SYLLABUS

International Business
Language of Instruction: English
Instructor: Louise Mc Namara
UO Credits: 40
Contact Hours: 40
Level: 300
Total Hours of Student Engagement: 120
Location: Segovia, Spain

COURSE DESCRIPTION

This course provides students with a comprehensive understanding of international business theories, global trade policies, and corporate strategies, utilizing our unique vantage point in Segovia, Spain. Drawing heavily on the instructor's professional background in multilateral diplomacy at the Permanent Mission of Japan, the United Nations, and economic research for the World Trade Organization (WTO), this curriculum bridges academic theory with live global practice.

Students will analyze how geopolitical shifts, economic integration, and multilateral regulatory frameworks dictate corporate decision-making and cross-border market entry. Special attention will be dedicated to Spain's position within the European Union (EU) and its direct implications for regional trade dynamics. Through hands-on consulting for local enterprises in the Castile and León region, field-based policy labs, and cross-cultural negotiation simulations, students will develop the critical analysis, reflection, and practical skills necessary for navigating global commerce.

COURSE OBJECTIVES

[Instructional Goals] The course will:

1. Examine the operational, fiscal, and administrative frameworks that sustain global governance and international trade institutions.
2. Provide analytical frameworks to evaluate the strategic pivots of multinational corporations navigating geopolitical shifts, trade disputes, and international regulations.
3. Explore and analyze the economic and regulatory role of the European Union in global and regional business contexts.
4. Develop deep ethical and corporate social responsibility (CSR) awareness within international market expansion strategies.
5. Enhance cross-cultural competence and train students in the nuances of non-verbal communication, etiquette, and diplomatic bargaining.
6. Apply international business theories to a real-world consulting framework under the actual operational constraints of a local Spanish enterprise.

Student Outcomes. Students who successfully complete this course will:

- Deconstruct how multilateral institutions (WTO, UN) shape the global "rules of the game" and influence corporate risk assessment.
- Critically analyze corporate adaptations to modern trade disputes, tariff adjustments, and regulatory interventions using current case studies.
- Identify and explain the tangible impacts of European Union policies, funding, and regulatory frameworks on local Spanish industries.
- Design market entry business models that balance corporate profitability with cross-border ethical obligations and local compliance.
- Navigate high-stakes cross-cultural business negotiations, demonstrating mastery of cultural etiquette and adaptive communication.
- Produce a comprehensive market entry audit and localized regulatory strategy for a live enterprise operating in the Castile and León region.

INSTRUCTIONAL METHODOLOGY

Each class session incorporates interactive learning methods to maximize student engagement, critical analysis, and higher-level thinking. This course is designed as an experiential learning journey that transforms Segovia into a living laboratory. Activities include:

- **Interactive Lectures & Guest Speakers:** Conceptual frameworks grounded in the instructor's firsthand diplomatic and economic research background.
- **Socratic Seminars:** Structured, collaborative debates analyzing current case studies of multinational firms facing geopolitical realignments.
- **Experiential Field Activities:** Direct observation of regional development, market dynamics, and EU regulatory implementations within Segovia.
- **Simulations & Workshops:** Hands-on diplomatic negotiation workshops and policy labs where students assume formal institutional roles.
- **Team Consulting Projects:** Live field research, company diagnostics, and market analysis conducted in collaborative student teams.

METHOD OF EVALUATION

Final Grade Calculation

Final grades will be determined based on the total points earned across all components. The grading scale is as follows:

- 970-1000 points: A+
- 930–969 points: A
- 900-929 points: A-
- 870–899 points: B+
- 830–869 points: B
- 800–829 points: B-
- 770–799 points: C+
- 730–769 points: C
- 700–729 points: C-
- 670–699 points: D+
- 630-669 points: D
- 600-629 points: D-
- Below 600 points: F

The final grade for the course will be based on the following items as indicated:

Assignment Type:	Points Possible:
Class preparation and participation	200
Group projects and presentations	250
Exams	200
Final essay	250
Practical assignments simulations +case studies	100

The following are short synopses of the grade elements of the course. Specific assignment parameters will be provided during the course.

