



MET AD655O2 International Business, Economics and Cultures

SYLLABUS

FALL 2018 [October 30 – December 17]

Jung Wan Lee, Ph.D.
Boston Charles River Campus – Online

Administrative Sciences Department
Metropolitan College, Boston University

Course Description

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

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Print Version

The pages of the syllabus are available as a single compiled page to make printing easier. From the **File** menu of the browser, select **Print**. Please note that some animations or images may not work in this configuration. Some computers may be set up to save as a PDF, so when selecting **Print** from the **File** menu, you might see PDF as an option.

► Click the following link to go to the [compiled page](#).

Course Learning Goals

To have achieved department mission goals, this course contributes substantially to the following mission goals of “Critical and Innovative Thinking”, “International Perspective”, “Communication Skills”, “Professional Ethics and Standards”, and “Research Skills and

Scholarship” and contributes somewhat of “Decision Making” and “Technical Tools and Techniques”.

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

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

Course Objectives and Expected Outcomes

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

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

Instructor Biography

Instructor: Jung Wan Lee, Ph.D.

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Biography



Teaching

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

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

Research

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

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

He has published in journals such as *Energy Policy*, *International Journal of Sustainable Development & World Ecology*, *Global Economic Review*, *Asian Economic Journal*, *Tourism Management*, *Journal of Business Ethics*, *The Internet and Higher Education*, *International Journal of Management in Education*, *Cross Cultural Management*, *Academy of Marketing Studies Journal*, *Journal of Transnational Management*, *International Journal of Entrepreneurship*, *International Journal of Trade and Global Markets*, and *International Journal of Emerging Markets*. For further information, see:

ORCID: <http://orcid.org/0000-0002-8885-6385>

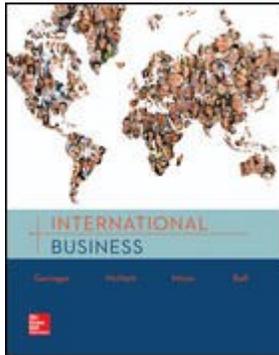
Google Scholar: <http://scholar.google.com/citations?user=OdDd964AAAAJ&hl=en>

Research Gate: https://www.researchgate.net/profile/Jung_Wan_Lee

Course Resources

Readings (text and online news), cases, discussion.

Required Text



International Business: Competing and Cooperating in a Global World

J. Michael Geringer, Jeanne M. McNett, Michael S. Minor, & Donald A. Ball

ISBN: 978-1-259-31722-4

MHID: 1-259-31722-6

Copyright year: 2016

[McGraw-Hill Education Holdings, LLC.](http://www.mhhe.com/9780133172224)

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

Additional Reading

Read international business and management related news and articles from The World Economic Forum <http://www.weforum.org/en/index.htm>; The Wall Street Journal <http://online.wsj.com/home-page>; Financial Times <http://www.ft.com/>; World Trade organization <http://www.wto.org/>; UNCTAD <http://www.unctad.org/>; OECD <http://www.oecd.org/>; in order to better understand to current international business and management practices.

Boston University Library Information

Boston University has created a set of videos to help orient you to the online resources at your disposal. An introduction to the series is below:

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Welcome to Boston University Libraries



All of the videos in the series are available on the [Online Library Resources](#) page, which is also accessible from the Campus Bookmarks section of your Online Campus Dashboard. Please feel free to make use of them.

As Boston University students you have full access to the BU Library—even if you do not live in Boston. From any computer, you can gain access to anything at the library that is electronically

formatted. To connect to the library use the link <http://www.bu.edu/library>. You may use the library's content whether you are connected through your online course or not, by confirming your status as a BU community member using your Kerberos.

Once in the library system, you can use the links under "Resources" and "Collections" to find databases, eJournals, and eBooks, as well as search the library by subject. Some other useful links include:

- Go to <http://www.bu.edu/library/research/collections> to access eBooks and eJournals directly.
- If you have questions about library resources, go to <http://www.bu.edu/library/help/ask-a-librarian> to email the library or use the live chat feature.
- To locate course eReserves, go to <http://www.bu.edu/library/services/reserves>.

Please note that you are not to post attachments of the required or other readings in the water cooler or other areas of the course, as it is an infringement on copyright laws and department policy. All students have access to the library system and will need to develop research skills that include how to find articles through library systems and databases.

Chapter Overview

Module (Week) 1 – Introduction to International Business and Economics (International Trade and Foreign Direct Investment)

- **Topic 1: The trends and driving forces of international business and globalization**
- **Topic 2: The current issues and theories of international trade**
- **Topic 3: The current issues and theories of foreign direct investment**

Weekly Textbook Reading

- Geringer et al. Modules 1 and 2
(Note: Chapters are called 'modules' in the book.)

Discussions & Assignments

- **"Introduce Yourself" (Non-graded. But it is required)**

Create a message to introduce yourself to your fellow students and instructor. Write a brief paragraph or two telling about your background, your interests and your expectations for this course.

- **Case Study - "Foreign Direct Investments and Entry Modes"**

In the first week, we look at the challenging issues of international business and the theories of international trade and foreign direct investment, in particular, three major concerns: 1) the trends and driving forces of international business and globalization, 2) the current issues and theories of international trade, and 3) the current issues and theories of foreign direct investment.

By the end of this week, you will be able to:

- Understand what international business is and why it is important.
- Comprehend why and how international business differs from domestic business.
- Understand the five key drivers, all based on change, that are leading firms to internationalize their operations.
- Explain the reasons for entering foreign markets.
- Identify the direction of trade, or who trades with whom, and trends in such trade.
- Outline the theories that explain why certain goods are traded internationally, in particular:
 - Mercantilism
 - Adam Smith's theory of absolute advantage
 - David Ricardo's theory of competitive advantage
 - Heckscher and Ohlin's theory of factor endowments
 - Ray Vernon's international product life cycle
 - Michael Porter's theory of national competitiveness
 - Linder's theory of overlapping demand
- Some explanations for the direction of trade
- Explain the size, growth, and direction of foreign direct investment
- Explain several theories of foreign direct investment, in particular:
 - Conventional economic theory
 - Stephen Hymer's monopolistic advantage theory
 - Oligopolistic advantage theory
 - Richard Caves' market imperfections theory
 - Internalization theory
 - Dynamic capabilities theory
 - John Dunning's eclectic theory
- Some explanations for the direction of FDI
- Some important issues of FDI and trade

AACSB Department Learning Goal: Globalization

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

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

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

**Module (Week) 2 – External Forces of International Business: Part I
(Economic and Socioeconomic, Sociocultural, and Political Forces and Environmental Sustainability)**

- **Topic 1: Economic and socioeconomic forces**
- **Topic 2: Culture and sociocultural forces**
- **Topic 3: Political forces**
- **Topic 4: Natural resources and environmental sustainability**

Weekly Textbook Reading

- Geringer et al. Modules 3, 4, 5 and 7
(Note: Chapters are called 'modules' in the book.)

Discussions & Assignments

- **Video Case – "Environmental Sustainability and International Business"**

In this week, we look at part of the external forces of international business, in particular, economic and socioeconomic forces, culture and sociocultural forces, political forces, natural resources and environmental sustainability issues.

By the end of this week, you will be able to:

- identify different categories based on levels of national economic development and the common characteristics of developing nations
- recognize the economic and socioeconomic dimensions of the economy and different indicators used to assess them
- explain the degree to which labor costs can vary from country to country
- discuss the significance for businesspeople of the large foreign debts of some nations
- explain the significance of culture for international business
- identify the sociocultural components of culture
- discuss the pervasiveness of the information technology era
- explain Hofstede's cultural value dimensions
- evaluate the importance to business of government stability and policy continuity
- explain country risk assessment by international business
- discuss the arguments for imposing trade restrictions
- explain the two basic kinds of import restrictions: tariff and nontariff trade barriers
- describe the role of location, climate, and natural resources as factor conditions
- explain how surface features contribute to economic, cultural, political, and social differences among nations and among regions of a single country
- outline the options available for nonrenewable and renewable energy sources and their broad business implications
- describe environmental sustainability and its characteristics
- explain the use of stakeholder theory as a framework for environmental sustainability

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

Module (Week) 3 – External Forces of International Business: Part II (International Institutions, the International Monetary System and Financial Forces, and International Accounting)

- **Topic 1: International institutions**
- **Topic 2: The international monetary system and financial forces**
- **Topic 3: Balance of payments**
- **Topic 4: International accounting and financial management**

Weekly Reading

- Geringer et al. Modules 8 and 15, and Bonus Module A
(Note: Chapters are called 'modules' in the book.)

