1. **Analyze** the international business environment and **propose** international business strategies (A1);
2. **Enhance** their cross-cultural communication skills (A2);
3. **Augment** their cultural quotient or familiarity with global organizations and refine their knowledge and appreciation of other cultures (A3);
4. **Demonstrate** proficiency in their understanding of contemporary international business practices (A4);
and
5. **Utilize** technology innovatively in order to add value to an international business organization (A5).

Assurance of Learning Validations (Linked to the Major-Specific and BSBA Programmatic Learning Goal(s))

**Capstone Case Study:** (A1) Students will be required to work in groups in order to conduct a detailed case study, and will have to demonstrate their proficiency in international business concepts. Each for A3 is utilized and weighted equally (1/3) with the average for the scores of A4, and also A6. Unless specified otherwise, the weights are equal. In the latter case the weight for each Assurance of Learning Validation would be 1/3.

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A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. All scores are scaled from 1-5 (1-poor, 2-fair, 3-good, 4-very good, 5-excellent). It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a “grade.” A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.
group will need to pick one of the following to examine: (a) a sector; for example: automobiles, clothing, semiconductors, logistics and distribution, agro-foods, financial services, etc., (b) a region or country; for example: the U.S., North America, the UAE, Middle East, China, South Asia, etc., or (c) a multinational/transnational corporation; for example: General Electric, Toyota, BP, Samsung, etc.). The students will be asked to work with the others in their group in order to analyze the global business environment for that sector, region or firm, and to develop an international business strategy that would be sustainable in the long run. Each group will be asked to submit a 15-20 page paper, and make an oral presentation to the class. Students will be evaluated on the basis of (a) their overall analysis of the business environment and the soundness of their proposed business strategy (INTL1), (b) their ability to survey environmental factors and determine their impact on the decision making of managers in the sector, region or firm (INTL-LO1), (c) their analysis of the international economic environment for the sector, region or firm (INTL-LO2), and (d) their recommendations on how emerging technologies can be utilized by managers operating in the sector, region or firm in order to leverage opportunities in the global environment (INTL-LO3). Two other scores will be given; one for effective writing (G1O1) and another for presentation skills (G1O2). Case Study Due 4/27/15. Presentations Given 5/4/15.

Professional Enrichment Seminars (A2): Each student will be required to attend two Professional Enrichment Seminars that will be offered during the course of the semester. The purpose of the seminars is to equip the students in the area of cross-cultural communication and to enhance their “Cultural Quotient”. Students attending these seminars will be required to write a 1-2 page paper per seminar summarizing their learning and insights. To see when events are scheduled go to: Professional Enrichment Event Calendar . Students will be evaluated on their ability to explore, compare, and contrast global value judgments and perspectives (G2O2). First Professional

Current Events Reports (A3): 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 submit 3 papers during the course of the semester, examining the relationship between contemporary international business practices and the material being discussed in class. For each topic below the student will be asked to write a 2-3 page report and include citations. See Academic Research Styles.

How are multinationals deploying emerging technologies in the global marketplace? One score will be given on the ability to evaluate the impact of technology on a firm’s performance (INLT-LO3).

How do contemporary multinationals use the finance function of international business in order to enhance the firm’s competitive position globally? One score will be given based on the ability to analyze financial management concepts and firm performance (INTL-LO4).

How do contemporary multinationals use the marketing function of international business in order to enhance the firm’s competitive position globally? One score will be given based on the ability to analyze marketing management concepts and firm performance (INTL-LO5).

The first Current Events Report (A3a) is due 2/9/15.
The second Current Events Report (A3b) is due 2/23/15.
The third Current Events Report (A3c) is due 3/23/15.

Contextualized (Globalized) Learning Goal(s):
Upon the successful completion of this course, students should be able to:
See Invariant Learning Goal 2. above.
Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):
B1. See Assurance of Learning Validation A2 above.

Instructor Specific Learning Goal(s) (Optional):
None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):
None

Teaching and Learning Methodology
The School of Management’s teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools’ teaching and learning methodologies. These methodologies are reflected in the school’s mission statement by way of its TEMPOS campaign\(^4\). In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school’s faculty\(^5\). Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder’s Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.


\(^5\) E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.
A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (MGMT440), four (4) prioritized teaching and learning strategies focus on:
integrating international/global perspectives;
innovative and creative thinking;
relevant content to student future careers/goals; and

**FACULTY-STUDENT INTERACTION.**

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning
strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The amount of work in this course was appropriate.
15. The instructor was available for course related consultation and advice.
17. The instructor assigned challenging course work.
18. The instructor graded and returned student work and exams promptly.
19. The instructor provided helpful, constructive feedback on assignments and course work.
20. The instructor respected cultural differences and diversity among students.
21. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
25. The instructor challenged me to think.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach\(^6\). However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others\(^7\).


\(^7\) Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.
A custom course package of required articles for MGMT 440 published by University Readers are now available online at https://students.universityreaders.com/store/. Please copy this link directly into your browser. Do not attempt to click on it here.