<u>1. Class Preparation and Participation: 20% (200 points possible)</u>

Description:

Active participation is a critical component of this course. Students are expected to come to class fully prepared, having completed all assigned readings and case studies, and ready to engage in thoughtful discussions. Participation includes contributions to class debates, group exercises, and interactive sessions during each unit.

Preparation: Students should thoroughly analyze the assigned materials and identify linkages between the readings and the cases being discussed in class. Mastery of concepts, integration of ideas, and the ability to build on or challenge others' contributions are key to earning high participation grades.

Grading Breakdown:

- 80 points for attending the full length of a given class session.

- Up to 120 of additional points based on the quality and depth of contributions during class discussions. High-quality contributions include demonstrating mastery of concepts, integrating readings with case studies, and offering original insights or constructive critiques of arguments.

Absences:

Each student is allowed three absences with no penalty.

More absences will mean the loss of 50% of their final mark regarding this first point.

Late Policy: Habitual tardiness will negatively impact participation grades (25% reduction of the participation mark at the end of the course).

2. Group Projects and Presentations: 25% (250 points possible)

Description:
Students will work in groups of two on a final essay described in detail on page 12. The project will require original research and will culminate in a formal presentation during the last week of class.

Deliverables:

- **Written Report (160 points):** A detailed analysis provided to the professor. Reports must be in **.docx format or .pdf format**, with clear headings and professional formatting.
- **Presentation (90 points):** Groups will present their findings to the class.

Group Evaluation Process: Each student will evaluate their own contributions and those of their peers. These evaluations will influence individual grades for the project. Failure to contribute adequately as a group member may result in a failing grade for this component.

3. Exams: 20% (200 points possible)

Description: Two medium-sized written exams assessing students' understanding of core concepts, theories, and their application to international business practices.

Format: Each exam will include essay questions, short-answer questions, and possibly numerical problems.

Policy: These are closed-book, closed-note exams. Each exam will be 1 hour long.

Schedule:

- Midterm Exam: Week 5
- Final Exam: Week 10

4. Final Essay: 25% (250 points possible)

Description:

The Final Essay is a practical project where students in groups of two will develop an international market entry strategy for real American company provided by the professor. Students must choose a specific country or region, analyze its economic and cultural environment, and propose a detailed plan that includes:

Entry strategy (exporting, joint ventures, etc.).

Competitive advantages over local competitors.

Supply chain management and ethical considerations.

Adaptation to the local market, financial viability, and risk mitigation.

The project is assessed through a written report (65%) and an oral presentation (35%), focusing on the practical application of theoretical concepts and analytical skills.

Requirements:

- No formal citations are required, but references to course materials and external sources are encouraged.
- Deadline: Essays must be submitted by the specified deadline. <u>Late submissions will not be accepted.</u>

<u>5. Practical Assignments (Simulations & Case Studies): 10% (100 points possible)</u>

Description:

Students will complete practical assignments designed to apply theoretical knowledge to real-world scenarios. These assignments may include simulations, case analyses, or problem-solving exercises.

Case Analyses: <u>Two case analyses will be assigned</u>, each worth 50 points.

Word Limit: 600 words maximum.

Format: Double-spaced, 12-point font, 1-inch margins. Submit in .doc, .docx or .pdf format.

COURSE OUTLINE

Week 1: Foundations of Global Trade & Institutional Frameworks

- **Content:** Definition and scope of international business; entry modes (exporting, importing, licensing). The operational, fiscal, and administrative frameworks of global governance.
- **Student Engagement:** Mapping the organizational structures of global networks. Lecture and debate on how institutional frameworks lower transaction costs across borders.
- **Readings:** Cavusgil et al., Chapter 1 ("Introduction to International Business"), pp. 32–55.