Discussions & Assignments

- **Case Study - "International Institutions and Global Competiveness Rankings"**
- **Assignment 1 due**

In this week, we examine the state of international monetary and financial environments for international business, in particular, three major concerns: 1) international institutions, 2) the international monetary system and financial forces, and 3) international accounting and financial management.

By the end of this week, you will be able to:

- describe the types of global and regional international institutions
- describe the purposes of the two global monetary institutions, the IMF and the World Bank
- discuss the World Trade Organization, its purpose and its challenges
- identify the levels of economic integration agreements and the effectiveness of the major ones
- discuss the impact of the EU and its future challenges
- describe the evolution of monetary arrangements of the international monetary system
- explain the impact of fluctuating currency values
- describe currency exchange controls
- discuss the influence of financial forces such as taxes, inflation, and balance of payments effects on the firm
- explain the role of the balance of payments (BOP)
- describe the international accounting standards' convergence process and its importance
- describe the process of cash flow management in the international firm
- describe foreign exchange risks of transaction exposure, translation exposure, and economic exposure
- describe the basic idea of a swap transaction and its various applications
- describe sales without money and their benefits
- discuss the impacts of taxes as a concern in financial management

AACSB Department Learning Goal: Globalization

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

Module (Week) 4 – Global Functional Management of IB: Part I (Intellectual Property Rights, International Marketing, Global Operations and Supply Chain Management)

- **Topic 1: Intellectual property rights and legal forces**
- **Topic 2: International marketing**
- **Topic 3: Global operations and supply chain management**

Weekly Reading

- Geringer et al. Modules 6 and 13, and Module C
(Note: Chapters are called 'modules' in the book.)

Discussions & Assignments

- **Video Case – "Intellectual Property Rights and Legal Forces"**

In this week lecture, we will take a look at intellectual property rights and legal forces, international marketing, global operations and supply chain management.

By the end of this week, you will be able to:

- Explain intellectual property rights and industrial property rights
- Explain possibilities for international dispute settlement
- Recognize the need and methods to protect your intellectual property
- Explain the risk of product liability legal actions
- Discuss some of the U.S. laws that affect international business operations
- Explain why there are differences between domestic and international marketing
- Discuss why international marketing managers wish to standardize the marketing mix
 - Understand international product strategy
 - Understand international service strategy
 - Understand international promotion strategy
 - Understand international pricing strategy
 - Understand international distribution channel strategy
 - Understand international brand strategy
- Explain why consumer products generally require greater modification for international sales than do industrial products or services
- Discuss the product strategies that can be formed from three product alternatives and three kinds of promotional messages
- Explain “glocal” advertising strategies
- Discuss some of the effects the Internet may have on international marketing
- Discuss the distribution strategies of international marketers.
- Understand the concept of supply chain management.
- Describe the five global sourcing arrangements.
- Understand the increasing role of electronic purchasing for global sourcing.
- Explain the potential of global standardization of production processes and procedures, and identify impediments to standardization efforts.

AACSB Department Learning Goal: Globalization

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

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

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

**Module (Week) 5 – Global Functional Management of IB: Part II
(International Labor Forces, International Human Resource Management, and Global Leadership)**

- **Topic 1: International labor forces**
- **Topic 2: International human resource management**
- **Topic 3: Global leadership**

Weekly Reading

- Geringer et al. Modules 11 and 14
(Note: Chapters are called 'modules' in the book.)

Discussions & Assignments

- **Case Study - "Cultural Considerations in International Management"**

In this week, we look at global functional management, in particular, international labor forces, international human resource management, global leadership and the practices of managing human resources for international business.

By the end of this week you will be able to:

- Identify forces that affect the quantity and quality of labor in a nation
- Explain the reasons people leave their home countries to work abroad
- Discuss the reasons that some countries have guest workers
- Explain factors associated with employment policies, including social roles, gender, race, and minorities
- Discuss differences and trends in labor unions from country to country and worldwide
- Explain international human resource management approaches (ethnocentric, polycentric, regiocentric, and global).
- Compare home-country, host-country, and third-country nationals as international company executives.
- Explain what an expatriate is, and identify some of the challenges and opportunities of an expat position.
- Discuss the increasing importance of accommodating the trailing spouse of an expatriate executive.
- Discuss the importance of creating a company “global mindset.”
- Describe what distinguishes the practice of global leadership from its domestic counterpart.
- Identify the competencies required for effective global leadership.
- Discuss approaches for selecting and developing effective global leaders.

- Explain what skills a manager needs in order to effectively lead global teams.
- Identify some of the challenges of leading global change.

AACSB Department Learning Goal: Globalization

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

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

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

Module (Week) 6 – Competitive Strategy for International Business (International Competitive Strategy, International Market Assessment, Foreign Market Entry Modes, and Organizational Design and Control)

- **Topic 1: International competitive strategy**
- **Topic 2: International market assessment**
- **Topic 3: Foreign market entry modes**
- **Topic 4: Organizational design and control**

Weekly Reading

- Geringer et al. Modules 9, 10 and 12
(Note: Chapters are called 'modules' in the book.)

Discussions & Assignments

- **Video Case – "Cirque du Soleil": International Competitive Advantages**
- **Assignment 2 due**

In this week, our attention shifts to the international business strategy itself, including international competitive strategy, global strategic planning, international markets assessment, foreign market entry modes, and organizational design and control and the actions international managers can take to help their companies compete more effectively.

By the end of this week, you will be able to:

- Explain international strategy, competencies, and international competitive advantage.
- Describe the steps in the global strategic planning process.
- Describe the methods of and new directions in strategic planning.
- Explain the purpose of mission statements, vision statements, values statements, objectives, quantified goals, and strategies.
- Explain home replication, multidomestic, global, and transnational strategies and when to use them.
- Discuss environmental analysis and two types of market screening.
- Explain market indicators and market factors.
- Describe some statistical techniques for estimating market demand and grouping similar markets.
- Explain the difference between country screening and segment screening.
- Explain the pros and cons of entering markets as a “market pioneer” versus “fast

follower.”

- Explain the international market entry modes
- Identify why firms export and the options available for indirect and direct exporting.
- Explain the potential benefits and disadvantages of joint ventures and how a company might exercise control over a joint venture, even as a minority shareholder.
- Explain why the design of organizational structure is important to international companies.
- Discuss the organizational dimensions that must be considered when selecting organizational structures.
- Discuss the various organizational forms available for structuring international companies.
- Explain why decisions are made where they are among parent and subsidiary units of an international company.
- Discuss how an international company can maintain control of a joint venture or of a company in which the IC owns less than 50 percent of the voting stock.

AACSB Department Learning Goal: Globalization

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

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

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

Week 7 – Final Exam

No Lecture

Course Schedule

Sessions and Days of the Week

The course is divided into seven weekly sessions. Due dates for assignments and discussions are stated in Day numbers. **Day One is Tuesday**, the first day of the beginning of each weekly session.

Weekly Structure	
Day 1	Tuesday
Day 2	Wednesday
Day 3	Thursday
Day 4	Friday
Day 5	Saturday
Day 6	Sunday
Day 7	Monday

Week	Lecture Topics	Textbook Readings	Discussion Topics	Assignments
1	<p>– International Business, International Trade and Foreign Direct Investment</p> <ul style="list-style-type: none"> • <u>Topic 1: The trends and driving forces of international business and globalization</u> • <u>Topic 2: The current issues and theories of international trade</u> • <u>Topic 3: The current issues and theories of foreign direct investment</u> 	<p>Geringer et al. Modules 1 and 2 (Note: Chapters are called 'modules' in the book.)</p>	<p>"Introduce Yourself" (non-graded) Discussion: Case Study - "Foreign Direct Investments and Entry Modes"</p>	
2	<p>–External Forces of International Business: Part I</p> <ul style="list-style-type: none"> • Topic 1: Economic and socioeconomic forces • Topic 2: Culture and sociocultural forces • Topic 3: Political forces • Topic 4: Natural resources and environmental sustainability 	<p>Geringer et al. Modules 3, 4, 5 and 7 (Note: Chapters are called 'modules' in the book.)</p>	<p>Discussion: Video Case – "Environmental Sustainability and International Business"</p>	
3	<p>– External Forces of International Business: Part II</p> <ul style="list-style-type: none"> • Topic 1: International institutions • Topic 2: The international monetary system and financial forces • Topic 3: Balance of payments • Topic 4: International accounting and financial management 	<p>Geringer et al. Modules 8 and 15, and Module A (Note: Chapters are called 'modules' in the book.)</p>	<p>Discussion: Case Study - "International Institutions and Global Competiveness Rankings"</p>	<p>Assignment 1: Article Review and Essay Writing</p>
4	<p>– Global Functional Management of International Business: Part I</p> <ul style="list-style-type: none"> • Topic 1: Intellectual property rights and legal forces • Topic 2: International marketing • Topic 3: Global operations 	<p>Geringer et al. Modules 6 and 13, and Module C (Note: Chapters are called 'modules' in the book.)</p>	<p>Discussion: Video Case – "Intellectual Property Rights and Legal Forces"</p>	

	and supply chain management	book.)		
5	<p>– Global Functional Management of International Business: Part II</p> <ul style="list-style-type: none"> • Topic 1: International labor forces • Topic 2: International human resource management • Topic 3: Global leadership 	<p>Geringer et al. Modules 11 and 14 (Note: Chapters are called 'modules' in the book.)</p>	<p>Discussion: Case Study - "Cultural Considerations in International Management"</p>	
6	<p>– Competitive Strategy for International Business</p> <ul style="list-style-type: none"> • Topic 1: International competitive strategy • Topic 2: International market assessment • Topic 3: Foreign market entry modes • Topic 4: Organizational design and control 	<p>Geringer et al. Modules 9, 10 and 12 (Note: Chapters are called 'modules' in the book.)</p>	<p>Discussion: Video Case – "Cirque du Soleil": International Competitive Advantages</p>	<p>Assignment 2: Term Paper and Presentation</p>
7	No Lecture		No Discussion	
	Proctored Final Exam	Review for Final Exam	Final Exam	