You will have the option of selecting a printed copy, a digital copy, or both. This course pack includes readings that we will use in class daily; please purchase your own copy as soon as possible to stay on top of your assignments. Also, please keep in mind that our institution adheres to copyright law—copyrighted material should not be copied or duplicated in any manner.

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Step 4: After purchasing, you can access a digital copy of the first few chapters (if you selected a print format) or all chapters (if you selected a digital format) by logging into your account and clicking "My Digital Materials" to get started on your reading right away.
Print Price: $29.89
Digital Price: $26.90
Print + Digital Price: $37.36

Print orders are typically processed within 24 hours; the shipping time will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). Shipping can take 1-4 business days, so please be sure to order in time to receive your materials for class.

‘Digital access: To access your course pack, you will need an Adobe ID and the free Adobe Digital Editions (ADE) software installed on your computer. Visit https://students.universityreaders.com/store/digital_adobe for easy instructions and a video walkthrough of the process. Once you download the digital pack you can access it online or offline at any time on your computer, tablet, or smart phone. You can also annotate, highlight, and search the content. Printing is available from the first device you use to access the content. Please note that the digital course pack expires after six months.

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The Economist

Foreign Affairs


International Policy Network, an NGO of pro-market think-tanks across the world, especially useful for issues concerning developing countries. [http://www.policynetwork.net/](http://www.policynetwork.net/)

The globalization resource page of the Brookings Institute, a leading American think-tank that promotes free enterprise. [http://www.brookings.edu/topics/globalization.aspx](http://www.brookings.edu/topics/globalization.aspx)


Corporate Watch, a watchdog group that focuses on a critique of global corporations. [http://www.corpwatch.org/](http://www.corpwatch.org/)


### ASSESSMENT METHODOLOGY AND GRADING GUIDELINES

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Points (e.g. weights)</th>
<th>Time on Task(^8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (two tests administered in class)</td>
<td>40 points (20 each)</td>
<td>15 hours</td>
</tr>
<tr>
<td>Capstone Case Study (see A1)</td>
<td>25 points</td>
<td>30 hours</td>
</tr>
<tr>
<td>Professional Enrichment Seminars (see A2)</td>
<td>10 points</td>
<td>15 hours</td>
</tr>
<tr>
<td>Current Event Reports (see A4)</td>
<td>25 points</td>
<td>18 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 points</td>
<td>118 hours</td>
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</tbody>
</table>

\(^8\) An estimate of the period of time during which a student is actively engaged in a learning activity, excluding classroom contact hours.

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Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

Deductions for Late Arrival, Early Departure, and Unexcused Absences: all deductions are at the instructor's discretion only.

Policy for Make-Up Assignments or exams: there are no makeup assignments. medical excuse is required for missed exams.

Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.

GRADING GUIDELINES:
6. It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.

7. The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester.

8. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes. Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.
ACADEMIC INTEGRITY:

Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service’s database, solely for the purpose of detecting plagiarism of such papers.

Plagiarism is the appropriation of all or part of someone else’s works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one’s own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf.

15 WEEK TOPICAL CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29/15</td>
<td>The War of Law: How New International Law Undermines Democratic Sovereignty</td>
</tr>
<tr>
<td>2/2/15</td>
<td>The Next Europe: Toward a Federal Union</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>2/17/15</td>
<td>The Myth of the Omnipotent Central Banker: Monetary Policy and Its Limits</td>
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<tr>
<td>3/2/15</td>
<td>China's Real and Present Danger: Now Is the Time for Washington to Worry</td>
</tr>
<tr>
<td>3/9/15</td>
<td>Stealth Multilateralism: U.S. Foreign Policy Without Treaties--or the Senate <em>First Professional Event report A2a due.</em></td>
</tr>
<tr>
<td>3/16/15</td>
<td>Spring Recess. No classes scheduled</td>
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<tr>
<td>3/30/15</td>
<td>Africa's Economic Boom: Why the Pessimists and the Optimists Are Both Right. Second</td>
</tr>
<tr>
<td>4/13/15</td>
<td>Israel's Warlords: How the Military Rules in War and Peace</td>
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<tr>
<td>4/20/15</td>
<td>A Light in the Forest: Brazil's Fight to Save the Amazon and Climate-Change Diplomacy</td>
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<tr>
<td>5/4/15</td>
<td><em>Capstone Case Study Project A1 Project Presentations given.</em> May 6 – No Class</td>
</tr>
<tr>
<td>5/11/15</td>
<td>Final Examination</td>
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</tbody>
</table>
9. All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library’s resources from off campus.

10. On the left side of the library’s home page, you will find the “Library Catalog” and the “Find Journals” sections. In the middle of the home page you will find “Research Guides;” select “Video Tutorials” to find information on using the library’s resources and doing research.

11. Should you have any questions, please look under “Library Services” to submit a web-based “Ask-A-Librarian” form.