Week 2: The Rules of Global Commerce: The WTO & Trade Policy

- **Content:** The World Trade Organization (WTO) framework; the Trade Policy Review Mechanism; the Dispute Settlement Body. How trade liberalization impacts national competitiveness and dictates corporate decision-making.
- **Student Engagement:** Analysis of a live WTO trade dispute. Translating dense regulatory frameworks into strategic insights for corporate positioning.
- **Readings:** WTO Secretariat, *Understanding the WTO* (Selected excerpts on Dispute Settlement), pp. 55–70.
- **Case Study 1: The Spanish Olive Tariff Conflict (DS577)**

  Overview: Students will examine the multi-year trade dispute between the EU and the US regarding anti-dumping and countervailing duties imposed on Spanish ripe olives.

  Core Dilemma: How local agricultural enterprises in Spain navigate protectionist shifts, tariff shocks, and utilize the WTO Dispute Settlement Body to challenge foreign trade barriers.

  Readings: WTO Secretariat, Understanding the WTO (Selected excerpts on Dispute Settlement), pp. 55–70.

Week 3: Regional Integration & The European Union

- **Content:** Theories of regional economic integration, supranational structures, and trade blocs. The roles of the European Commission, Parliament, and Council.
- **Student Engagement: The "EU in the Streets" Scavenger Hunt.** Students conduct active field exploration in Segovia to identify the structural and consumer footprint of the EU—ranging from infrastructure funded by the European Regional Development Fund to EU-standard labeling on local merchandise.
- **Readings:** Cavusgil et al., Chapter 8 ("Regional Economic Integration"), pp. 222–245.

Week 4: Policy Lab: The Brussels Simulation

- **Content:** Transnational regulation vs. national economic interests. Analyzing how central European policies create both friction and opportunity for local industries.
- **Student Engagement: The "Brussels Simulation."** Students step into a live policy lab debate over a current trade directive, representing clashing regional Spanish agricultural and industrial factions.
- **Readings:** Baldwin, R., & Wyplosz, C., *The Economics of European Integration* (Chapter 4: "The Common Commercial Policy"), pp. 102–125.

Week 5: Midterm Exam & Market Entry Frameworks

- **Content:** Frameworks for international expansion, market selection metrics, and local regulatory audits.
- **Student Engagement:** * Session 1: **Midterm Examination** (1 hour), closed-book, closed-note.
    - Session 2: Launch of the **"Segovia-to-Global" Consulting Project**. Introduction to local Castile and León enterprises, team pairings, and diagnostic audit guidelines.
- **Readings:** Cavusgil et al., Chapter 12 ("Global Strategy and Organization"), pp. 332–355.

Week 6: Geopolitics and Corporate Strategy

- **Content:** Multinational Corporations (MNCs) navigating economic nationalism, tariff wars, and geopolitical realignments.
- **Student Engagement: Socratic Seminar 1.** Students are tasked with defending or critiquing the strategic market pivots of prominent global firms in response to trade disputes or changing WTO compliance frameworks.
- **Readings:** Harvard Business School Case Study: *Navigating Geopolitical Risk in Multinational Expansion*, pp. 1–18.

Week 7: Culture, Communication, and Global Leadership

- **Content:** Cross-cultural management frameworks (Hofstede, Trompenaars); the strategic role of language, context, and values in international management.
- **Student Engagement: Cross-Cultural Negotiation Workshop 1.** Diplomatic simulations focusing on the nuances of non-verbal communication, high-context bargaining styles, and cultural etiquette essential for global leaders.
- **Readings:** Meyer, E., *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*, Chapter 2 ("The Art of Decoding Subtle Cues"), pp. 31–60.