Discussion Questions

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 C1: Concept of globalization: **Substantial**
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 C3: Developing an overview of globalization issues: **Substantial**
 C4: Performing an analysis of globalization: **Substantial**

Week 1 Discussion

"Introduce Yourself" (non-graded. But it is required)

Create a message to introduce yourself to your fellow students and instructor. Write a brief paragraph or two telling about your background, your interests and your expectations for this course.

Discussion Topic 1. Case Study - "Foreign Direct Investment and Entry Modes"

Traditionally Foreign Direct Investments (FDI) has followed foreign trade since foreign trade is

typically less costly and risky than making a direct investment into foreign markets. Entering a market via FDI allows management to enter the market in small increments controlling their investment. However, globalization of markets is challenging this traditional market entry strategy.

For example, you have probably noticed that currency risk and fluctuations, such as weaker dollar, higher euro - and sovereign financial debt and austerity measures in countries and ECB actions have been on the forefront of economic discussions for a number of years. In the midst, some time ago there was discussion in Washington on the Chinese purchase of Smithfield (read further information at Reuters.com, 9/5/2013). InBev, the Belgian-Brazilian beer company, led the way in 2008 by acquiring Anheuser-Busch (read further information at MarketWatch.com). For America needs businesses from the BRIC (Brazil, Russia, India, and China) and businesses from all over the world to take a new look at the U.S. market. Investments by foreign firms are vital to fund growth and expansion of the U.S. companies. The United States generally remains the largest single recipient of foreign direct investment in the world for recent several years.

Discuss how the new international business environment is causing this path to market expansion to change. How would you analyze this development and purchase of American companies by businesses from emerging economies? Support your comments with information from this week's lecture, readings and your research. Illustrate and reinforce your answer with any theories from international trade and FDI theories.

Week 2 Discussion

Topic 2. Video Case – "Environmental Sustainability and International Business"

Watch the animation video by clicking the following link, "[Climate Change, Greenhouse Gases, Emission Trading Scheme?](#)"

There has been discussion about the pros and cons of climate treaties like [the Kyoto Protocol](#) and [the Copenhagen Accord](#). There has been discussion about the advantages of firms and specific business opportunities that might be generated by going green. Let us also consider the other side and play devil's advocate on what may be any negatives? In addition, do you think regulation can ensure safe operations, or does business need to engage in activities like renewable energy production in order to learn to how to do it right, and safely?

How can we curb emissions without, at least less, hurting our economy? How can we get other countries to curb their emissions as much as we do? What about developing countries that have horrid air quality, but can't afford to do much about it?

Special remarks: I know in the past that students have appreciated exploring this issue from both sides of the political and scientific debate. I hope that you enjoy this academic freedom in making this a lively discussion since the topic this week can be passionate. Nevertheless, it is important to remember this is an academic class and NOT a political forum. Opinions are O.K. – if and when backed up by quality sources and research. Also, keep in mind this is a discussion that should also be focused from the perspective of international business and economics, not

individual interests.

Week 3 Discussion

Topic 3. Case Study - "International Institutions and Global Competitiveness Rankings"

The World Economic Forum publishes an annual Global Competitiveness Index that ranks the national competitiveness for leading countries. Suppose that you are working for a company that plans to expand abroad. Examine the Global Competitiveness Index for the most recent 5 years. The "how" this information can be used and a practical examination of the facts related to business decisions for expansion into other countries is important.

How and why you think the WEF actually obtains the rankings of "global competitiveness"? Also let us know how practical you think the nature of the index is in the market and what type of business opportunities can be created with this information? Do you see value of this information as a business manager and if so, how could these factors be converted into a business opportunity? Support your comments with information from this week's lecture, readings and your research. Illustrate and reinforce your answer with practical examples.

Week 4 Discussion

Topic 4. Video Case – "Intellectual Property Rights and Legal Forces"

Watch the following two videos, "BMW Goes to War Against Chinese Carmaker?" and "The 2nd Amendment to China's Patent Law", by [clicking this link](#).

The primary types of intellectual property include patents, trademarks, trade names, copyrights, and trade secrets. Intellectual property often is a key factor in enabling companies to differentiate themselves and their products or services from those of their competitors, and therefore they can be a key factor underlying a firm's competitive advantage within and across nations. Protecting these intellectual properties is an important objective, legally and strategically.

What are the various forms of dispute resolution available to BMW? What are the advantages and disadvantages of each for BMW? Would your analysis be any different if the customer was from China and other developing countries (i.e. BRICs, ASEAN, etc.)? What if the customer was from the G-7 countries such as the United Kingdom and the United States? What should be the company's strategies in these situations? Support your comments with information from this week's lecture, readings and your research. Illustrate and reinforce your answer with practical examples.

Special remarks: I know in the past that students have appreciated exploring this issue from both sides of the political and legal debate. I hope that you enjoy this academic freedom in making this a lively discussion since the topic this week can be passionate. Nevertheless, it is important to remember this is an academic class and NOT a political forum. Opinions are O.K. – if and when backed up by quality sources and research. Also, keep in mind this is a discussion that should also be focused from the perspective of international business and economics, not

individual interests.

Week 5 Discussion

Topic 5. Case Study - "Cultural Considerations in International Management"

Suppose you are an executive director of the top management team of an American multinational. As an executive with BUMET International Inc., suppose that you are recently promoted to the CEO of the Asian region, including Japan, Korea, China, Thailand, Vietnam, Indonesia, and Malaysia. This region encompasses the most important production facilities and supply chains for BUMET International with seven production facilities one each country and over 100,000 employees in total.

Many of you have probably found these sites, but in case you haven't and are interested you may want to check the following site regarding [the Hofstede national culture dimensions](#). On the left side you can get scores of each country, plus you can read more about the background of the national cultural dimensions. Also, on this page you can do some nifty side-by-side [comparison of any two countries](#). Given the research, you would think the awareness of the cultural differences and adapting to them should be of paramount concern.

In managing human resources, how should you alter your management style based on Hofstede's four value dimensions? Do you think the company's business culture and management style allows for flexibility in today's current environment? Can you share any additional specific examples on success and failure of firms relating to this concept? Can you think of any positive and negative results that come from a culture first mentality? Support your comments with information from this week's lecture, readings and your research. Illustrate and reinforce your answer with practical examples.

Week 6 Discussion

Topic 6. Video Case – "Cirque du Soleil" – International Competitive Advantages

Watch the video by clicking the following link, ["Cirque du Soleil, a truly global workforce."](#) As many have pointed out, Cirque du Soleil incorporates ideas from various different cultures into each of its shows. This is achieved by obtaining input for shows from the employees of Cirque. Cirque is a diverse organization with members from over 40 different countries. Incorporating ideas from many cultures into the show creates a product that is multicultural and has appeal across cultures.

What are Cirque du Soleil's most critical competitive advantages for doing international business? How did Cirque du Soleil develop their competitive advantages? What do you think are reasons Cirque du Soleil can achieve consistency in the quality of their shows and casts in different locations? What are other drivers of globalization that influence Cirque du Soleil? Support your comments with information from this week's lecture, readings and your research.

Assignments

Assignment 1: Article Review and Essay Writing (due Day 7 of Week 3)
(by Monday, November 19, 2018 for this semester)

Assignment 2: Term Paper and Presentation (due Day 7 of Week 6)
(by Monday, December 10, 2018 for this semester)

Details of the above assignments are on the following page, and in the Assignments area of Online Campus.

