



SYLLABUS
International Business (INE 2008)

I – INSTRUCTOR INFORMATION:

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II – COURSE DESCRIPTIONS:

2.1 Prerequisite courses: International Economics

2.2 Number of credits: 5

2.3 Credit hours: 75

2.4 Course descriptions:

- The course of International Business covers key global business issues such as cultural, political and ethic aspects; cross-border trade and investment; the global monetary system and competition in the global environment. Apart from these, the basic content of the course also includes international activities that fall largely within functional disciplines such as global

production, outsourcing, logistics; global marketing; R&D and global human resources management. A variety of real world examples and cases from small, medium, and large companies around the world are used for students to discuss, analyze and solve within the context of the appropriate theory.

- Language of instruction: English.
- Test forms: written exam.
- Learning activities: the class will be conducted as an interactive exchange. Students will take an active role in leading discussion of cases, presenting cases, and providing critical commentary. Each class will involve discussions and dialogue as major elements in the learning strategy, although lecture will be utilized to provide grounding for subject content. Individual participants will be responsible for completing reading assignments and participating in discussion of those readings.
- This course is for the Honors programme in Economics-for-Foreign-Affairs.

2.5 Course objectives:

The course is designed for those students who have a definite interest in pursuing a career in international business as well as those who seek a broadening of their knowledge in this growing and important area. As such it aims to equip a well blend of theory and practice in International Business, as well as to develop personal, professional and interpersonal skills and attributes for students.

2.5.1 International business knowledge and reasoning:

Students are expected to be able to acquire the knowledge of international business among the levels of proficiency 1 (to be able to recall), 2 (to be able to understand and apply) and 3 (to be able to reason):

- explain how and why the world's countries differ and understand, realize and analyse the different challenges business faces when they operate in an international environment and in a changing world.
- present a thorough view of the economics and politics of international trade and investment and examine the various cultural and political issues that impact international business activities.
- examine the international institutions and practices that impact international business.
- understand trade and investment theory, foreign exchange and the determination of foreign exchange rates.
- examine the strategies and structures of international businesses.
- understand insight into the implications of international business strategy and operations and apply these for organisation's strategy, structure and functions.

2.5.2 Personal and professional skills and attributes:

Through the course the following students' personal skills are developed and enhanced between the levels of proficiency 2 (to be able to understand and apply) and 3 (to be able to analyse and evaluate):

- reasoning and solving international business issues: this includes identifying, formulating and generalising IB issues, analysing the issues/problems both qualitatively and with uncertainty, solving the issues by recommending and giving solutions.
- researching the knowledge and practice through reviewing both print and electronic literature, and searching, collecting, analysing and handling/processing the information/data.
- thinking systematically (e.g. thinking holistically; finding international business problems/issues and their interactions).

Students are fostered and developed *personal attributes* (e.g. initiative and willingness to take risks, perseverant / patient, flexible, self-confident, diligent / hard working, enthusiasm and

passion for career, creative thinking, critical thinking, cross-cultural savvy, and self-esteem) and *skills* (e.g. awareness of one's personal knowledge-skills-and-attitudes, time and resource management, learning and self-learning, and self-management). Students are required to acquire a fluent use of Microsoft Word (in submitting homework and projects) and Microsoft PowerPoint (in the form of case study and project presentation).

Students are fostered and developed *professional skills and attributes* (e.g. professional ethics, integrity, responsibility, and accountability; task organisation and arrangement; awareness & catch up with modern world's economy; ability to work independently; self-confidence in international working environment; and ability to develop and promote personal & career).

2.5.3 Interpersonal skills and attributes:

In using the teaching and learning methods such as in-class discussions, case study preparation and presentation, homework, essays and project, students are required to develop and enhance their interpersonal skills and attributes among the levels of proficiency 1 (to be able to recall), 2 (to be able to understand and apply) and 3 (to be able to analyse and evaluate): teamwork (forming effective teams, team operation, team growth and evolution, leadership, ability to work with different teams), communications (communications strategy and structure, spoken, written and electronic/multimedia communications, presentation), and communication in English (listening, speaking, reading and writing).

2.5.4 Ability to apply international business knowledge into practice:

In completing case studies and especially final course project (but not limit to), students are able to conceive international business ideas, and design, implement and evaluate international business plan between the levels of proficiency 2 (to be able to understand and apply) and 3 (to be able to analyse and evaluate) within the contemporary societal and external context, as well as enterprise and business context.