Week 8: High-Stakes Cross-Border Negotiations

- **Content:** Strategic bargaining, coalitional diplomacy, and dispute resolution frameworks in international business ventures.
- **Student Engagement: Cross-Cultural Negotiation Workshop 2.** A live, multi-party business simulation leveraging Segovia's international atmosphere as a backdrop for tactical execution and peer feedback.
- **Readings:** Brett, J. M., *Negotiating Globally: Strategies for Managing Culture, Worldviews, and Interests*, Chapter 4, pp. 89–114.

Week 9: Corporate Ethics, Sustainability, and Local Compliance

- **Content:** Corporate Social Responsibility (CSR), ethical relativism vs. universalism, and navigating localized environmental, tax, and labor laws.
- **Student Engagement: Socratic Seminar 2.** Group evaluation of international operations confronting human rights, sustainability challenges, or localized compliance mandates (e.g., EU Green Deal vs. global operations).
- **Readings:** Cavusgil et al., Chapter 4 ("Ethics, Corporate Social Responsibility, and Sustainability"), pp. 104–128.
- **Case Study 2: Supply Chain Traceability & The EU Corporate Sustainability Due Diligence Directive (CSDDD)**

  Overview: Students analyze how a manufacturing firm based in Castile and León must overhaul its global vendor network to comply with strict European environmental and human rights mandates.

  Core Dilemma: Balancing the financial burdens of supply chain transparency against the legal and reputational risks of operating in non-compliant emerging markets.

Week 10: Capstone Submission & Program Synthesis

- **Content:** Strategic evaluation of international market entry models; synthesized review of regional economic integration in Castile and León.
    - Student Engagement: * Session 1: Final Exam (1 hour). Closed-book, closed-note.
- **Session 2:** Roundtable course synthesis and reflection on bridging multilateral policy with local enterprise constraints.
- **Deliverable:** Electronic submission of the Final Written Consulting Project Report due by 11:59 PM on the final day of Week 10.
- **Final Examination** (1 hour), closed-book, closed-note.

Week 11: Course Wrap-Up & Executive Briefings

- **Activity:** Formal Consulting Presentations. Student pairs will deliver a 10–12 minute executive briefing on their international market entry strategies, followed by a 5-minute interactive peer Q&A session.
- **Course Wrap-Up:** Final course reflections, peer evaluation submissions, and closing remarks on navigating global commerce.

COURSE READINGS

- Baldwin, R., & Wyplosz, C. (2019). *The Economics of European Integration* (6th ed.). McGraw-Hill Education. [Selected chapters, pp. 102–125].
- Brett, J. M. (2014). *Negotiating Globally: Strategies for Managing Culture, Worldviews, and Interests* (3rd ed.). Jossey-Bass. [Selected chapters, pp. 89–114].
- Cavusgil, S. T., Knight, G., & Riesenberger, J. R. (2020). *International Business: The New Realities* (5th ed.). Pearson. [Selected chapters, pp. 32–55, 104–128, 222–245, 332–355].
- Meyer, E. (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. PublicAffairs. [Selected chapters, pp. 31–60].
- World Trade Organization. (2021). *Understanding the WTO*. WTO Secretariat. [Selected chapters, pp. 55–70].

BIBLIOGRAPHY

- Hoekman, B. M., & Kostecki, M. M. (2009). *The Political Economy of the World Trading System: The WTO and Beyond*. Oxford University Press.
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. Sage Publications.
- Rugman, A. M., & Verbeke, A. (2004). A perspective on regional and global strategies of multinational enterprises. *Journal of International Business Studies*, 35(1), 3-18.
- United Nations Department of Economic and Social Affairs. (2023). *World Economic Situation and Prospects*. United Nations.

Academic Misconduct Statement
The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-plagiarism.

Generative AI Course Policy Statement
In this course, students are welcome to use Generative AI (GenAI) tools to support their learning and assignments. These tools can be especially helpful for tasks such as brainstorming ideas, drafting outlines, refining written work, and similar activities. However, proper attribution is essential: any content generated by GenAI tools, including text, images, or graphics, that is included in your submissions must be clearly cited. This requirement is consistent with how all external sources, like books, articles, and online materials, are cited in academic work.