Final Exam

Be aware that the Final Exam is proctored and will take place in the seventh week of the course. The exam has a 100-minute time limit and will be comprised of multiple-choice and true/false questions. It will cover information from the online lectures and cases, from the textbook readings, and from the online discussions. The exam is closed-book; this means no use of the textbook or other offline readings, your notes, or any of the online material.

► **Important Notice:** The lecture content of this course will be inaccessible during the final exam period, from **8 AM, Wednesday, December 12, 2018 to 11:59 PM, Saturday, December 15, 2018.**

For more detailed information and sample questions about the final examination, view this link [Sample Final Exam Questions](#). The proctored portion of the exam will take place between **Wednesday, December 12, 2018 and Saturday, December 15, 2018.** You will be responsible for scheduling your own appointment with an approved proctoring option. Detailed instructions about setting up an appointment will be forthcoming from the proctored exam coordinator approximately two weeks into the course.

Course Grading

Assessment Policy

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

- Weekly Discussions
- Two Assignments
- Final Examination

Assessment Percentage

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

Weekly Discussions (6 topics * 5 points = 30 points)	30%
Assignment-1: Article review and essay writing	10%

Assignment-2: Case analysis term-paper	30%
Final exam	30%
Total	100%

Course Calendar and Assignments

No.	Assignment	Calendar (by Week)							% of Grade
		1	2	3	4	5	6	7	
1.	Class participation (weekly discussions)								30%
2.	Article Review and Essay Writing (Assignment 1: Individual)								10%
3.	Term Paper and Presentation (Assignment 2: Team project)								30%
4.	Final exam (proctored)								30%
	Total								100%

Grading system

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

Grading Process

While there is no fixed absolute number of grades in any one level, it is important to note that high grades reflect an excellence in the understanding of class materials and organization of thoughts as well as the complete work of course assignments. In addition, an important aspect of any class, whether online or in a classroom, is the shared thoughts and insights of the class members; grades will also reflect an individual's contributions to the class.

We follow the Boston University, Metropolitan College recommendations concerning grading standards. As such, a maximum 5 percent of the class would earn an A grade and approximately 15 percent would earn an A- grade. The next 60 percent segment would earn a B+ or B grade. The remaining group, approximately 20%, would earn a grade between B- and F. As grades are earned and not awarded, the College does assign grades B-/C+/C-/D or F for work that is below average/standards.

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

Class Participation and Discussion

Class Participation and Discussion (Individual, 30% of total grade)

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

Requirements of the weekly discussion participation

- You are expected to keep up on a weekly basis.
- All discussion postings should be made as listed in each discussion topic in the Discussion area.
- **At least one main posting should be uploaded** in to the Discussion area no later than 11:59 p.m. ET on Day Three **(by every Thursday for this semester).**
- **At least four corresponding postings** to other students should be posted in to the Discussion area before 11:59 p.m. ET of Day Seven.

Principle One of the weekly discussion:

- Keep in mind this is an academic discussion that should be focused from the perspective of international business and economics and NOT personal feelings.
- I and your facilitator are apolitical and will review your messages and comments without any specific bias.
- Opinions are O.K. – if and when backed up by quality sources and research and NOT one person's subjective opinion or experience. You postings will not be scored on your personal opinions, but will be scored on the quality of the discussion and outside research and facts that support posted positions.
- Remember ALWAYS to keep the discussion professional and respect other student's posts and research. This is an academic discussion, so relate your posts to the course title as how the topic and issue affects international business strategies.

Principle Two of the weekly discussion:

- Get your postings in on time, and post frequently. In every week, there's a minimum effort required to get a decent grade.
- You also must answer and respond to your classmates' main postings. You don't have to respond to every post your classmates ever make, however, you should try and remark on at least several of them.
- Reply always to what people say on your post.
- There will always be people who do a few more posts than you do, or who you think are doing "better" posts than you. Don't be intimidated by the "great achievers", please do what you know you should, to the best of your ability.

Principle Three of the weekly discussion:

- Use best of the BU e-library. Most of your postings will require citations to back up your remarks and opinions:
- You can find in the library, including research articles from hundreds of scholarly journals for decades, and various newspaper articles.
- "I agree" will not qualify as a posting. You must research what other people have said about what you'd like to say, and cite their work. Sometimes you'll even find that your opinion changes once you've read some articles.
- A handy trick is to Google around for what you want, especially in Google Scholar, then go to the BU e-library and search for that specific article so you can download it for free and export the citation.

Principle Four of the weekly discussion:

- Don't be afraid to learn from your classmates.
- You will find you agree with what they have to say pretty frequently, so expand on that and take it in your own direction.
- But you will also disagree. Stop and think about why, then do some research and say what's on your mind – politely and professionally. You might change their mind, or yours.
- Also, you wouldn't believe how many times someone will bring in an insight you hadn't thought of, because they have a different life experience, or perspective, and that insight will shine a light on something you had missed or misunderstood, and open up whole new vistas of thinking and comprehension.
- This is one of the coolest things about this program: learning from each other.

Principles of when you are writing

- Stay polite and positive in your communications. You can and should disagree and participate in discussions with vigor; however, when able, be constructive with your comments.
- Proofread your comments before you post them. Remember that your comments are permanent.
- Pay attention to your tone. Without the benefit of facial expressions and body language your intended tone or the meaning of the message can be misconstrued.
- Be thoughtful and remember that classmates' experience levels may vary. You may want to include background information that is not obvious to all readers.

- Stay on message. When adding to existing messages, try to maintain the theme of the comments previously posted. If you want to change the topic, simply start another thread rather than disrupt the current conversation.
- When appropriate, cite sources. When referencing the work or opinions of others, make sure to use correct citations.

Principles of when you are reading

- Respect people's privacy. Don't assume that information shared with you is public; your peers may not want personal information shared. Please check with them before sharing their information.
- Be forgiving of other students' and instructors' mistakes. There are many reasons for typos and misinterpretations. Be gracious and forgive others' mistakes or privately point them out politely.
- If a comment upsets or offends you, re-read it and/or take some time before responding.
- Important Note: Don't hesitate to let your instructor know if you feel others are inappropriately commenting in any forum.
- All Boston University students are required to follow academic and behavioral conduct codes. Failure to comply with these conduct codes may result in disciplinary action.

Expectations for the weekly discussion participation

- Please remember that online discussion topics are an ongoing process. You should not consider yourself having participated in the discussions by merely posting one comment.
- You should be reading many of the postings and responding appropriately, much like a face-to-face discussion.
- Each student should be prepared to discuss the assigned topic in class.
- While assignments are due on specific dates, you should plan to contribute to discussions early and continue to monitor them.

My recommendations for weekly discussion participation

- Posts and responses should be substantial, meaningful and relevant – quality of posts/responses is more important than quantity.
- Also, always remember to back your posts/responses by using proper sources to add credibility to your writing.
- This means (1) citing credible sources that support your points and are relevant to the topic and (2) using APA format for citations and references.
- The more you actively participate in discussions the higher your grade will be.

Expectations for an A grade level

- Exceptional level of main discussion that brings value to the discussion while building on others' insights.
- This is an original contribution that stimulates a lot of interesting discussion. It explicitly includes academic research or relevant evidence. It certainly requires inquiry external to the class textbook and readings, which must be correctly referenced.
- It is a highly value added discussion which brings in new insights, material, and references.
- A good example includes at least four references in their main posting.

- The student has explored the comments of many others and contributed to their postings.
- A good example includes more than eight corresponding postings. Each posting should include at least one reference in their response posting.

Requirements for a B grade level

- The student has been active in discussion and contributed during the week that build on other's comments by making general value added contributions.
- Somewhat value added discussion contributed during the week.
- A good example includes at least two references in their main posting.
- The student has explored the comments of others and contributed to their postings.
- A good example includes more than four corresponding postings. Each posting should include at least one reference in their response posting.

Grade converter table of weekly discussion grades

Grade Converter Table							
Grade	Grade Point	%	Weight		5-point Scale		Traditional Grade
			Lower	Upper	Lower	Upper	
A	4.00	96-100	0.96	1.00	4.80	5.00	Excellent
A-	3.67	91-95	0.91	0.95	4.55	4.75	
B+	3.33	86-90	0.86	0.90	4.30	4.50	Good
B	3.00	81-85	0.81	0.85	4.05	4.25	
B-	2.67	76-80	0.76	0.80	3.80	4.00	
C+	2.33	71-75	0.71	0.75	3.55	3.75	Satisfactory
C	2.00	66-70	0.66	0.70	3.30	3.50	
C-	1.67	61-65	0.61	0.65	3.05	3.25	
D+	1.33	56-60	0.56	0.60	2.80	3.00	
D	1.00	51-55	0.51	0.55	2.55	2.75	Unsatisfactory
F	0.00	=< 50				< 2.55	

How to tabulate weekly discussion grades

- In the weekly grade, discussions are to be graded in the 0 - 5 scale, but allowing for decimals e.g. 4.2/5.
- So, at the end of each week, you will get a grade out of 5 points for each question.
- A student could receive a maximum grade of 5 for each discussion question. Since there are a total of six graded discussion questions in the six weeks of class, your maximum grade will be $6 \times 5 = 30$ points.
- However it will be difficult to earn 5 points for every discussion, most students will probably receive totals in the range between 18-27 points. Your facilitator should explain how they arrived at a grade.