III – TEXTBOOKS AND REFERENCES:

3.1 Required textbook(s):

- Hill, Charles W.L., *Global Business Today*, 6th Ed., The McGraw-Hill, 2009.
- Luthans, F. and Doh, J.P. *International Management: Culture, Strategy, and Behavior*, 7th Ed., McGraw-Hill Irwin, 2009.
- PTS Đỗ Đức Bình, *Giáo trình Kinh doanh Quốc tế* - Nxb Giáo dục 2005.

3.2 References:

- All students are expected to keep abreast of contemporary developments in global business by reading the Vietnam News, Vietnam Economy, New York Times, Wall Street Journal, Washington Post, or other major daily, as well as selectively reading various journals such as The Economist, Forbes, Fortune, Business Week, Foreign Affairs, Foreign Policy, and other journals (*to be discussed during the classes*).

IV – ASSESSMENT AND GRADING:

Assessment is made in the forms of attendance, in-class contribution and discussions, Q&As, case preparation and presentation, course project, homework, final exam (but not limit to).

4.1 Grading Mechanism:

- *Class attendance (5%)*: Attendance at all sessions is required except in previously arranged cases/emergencies. Not attending the class up to 5 times would result in failing to meet the requirement to participate in the final exam and consequently failing the subject. The full grade for class attendance is equal with no absence and will be less the proportion of the number of absence.

- *Homework* (5%): Different topics and forms of homework (i.e. research information, analyzing issues, reviewing theories, giving recommendations etc.) will be given by the end of each class. The criteria for assessing the homework are (but not limited to):
 - ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the homework. Full reference (if any) is required (50%).
 - ✓ Good communications (e.g. writing) of the ideas/arguments/answers (20%).
 - ✓ Neatly form of presentation and submission (20%).
 - ✓ The homework is submitted on time (10%).

Failure to submit the homework on time (not or late submitting) would result in no grade for the assigned homework. Failure to quote references in appropriate style (or without quoting) where appropriate would result to no grade for the assigned homework.

- *Group case presentation* (10%): In groups of 2-5 decided by the instructor(s) for each class, students will present their opinions for one of the cases in the text, as assigned. Presentations should be 10-15 minutes maximum. The template of group's presentation is given by the instructor(s) (might include analysis and recommendations). The criteria for assessing the group case presentation are (but not limited to):
 - ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the case. Reference is required where appropriate (50%).
 - ✓ Good communications (e.g. speaking) for the ideas/arguments/answers (20%).
 - ✓ Good teamwork (10%)
 - ✓ Good time management (10%).
 - ✓ Neatly and nice/attractive form of presentation (10%).

Failure to deliver presentation as assigned would result in no grade for the assigned group case presentation.

- *In-class contribution* (discussions, Q&As, chapter review, argument etc.) (10%): All students are expected to participate actively in class discussion. This includes evidence of thorough prior preparation of course materials, engaging in exercises, Q&As etc.
- *Course project* (20%): In groups of 2-5 decided by the instructor(s), students will do their course project of conceiving and designing an international business idea and plan with consideration of how to implement the project (template will be given by the instructor for reference). Project presentation will be made by the end of the course. Groups are required to evaluate projects of one another. Grade is given to each group based upon the comments and evaluation from other groups and the instructor(s). The criteria for assessing the course project are (but not limited to):
 - ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the course. Reference is required where appropriate (50%).
 - ✓ Good communications (e.g. speaking) for the ideas/arguments/answers (20%).
 - ✓ Good teamwork (10%).
 - ✓ Good time management in terms of both submission and presentation (10%).
 - ✓ Neatly and nice/attractive form of presentation (10%).
- *Final exam* (50%): The final exam covers all elements of the entire course (including the concepts, cases, exercises, and discussions). The date is fixed by the Department of Academic Affairs and informed to students in due course. If the final exam involves solving a case study or writing an essay to argue / discuss over an issue as a part of it, the criteria for assessing these are:
 - ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the case. Reference is required where appropriate (50% of the full grade given for the essay or case study).

- ✓ Good structure of the writing – e.g. beginning, body and ending parts (25% of the full grade given for the essay or case study).
- ✓ Good communications (e.g. writing) for the ideas/arguments/answers (25% of the full grade given for the essay or case study).

The total grade for the course will be an average lump sum of individual grades for attendance, homework, group case presentation, in-class contributions, course project, final exam and others (if any).