While GenAI tools can be a valuable resource, it's important to approach their use critically. Suggestions or content provided by GenAI tools may be incomplete, inaccurate, or otherwise problematic. As with any tool, your ability to evaluate and integrate these insights thoughtfully will directly impact the quality of your work and, by extension, your grades. Open communication is encouraged, so if you have questions or wish to discuss the role of AI in your assignments, please don't hesitate to ask. Let's work together to ensure that these tools enhance, rather than detract from, your educational experience

Accessible Education
The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. If you have or think you have a disability and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Reporting Obligations
I am not a designated reporter. Students experiencing sex- or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit

safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non- confidential Title IX Coordinator/OICRC at 541-346-3123 to request information and resources. Students are not required to participate in an investigation to receive support, including requesting academic supportive measures. Additional resources are available at investigations.uoregon.edu/how-get-support.

Pregnancy Modifications

Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the Request for Pregnancy Modifications form on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.

FINAL ESSAY PARAMETERS: THE "SEGOVIA-TO-GLOBAL" CONSULTING PROJECT

Objective

This project allows students to apply theoretical models and practical skills directly to an active regional enterprise. Working as strategic consultants, student pairs will conduct a market entry audit to help a local firm from the Castile and León region expand into an international market outside of Spain, navigating authentic operational, cultural, and regulatory constraints.

Project Deliverables & Components

Students will structure their research and report around eight key pillars:

1. **Market Selection & Justification:** Choosing a target country backed by economic indicators, demographic profiles, and real consumer demand.
2. **Entry Strategy:** Determining and justifying the most appropriate entry mode (e.g., specialized exporting, joint ventures, franchising) given the firm's capital constraints.
3. **Competitive Advantage:** Identifying the firm’s unique regional value proposition and mapping out how to outperform entrenched international competitors.
4. **Supply Chain Management:** Outlining efficient logistics, distribution channels, and localized supply chain barriers in the target country.
5. **Ethical Considerations & CSR:** Aligning the cross-border expansion model with environmental sustainability, fair labor practices, and transparency.
6. **Cultural Adaptation:** Analyzing distinct cultural dimensions between Spain and the target market, detailing required adaptations for marketing, packaging, and business etiquette.
7. **Risk Assessment:** Constructing a risk mitigation matrix addressing currency fluctuations, trade disputes, and changing political conditions.
8. **Financial Viability:** Conducting a high-level assessment of implementation costs, resource allocation, and market feasibility.

Structure of the Written Report (160 Points)

- **Length:** 1,500–2,000 words (excluding appendices, financials, and references). Double-spaced, 12-point font, 1-inch margins, submitted in .docx or .pdf format.
- **Executive Summary (1 Page):** A high-level brief highlighting the core strategic recommendations and chosen target market.
- **Market Analysis & Entry Strategy:** In-depth breakdown of external environments and the entry method mechanics.
- **Implementation & Risk Mitigation Plan:** Step-by-step roadmap for operations alongside the defensive risk matrix.
- **Financial & Viability Analysis:** Projections and justification of strategic resource allocation.

Structure of the Presentation (90 Points)

- **Duration:** 10–12 minutes per group, followed by a 5-minute interactive peer Q&A session.

- **Format:** Professional slide presentation detailing core findings, corporate diagnostics, entry rationales, and risk-mitigation strategies.

Evaluation Criteria

- **Written Report (65% of Project Grade):** Evaluated on *Clarity and Organization* (15%), *Depth of Analytical Reflection* (20%), *Feasibility and Strategic Innovation* (15%), and *Supporting Data and Evidence* (15%).
- **Presentation (35% of Project Grade):** Evaluated on *Professional Content and Delivery* (15%), *Visual Aid Quality* (10%), and *Performance during the Live Q&A Session* (10%).