Initial discussion posts should be made as listed in each discussion topic in the Discussion area (also found in the *Schedule and Important Dates* page of this syllabus. Remember, at least one main posting should be uploaded in to the discussion area no later than 11:59 p.m. ET on Day Three (Thursday). You should respond to at least two other student postings before 11:59 p.m. ET of Day Seven (Monday). For more detailed information about the weekly discussion, see the following Examples ([Week 1](#), [Week 2](#), [Week 3](#), [Week 4](#), [Week 5](#), [Week 6](#)) links.

Assignments

Assignment 1: Article review and essay writing (Individual assignment, 10% of total grade)

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

Requirements of Assignment 1

1. The student should select **an essay topic** self-interested in from the list in the syllabus.
2. The essay report will have **8 pages in length, about 1800–2000 words**, including a title page and references. It should be typed in 12-point font, Times New Roman, and double-spaced.
3. The articles review part must **include citations of five peer-reviewed articles** and the cited articles must be fully listed in references following **the APA style**.
4. Submission (**in a MS word file**) should be sent no later than **Day 7 of Week 3 (by Monday, November 19, 2018 for this semester)**.

Steps to do for Assignment 1

STEP 1: Choose key words/topics for your essay

Let's assume your topic of Assignment 1 is "resource based theory" in international business selected from the list in the syllabus.

STEP 2: Search and select FIVE peer-reviewed research articles from BU e-library (Your BU log-in ID and Password is required)

Each article must meet the following three conditions:

- Top level: "peer-reviewed journals"
- Resource type: "articles"
- Publication date: "**desirably after 2006**"

STEP 3: Read and synthesize the information from the articles

Students should review the articles and synthesize the information from the articles to support his/her novel essay.

STEP 4: Proofread the manuscript and make appropriate reference

At the last page, please make sure the five articles cited in text must be listed in reference/bibliography **complying with the APA style guide.**

How to select a topic

The student should select an essay topic either they are interested in from the following list or they may explore/develop any topic they are interested. Students should get approval from their facilitator if they chose a topic outside of the list:

1. Agency theory	11. Organizational learning
2. Comparative advantage	12. Portfolio theory
3. Competitive strategy	13. Eclectic theory
4. National competitiveness	14. Resource-based theory
5. Dynamic capabilities	15. Strategic choice theory
6. Institutional theory	16. Systems theory
7. Factor endowment theory	17. Technological innovation theory
8. Internalization theory	18. Transaction cost theory
9. Leadership theory	19. Upper echelon theory
10. Monopolistic advantage theory	

You should have a topic in mind by the beginning of the second week. Think about it, check out references and available materials and then forward the topic to your facilitator by the end of the second week.

What does mean 8 pages in length?

- It will be an assignment of technically six (6) pages writing, with one for the title page and one for the reference.
- Remember this is a graduate course so the main focus is on quality and research, not about hitting a page number on the mark. The page number is meant as a guideline as I expect it will take around this number to fully explore an essay.

What is the APA style guide?

- American Psychological Association or APA style is widely accepted in the social sciences research.
- It guides citing references in text. Throughout the body of your paper, briefly note the author and date of research that you mention.
- Full information is needed to identify the correct source in the References list at the end of your paper.
- For more information consult the 6th edition of the Publication Manual of the American Psychological Association

What is a peer-reviewed article?

- Peer review is a well-accepted indicator of quality scholarship. It is the process by which an author's peers read a paper submitted for publication. Articles accepted for publication through a peer review process implicitly meet the discipline's expected standards of expertise.
- Peer-reviewed journals can be identified by their editorial statements or instructions to authors.
- For your caution, just because a journal is peer reviewed does not guarantee that all articles in it are included in the peer review process. Some article types, such as news items, editorials, and book reviews, may not go through the peer review process.
- For Assignment 1 reference articles, the followings are NOT acceptable:
 - Articles/information from textbook, book chapters
 - Articles/information from the Internet, websites, Google search, etc.
 - Articles/information from newspapers, magazines, unpublished working papers
- Please invest your time and make your effort to search peer reviewed articles from BU e-library.

Expectations for Assignment 1

- You should present five specific pieces of evidence. Such evidence should always include citations in text of the five (5) articles, with your analysis of the articles.
- Each paragraph in text may focus on one specific article, and each evidence should be supported or opposed by other specific articles
- Summarizing an article is an easy way to knock off a page, but your professor knows that it requires much more mental effort to analyze the information, to synthesize opposing viewpoints, and to evaluate an argument in order to frame your own argument.
- Please do NOT make any recitations from the articles that you had already cited in your essay.
 - **For further clarification of the statement: 'Please do NOT make any recitations from the citations',**

What if you want to paraphrase the following information from an article:

[“When restrained to pure neoclassical reasoning, the entrepreneur is thought to maximise both utility and the value and desire to succeed. More generally, entrepreneurship is seen as innovation (Aghion & Howitt, 1998) characterised by boldness and imagination (Lumpkin & Dess, 1996), leadership (Witt, 1988) or alertness and discovery (Kirzner, 1997).”]

In fact, above information was retrieved from the literature review section of Dorobat and Topan (2015)'s article: [Dorobat, C.E., & Topan, M-V. (2015). Entrepreneurship and Comparative Advantage. *Journal of Entrepreneurship*, 24(1), 1-16.] Those statements were originally written by Dorobat and Topan (2015) after reviewing the four cited articles. That is a very good example of what I meant: 'Please do NOT make any recitations from the citations'.

- The topics in the list of the syllabus are mostly theories of international business and economics and management domains. As the theories already exist for a long time (mostly published before 2002), I assume that reading those conceptual papers and theories does not contribute a lot to your knowledge of international business and

management. The purpose of this assignment is NOT to have the knowledge of who developed/conceptualized the theory (i.e. a chronicle of developing the theory).

- What I really expect from Assignment 1 (Articles review and essay writing) is to read a well-organized academic essay, which can be produced only after good reading and good research.

Grading criteria (total 10 points)

- **Timeliness:** Whether submitted by due date: **Maximum 2 points**
- **Content and Context:** Whether its context is well organized following the instructions: **Maximum 4 points**
- **Citation and reference:** Whether appropriately cited in the body text and bibliography, according to the citation guidelines: **Maximum 4 points**

Grade converter table of Assignment 1 grades

Grade Converter Table						
Grade	%	Weight		10-point Scale		Traditional Grade
		Lower	Upper	Lower	Upper	
A	96-100	0.96	1.00	9.60	10.00	Excellent
A-	91-95	0.91	0.95	9.10	9.50	
B+	86-90	0.86	0.90	8.60	9.00	
B	81-85	0.81	0.85	8.10	8.50	Good
B-	76-80	0.76	0.80	7.60	8.00	
C+	71-75	0.71	0.75	7.10	7.50	
C	66-70	0.66	0.70	6.60	7.00	Satisfactory
C-	61-65	0.61	0.65	6.10	6.50	
D+	56-60	0.56	0.60	5.60	6.00	
D	51-55	0.51	0.55	5.10	5.50	Unsatisfactory
F	=< 50				< 5.00	

Submission

A written essay report in MS Word should be sent no later than **Day 7 of Week 3 (by Monday, November 19, 2018 for this semester).**

The assignment is to be submitted in the Assignments area of Online Campus. Remember, you can submit your paper ANY TIME before the last due date, and I suggest that you plan to do so. For more detailed information about the article review and essay writing, see the following [APA Style Guide](#), and Examples ([Example 1](#), [Example 2](#)) links.

Assignment 2: Term-Paper and Presentation (Team assignment, 30% of total grade)

AACSB Department Learning Goal: Globalization

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

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

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

Important Note

During Week 3, you will need to reach out to your facilitator (or Instructor) to sign-up in teams of three or four students from your group. The team sign-up sheets will be available on this course's home page when your facilitator has completed a team-making process. Look for the **Assignment 2 Team Sign-up Sheets** module just below the **Syllabus** module after Week 3.

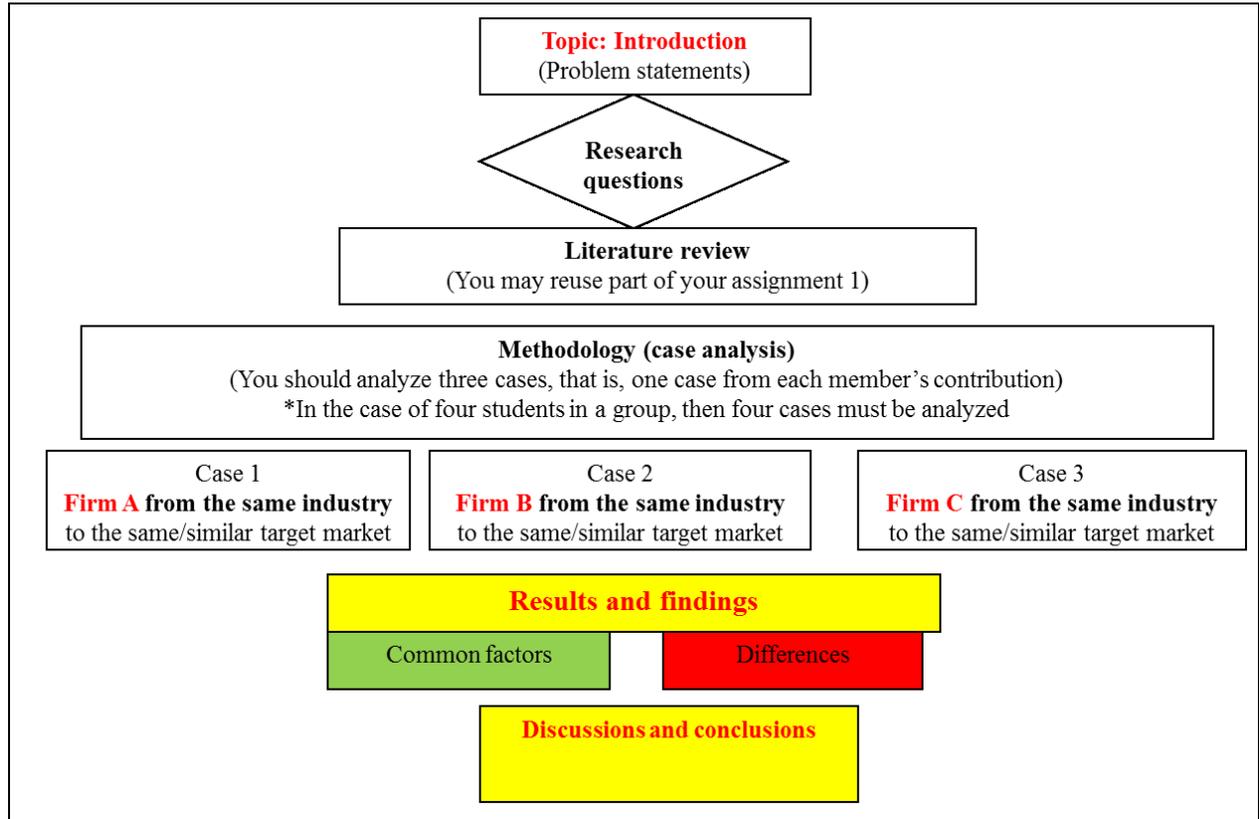
Requirements for Assignment 2 (team project)

- **The team project** on international business case analysis must be conducted by a group of students (a team consists of normally **three (3) students**).
- **A team project report** shall be written **about 25 pages** in length, **about 6500 – 7000 words**, including the title page, exhibits, tables, and references in 12-point font, Times New Roman, and double-spaced.
- **A team project presentation** shall be prepared in 10-12 PowerPoint slides to abstract their team project.
- Provide appropriate citations and use the APA style for the bibliography.
- **Two submissions:** (1) a written team project report in MS-word and
(2) a set of PowerPoint slides should be made no later than **Day 7 of Week 6 (by Monday, December 10, 2018 for this semester)**.

Steps to do for Assignment 2

- STEP 1: Select a specific topic, which interests your team
- STEP 2: Identify one or two specific research questions to be answerable
- STEP 3: Search, read, and synthesize information from previous studies
- STEP 4: Analyze 3 or 4 cases and integrate the information from the analysis
- STEP 5: Describe your findings (what are common factors and differences among each case study under the topic?)
- STEP 6: Discuss the findings and suggest your thoughts on the topic. (In particular, please highlight your insights as an international business manager.)
- STEP 7: Proofread the report and make appropriate references (keep always in mind the APA style)

Structure of the team project report



How to form your team

- Please reach out to your facilitator during Week 3 to sign-up in teams of three or four students from your group, **no later than Day 7 of Week 3**. When you reach out to your facilitator and then your facilitator has the right and responsibility for the arrangement of teams by assigning you in a team or approve your team.
- Depending upon the overall group size, one or two teams may have four (4) members. The facilitator may change team members if necessary.

How to communicate with your team

- Please click "Users and Groups" panel at the very bottom of the control panel on Blackboard.
- There is a "group work area" on Blackboard where the members can communicate and post drafts that allows you to communicate with your team only. It would be a much better way of communicating with your team without bringing the whole class into the mix, instead of communicating in the Water Cooler.
- Chat and other methods of communication outside of the onlinecampus can also be used.

How to play roles in your team

- Each team member will conduct one's own research/case analysis and prepare some sections of the term paper and then the sections will be incorporated into a final paper and

presentation. The role of each member will need to be decided by the team members based on the topic and cases available.

- You begin this team work by presenting a framework for the normally three cases for your team and go on to discuss this concept and cases within the team. Your facilitator will take part in an improvisational exercise when students create any conflict from the current state of their team and their preferred team scenario.
- Remember the purpose of the team project is to have students experienced how to form a successful team and eventually achieve their objectives effectively and efficiently despite of dealing with such dynamics of international business and economics environments, and a very culturally diverse student body. The best teams put a lot of time and effort into this at an early stage, and continue to do so until the project is complete.

How to select your research topic

Students should select an essay topic either they are interested in from the following list or students may explore/develop any topic they are interested. Students should get approval from their facilitator if they chose a topic outside of the list:

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

What if two teams in the same group choose the same topic?

- *For example, three teams in the group "Entry modes of foreign markets."*
Since the topic is one of the most interesting topics for international business and their internationalization strategies I understand there would be many teams to work on this topic.
- **YES**, your team can also work on the same topic but cases (companies) in the topic shouldn't be the same companies with other teams, that is, at least two cases out of three or four should be different ones.
- For example, Team A (4 students): Apple, Samsung, Nokia, HTC
Team B (3 students): Haier, Samsung, Sony
Team C (4 students): Toyota, Renault, GM, Tata
Team D (3 students): Wal-Mart, Carrefour, Tesco

What does mean 25 pages in length?

- Remember this is a graduate course so that the main focus is on quality and research, not about hitting a page number on the mark.
- **The pages (about 25 pages, about 6500-7000 words)** are meant as a guideline based on my expectation that it will take around this number to fully exploit a team project report combining the contributions of each member (about 8 pages each) into a holistic report.
- Obviously, not all work components will hit that mark, so use the page number as a guide. Therefore, the page number itself should not be too prescriptive.

- What I really want to see is that all members must participate in and not have one member take on too much. If your team project report is a bit over or under the length and is still professional there is no penalty.
- If you have charts or additional information that supports your report better, you can use an appendix even if that means an extra page, or even more.

How many cases must be developed?

- *When a Team has a number other than 3 people (in a case, 4 people) do they still produce Assignment 2 with three cases?*
- **NO**, if your team has **FOUR** people, **FOUR** cases must be developed. Accordingly, the length of your project report may receive an extension to about 32 pages.
- Here is a rule of thumb. **Each member must conduct one's own research/case analysis** and prepare some sections of the report and then all the sections should be incorporated into a final report and presentation.
- That means, each team member should contribute about 8 pages with one case study each as part of the team work.

Where to search references and information

- For Assignment 2, you can use a variety of information sources including:
 - + Any academic articles from BU library
 - + Any articles/information from textbook/book chapters
 - + Any articles/information from the Internet/Websites
 - + Any articles/information from newspapers/magazines
 - + Any information from company's annual reports
 - + Any information from personal interviews
- In summary, they are not necessarily bound to peer-reviewed academic articles.
- The section of literature review of Assignment 2 does not require that students should put a lot of new efforts to have extensive knowledge and academic rigor on the topic. That being said, the section of literature review may provide background understandings and common knowledge about the topic.

How to Schedule Your Zoom Live Classroom Presentation

- **Please reach out to your facilitator and set up a schedule within the presentation time window between Day Five and Day Seven of Week 6 (Saturday, December 8 – Monday, December 10, 2018 for this semester).**

How to produce team project presentation

- Recording each team's presentation through Adobe Connect Live Classroom on Blackboard is required. The presentation is a format of facilitator-host Live Classroom.
- Each team must schedule a time to meet for their presentation in the Live Classroom on Blackboard and ask their facilitator to host a Live Classroom session in due course.
- Using facilitator's host privileges, your facilitator will upload your PPT slides and record the session while your team presents
- Please prepare your team's presentation and participate and contribute with fair-mind towards your team's success. In doing so, please manage the audio and multimedia recording time through Adobe Connect Live Classroom **about 30 minutes** (i.e. ten

minutes per person) because the university IT help staff and your facilitator may not be able to stay longer in the session.

- Using Adobe Connect Live Classroom, I would like to see an interesting presentation that delivers information in logical sequence and it should be a pitch-perfect executive summary of your team project.
- Some factors to take into account about audio presentations:
 - Audio should add value to Assignment #2 presentation.
 - Audio should be used to highlight and to focus on main presentation points.
 - Audio that simply reads what is on the slides does not add any value at all.
 - Audio should add more punch to the presentation.
 - A presentation with valuable audio will have higher scores.
- The followings are some examples:

Please use the following link to view the presentation. Once you open the link, please click on the play button.
https://onlinecampus.bu.edu/webapps/discussionboard/do/conference?action=list_forums&course_id=34070_1&nav=group_forum&group_id=90098_1

Expectations for Assignment 2 (team project)

- **Each member must conduct one's own research/case analysis** and prepare some sections of the report and then all the sections should be incorporated into a final report and presentation.
- The written report should focus on analyzing data and information, evaluating the strategy employed, and comparing their strategies.
- Avoid verbosity and do not plagiarize work of others. Provide adequate citations and use **the APA style** for the bibliography.
- The written report should be structured and presented as if you were going to submit it to professional business magazines or international conferences.
- Remember that the purpose of presenting Assignment 2 is to showcase that the team work is ready to be published and the team is well prepared in doing so.

Grading criteria (total 30 points)

- Timeliness (submitted on time): **maximum 4 points**
- Content and context (conceptual skills) – Content has flourished by extended research, relating to the case: **maximum 8 points**
- Analytical skills – The work focuses on key points to international business decision-making issues: **maximum 8 points**
- Professional presentation: **maximum 10 points**

Grade converter table of team project grades

Grade Converter Table						
Grade	%	Weight		30-point Scale		
		Lower	Upper	Lower	Upper	Traditional Grade
A	96-100	0.96	1.00	28.80	30.00	Excellent
A-	91-95	0.91	0.95	27.30	28.50	

B+	86-90	0.86	0.90	25.80	27.00	Good
B	81-85	0.81	0.85	24.30	25.50	
B-	76-80	0.76	0.80	22.80	24.00	
C+	71-75	0.71	0.75	21.30	22.50	Satisfactory
C	66-70	0.66	0.70	19.80	21.00	
C-	61-65	0.61	0.65	18.30	19.50	
D+	56-60	0.56	0.60	16.80	18.00	
D	51-55	0.51	0.55	15.30	16.50	
F	=< 50				< 15.00	Unsatisfactory

How to tabulate team project grades

- The team project will **count for 30%** (written report 20%, presentation 10%) of the total grade.
- Each member of the team **can receive different grades** for their project submission. A final grade of the project will be weighted by a project teammate evaluation weight index based on the relative value of their individual contributions to the project.
- Each member of the team will confidentially rate the contributions of other members on his or her team and forward their ratings to the facilitator. Then, the facilitator will compile those weight scores and assign individually a final grade for the team project.
- For example, assume your team gets 28 credits for your team project. John Doe was received 90 and 90 from the peer evaluations by the other members of his team. A final grade of John Doe will be weighted as follows: $28 * 90\% = 25.2$. In this case, John Doe will get 25.2 for a final grade of the team project.

Submissions

One written team project report in MS Word and one set of PowerPoint slides should be made no later than **Day 7 of Week 6 (by Monday, December 10, 2018 for this semester)**.

The assignment is to be submitted in the Assignments area of Online Campus. Remember, you can submit your paper ANY TIME before the last due date, and I suggest that you plan to do so.

For more detailed information about team project report and presentation, see the following Examples ([Report Example1](#), [Report Example2](#), [Presentation Example1](#), [Presentation Example2](#),) links.

For helpful tips on developing your PowerPoint presentations and recording narration, [click this link](#).

Final Exam

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

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

Requirements of the final exam

- **There is a final exam in this course during Week 7. The Final Exam is a proctored exam.** The Administrative Science department requires that all final exams be proctored. You will be responsible for scheduling your own appointment with an approved proctoring option.
- **Schedule your proctored final exam as earliest possible** – The opening date to schedule your exam starts from Day 1 of Week 3 and the deadline to schedule your exam is Day 7 of Week 5 (for the exact dates, you will need to check when the semester starts). You can find the instructions and links you will need to schedule your exam in the "How to Schedule Your Proctored Final Exam" page in the Final Exam link on your course home page. You should plan to schedule the exam to start at least 2 hours before the closing time of the exam, in order to ensure that you receive the full time allotted.

Format of the final exam

- You will have 100 minutes to complete the final exam. There is a clock in the upper right corner of the screen keeping time for the exam.
- There are 100 questions, consisting of true/false and multiple choice questions. The exam will cover information from textbook, lecture notes, discussions and readings. This will require some memorization as well as understanding of the course content.
- This is an closed-book exam. The lecture content of this course will be inaccessible during the final exam period.
- You can take the exam only once. It will only be accessible during the final exam period.
- Each question will be delivered one at a time. You can revisit the questions and change your answers as many times as you want before submitting the exam.

Options of the proctored final exam

- **Examity:** Remote proctoring option

How to conduct your exam in **Examity:** Online Campus

- To answer a question, select the appropriate choice from the list below the question.
- When you have completed your response, click "Save Answer" at the right-side of the page. As you proceed through the quiz, you can go back and edit previous responses that you saved. If you have changed an answer and attempt to proceed to the next question without saving the answer, you will be prompted to save it.

- When you have completed all answers, click the "Save and Submit" button. You will be prompted to confirm that you are ready to submit the completed exam. You can either "Cancel" to return to the exam or click "Okay" to complete the submission. You should see a confirmation message upon submission.
- Do not use your browser's back or forward buttons at anytime during the exam. Limit yourself to the Online Campus navigation tools.
- If a technical issue of any kind arises during the exam causing you to go over the allotted time, finish answering all the questions in the assessment and then contact your facilitator and instructor immediately. You can submit questions after the time has expired although they may not count toward your grade.
- If you experience a technical issue or an emergency during the exam period, there is an "on call" phone line that is only available during the exam period: 857-488-0108

Things to do before taking your exam

- **Download online lecture notes** in Online Campus, if you have not already done so. The lecture notes posted in Online Campus are downloadable from "Printable Lectures" in Online Campus. Please be sure to download or print any materials you will need for studying purposes before the exam period. Since your exam is closed book, the content of the course in Online Campus will be shut off and inaccessible for the entire exam period.

Grade converter table of final exam grades

Grade Converter Table						
Grade	%	Weight		30-point Scale		
		Lower	Upper	Lower	Upper	Traditional Grade
A	96-100	0.96	1.00	28.80	30.00	Excellent
A-	91-95	0.91	0.95	27.30	28.50	
B+	86-90	0.86	0.90	25.80	27.00	
B	81-85	0.81	0.85	24.30	25.50	Good
B-	76-80	0.76	0.80	22.80	24.00	
C+	71-75	0.71	0.75	21.30	22.50	
C	66-70	0.66	0.70	19.80	21.00	Satisfactory
C-	61-65	0.61	0.65	18.30	19.50	
D+	56-60	0.56	0.60	16.80	18.00	
D	51-55	0.51	0.55	15.30	16.50	Unsatisfactory
F	=< 50				< 15.00	

► **Important Notice:** The lecture content of this course will be inaccessible during the final exam period. For more detailed information about the final examination and sample questions, see the following [Sample Questions](#) links.

Requirements, Policies and Standards

Paper Requirements

You are to complete any research papers using the APA writing style and in particular, for citations and references. You can download the student style guide from the American Psychological Association web site or you can purchase the APA style guide from the book store.

As most referencing information is available either on the APA web site and the purchase of the guide is not essential. However, in all of your papers and assignments you need to understand how to lay out a paper, as well as how to cite and reference correctly *This is essential*. Papers are to be **RESEARCH PAPERS**. Remember that work that you use from other authors **MUST** be referenced. Since it is assumed that you know little about the topic that you are writing on, it is expected that your papers contain information from many different sources. These must be attributed to the author using the American Psychological Association citation and reference format. This is *your* paper and not the cut and paste of someone else's work.

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

Grading Policy

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

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

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

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

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

Requests for Extensions

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

This is not to penalize any individual student but to attempt to assure that there is a level playing field and the total class feels confident that no one has a unique advantage.

If, for any reason, you are unable to meet any assignment deadline, a student should contact the instructor immediately, and preferably in advance. All assignments must be completed.

Academic Conduct Policy

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

http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html

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

Boston University makes available to all faculty the plagiarism tool "Turn It In.com." The site contains millions of papers from around the world. When a paper is submitted to TurnItIn.com, it is analyzed and compared to other work. TurnItIn.com reports if any parts of the paper are copied from other sources without proper attribution. Specifically, TurnItIn.com will detect plagiarism.

A Definition of Plagiarism

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

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

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

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

Academic Conduct Code

I. Philosophy of Discipline

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

II. Academic Misconduct

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

III. Violations of this Code

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

1. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
2. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with

someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).

3. Misrepresentation or falsification of data presented for surveys, experiments, etc.
4. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
5. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
6. Knowingly allowing another student to represent your work as his or her own.
7. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.
8. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.
9. Submitting the same work in more than one course without the consent of the instructors involved.
10. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.

Failure to comply with the sanctions imposed under the authority of this code.

AACSB Information

Compliance with Department Academic Goals

Department Goals

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

a) General Goals

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

b) Teaching

- We recognize that providing the working adult with academically challenging, high quality and practically focused instruction requires a blend of theory and application.

- We recognize the value of learning that occurs in the workplace, and design our classes to meet needs of our students, and educate them in the concepts and technical skills required to perform in contemporary and future work settings.

c) Course Content

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

Mapping to Syllabus

Course Number	MET AD655 OL	
Course Name	International Business, Economics and Cultures	
Department Goal (Substantial, Some, None)	Category How much fulfills the goals.	Compliance Examples of compliance of the course with the mission statement's goals (e.g. modules, chapter numbers, case studies).
Critical and Innovative Thinking	Substantial	The course is taught not just with lectures but with a give and take between the lecturer and the students and among the students themselves. The lecturer encourages each student to question what they hear and read in the course. In addition the papers and presentations contribute to this.
Global Perspective	Substantial	1. Text book – examples in the book are from Asia, Europe, Australia, North America and South America 2. Case studies – Twelve case studies are used in this course of which all are international biggest companies listed in the 2017 Fortune Global 500.
Communication Skills	Some	This course requires three written papers of which one is also presented as a 20-25 minute power point oral presentation in class.
Decision Making	Substantial	The decision making in this course is integrated in the TWO papers. The first paper requires students to decide what to critique, to think and incorporate about the product in respect to the material being taught in the course and to decide what is good and bad about the product. The second paper requires the student to create their own cultural product anywhere in the world and to determine how it should be developed or improved.
Technical Tools & Techniques	Some	The main tools used in this course are how to do research and Power Point.
Professional Ethics and Standards	Substantial	The principle is fundamental in all teaching and examples used in the course.

Research Skills and Scholarship	Substantial	The first assignment requires the students analyze a case based on concepts presented in the first lecture and to conduct research using materials beyond the text. The students write a research paper at the end of the course, incorporating the concepts of the course.
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Disability Services

Boston University makes every effort to accommodate the unique needs of its students. In keeping with university policy, students are expected to contact the Office of Disability Services (ODS) (www.bu.edu/disability/) each time they register for a course to request accommodations for that course. ODS then provides a letter to the Office of Distance Education which is in turn shared with the respective instructor and facilitator for the upcoming class.

Any student who feels he or she may need an accommodation for a documented disability should contact the Office for Disability Services at (617) 353-3658 or at access@bu.edu for review and approval of accommodation requests.

Netiquette

The Office of Distance Education has produced a netiquette guide to help you understand the potential impact of your communication style.

Before posting to any discussion forum, sending email, or participating in any course or public area, please consider the following:

Before WRITING or READING a post, ask yourself:

- **How would I say this in a face-to-face classroom or if writing for a newspaper, public blog, or wiki?**
- **How would I feel if I were the reader?**
- **How might my comment impact others?**
- **Am I being respectful?**
- **Is this the appropriate area or forum to post what I have to say?**

When you are WRITING, please follow these rules:

- **Stay polite and positive in your communications.** You can and should disagree and participate in discussions with vigor; however, when able, be constructive with your comments.
- **Proofread your comments before you post them.** Remember that your comments are permanent.
- **Pay attention to your tone.** Without the benefit of facial expressions and body language your intended tone or the meaning of the message can be misconstrued.
- **Be thoughtful and remember that classmates' experience levels may vary.** You may want to include background information that is not obvious to all readers.
- **Stay on message.** When adding to existing messages, try to maintain the theme of the comments previously posted. If you want to change the topic, simply start another thread rather than disrupt the current conversation.

- **When appropriate, cite sources.** When referencing the work or opinions of others, make sure to use correct citations.

When you are **READING** your peers' communication, consider the following:

- **Respect people's privacy.** Don't assume that information shared with you is public; your peers may not want personal information shared. Please check with them before sharing their information.
- **Be forgiving of other students' and instructors' mistakes.** There are many reasons for typos and misinterpretations. Be gracious and forgive others' mistakes or privately point them out politely.
- **If a comment upsets or offends you, reread it and/or take some time before responding.**

Important Note: Don't hesitate to let your instructor or student services coordinator know if you feel others are inappropriately commenting in any forum.

All Boston University students are required to follow academic and behavioral conduct codes. Failure to comply with these conduct codes may result in disciplinary action.

Registration Information and Important Dates

Go to http://www.bu.edu/online/online_course_schedule/important_dates/ to view the drop dates for your course.

Go to <http://www.bu.edu/studentlink> to withdraw or drop your course.

- If you are dropping down to zero credits for a semester, please contact your college or academic department.
- **Nonparticipation in your online course does not constitute a withdrawal from the class.**

Technical Support

Experiencing issues with BU websites or Blackboard?

It may be a system-wide problem. Check the BU Information Services & Technology (IS&T) [news page](#) for announcements.

Boston University technical support via email (ithelp@bu.edu), the support form (<http://www.bu.edu/help/tech/>), and phone (888-243-4596) is available from 8 AM to midnight eastern time. For other times, you may still submit a support request via email, phone, or the support form, but your question won't receive a response until the following day. If you aren't calling, it is highly recommended that you submit your support request via the technical-support form at <http://www.bu.edu/help/tech/learn> as this provides the IS&T Help Center with the best information in order to resolve your issue as quickly as possible.

Examples of issues you might want to request support for include the following:

- Problems viewing or listening to sound or video files
- Problems accessing internal messages

- Problems viewing or posting comments
- Problems attaching or uploading files for assignments or discussions
- Problems accessing or submitting an assessment

To ensure the fastest possible response, please fill out the online form using the link below:

IT Help Center Support

Web <http://www.bu.edu/help/tech/learn>

Phone 888-243-4596 or local 617-353-4357

Check your open tickets using [BU's ticketing system](#).

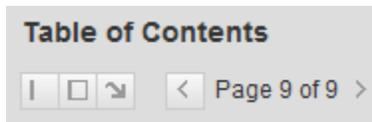
Navigating Courses

For best results when navigating courses, it is recommended that you use the Mozilla Firefox browser.

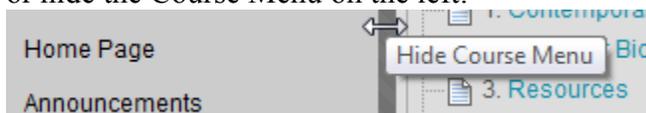
The Table of Contents may contain folders. These folders open and close (+ and - signs) and may conceal some pages. To avoid missing content pages, you are advised to use the next- and previous-page buttons (and icons) in the top-right corner of the learning content.

Please also familiarize yourself with the navigation tools, as shown below; these allow you to show and hide both the Course Menu and the Table of Contents on the left. This will be helpful for freeing up screen space when moving through the weekly lecture materials.

Navigation tools for the Table of Contents are shown in the image below:



Clicking on the space between the Course Menu and the Table of Contents allows you to show or hide the Course Menu on the left:



Web Resources/Browser Plug-Ins

To view certain media elements in this course, you will need to have several browser plug-in applications installed on your computer. See the Course Resources page in the syllabus of each individual course for other specific software requirements.

- Check your computer's compatibility by reviewing Blackboard's [System Requirements](#)
- Check your browser settings with Blackboard's [Connection Test](#)
- Download most recent version of [Adobe Flash Player](#)
- Download most recent version of [Adobe Acrobat Reader](#)