10 points	>= 95%
9 points	>= 90%
8 points	>= 80%
7 points	>= 75%
6 points	>= 65%
5 points	>= 55%
4 points	>= 50%
Failed	< 50%

4.2 Policy:

- Full attendance is required except in case of special events or emergency.
- The Code of Academic Integrity of the University addresses cheating, fabrication of submitted work, plagiarism, handing in work completed for another course without the instructor's approval, and other forms of dishonesty. For the first offense, a student who violates the Code of the University will receive 0 point for the assignment. The violation will be reported by the instructor(s) to the Dean's Office and recorded in the student's file. For the second offense, the student will be failed from the course and the reason noted on the student's official transcript.

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V – TEACHING PLAN:

Week	Teaching Methods	Main contents	Reading/Assignment	Instructor
1	<i>Course Introduction and Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> Course Introduction Chapter 1: Globalization 	<ul style="list-style-type: none"> Reading course syllabus. Reading Chapter 1 (pp. 2-39) Homework 	Dr. D.A. VU
	<i>Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> <i>Case:</i> Flat Panel Televisions and the Global Economy 	<ul style="list-style-type: none"> Read and answer the questions in p. 39 Homework 	
2	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> Review of Previous Chapters Chapters 2, 3, 4: National Differences in Political Economy – Differences in Culture – Ethics in IB Summary 	<ul style="list-style-type: none"> Reading Chapters 2, 3, 4 (pp. 40-157) Homework 	Dr. D.A. VU
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> <i>Case 1:</i> Starbucks Wins Key Trademark in China <i>Case 2:</i> Breaking India's Caste System <i>Case 3:</i> Pfizer's Drug Testing Strategy in Nigeria 	<ul style="list-style-type: none"> Each group (2-5 students) read and answer the questions in the assigned cases (p.58, p.96, p. 140) 	
3	<i>Lecture</i> (3.5 hours)	<ul style="list-style-type: none"> Review of Previous Chapters Chapter 5: International trade theory Summary 	<ul style="list-style-type: none"> Reading Chapter 5 (pp. 158-199) Homework 	Mrs. H.T. VU
	<i>Presentation</i>	<ul style="list-style-type: none"> <i>Case 1:</i> Is China a Neo- 	<ul style="list-style-type: none"> Each group (2-5 students) 	

	& <i>Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> Mercantilist Nation <u>Case 2</u>: Moving U.S. White Collar Jobs Offshore <u>Case 3</u>: The Rise of Finland's Nokia 	<ul style="list-style-type: none"> read and answer the questions in the assigned cases (p.164, p.175, p.186) 	
4	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> Review of Previous Chapters Chapter 6: The Political Economy of International Trade Summary 	<ul style="list-style-type: none"> Reading Chapter 6 (pp. 200-235) Homework 	Mrs. H.T. VU
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> <u>Case 1</u>: Subsidized Wheat Production in Japan <u>Case 2</u>: Trade in Hormone-Treated Beef <u>Case 3</u>: Estimating the Gains from Trade for America 	<ul style="list-style-type: none"> Each group (2-5 students) read and answer the questions in the assigned cases (p.206, p.213, p.228) 	
5	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> Review of Previous Chapters Chapter 7: Foreign Direct Investment Summary 	<ul style="list-style-type: none"> Reading Chapter 7 (pp. 236-271) Homework 	Mrs. H.T. VU
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> <u>Case 1</u>: Foreign Direct Investment in China <u>Case 2</u>: Foreign Direct Investment by Cemex <u>Case 3</u>: Starbucks' Foreign Direct Investment 	<ul style="list-style-type: none"> Each group (2-5 students) read and answer the questions in the assigned cases (p.243, p.248, p.270) 	
6	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> Review of Previous Chapters Chapter 8: Regional Economic Integration Summary 	<ul style="list-style-type: none"> Reading Chapter 8 (pp. 272-305) Homework 	Mrs. H.T. VU
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> <u>Case 1</u>: The European Commission and Media Industry Mergers <u>Case 2</u>: Creating a Single European Market in Financial Services <u>Case 3</u>: NAFTA and the U.S. Textile Industry 	<ul style="list-style-type: none"> Each group (2-5 students) read and answer the questions in the assigned cases (p.283, p.286, pp.304-305) 	
7	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> Review of Previous Chapters Chapter 9: The Foreign Exchange Market Summary 	<ul style="list-style-type: none"> Reading Chapter 9 (pp. 306-337) Homework 	Mrs. D.V. TRAN
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> <u>Case 1</u>: Volkswagen's Hedging Strategy <u>Case 2</u>: Anatomy of a Currency Crisis <u>Case 3</u>: Dealing with the Rising Euro 	<ul style="list-style-type: none"> Each group (2-5 students) read and answer the questions in the assigned cases (p.313, pp.325-326, p.332) 	
8	<i>Lecture</i> (2.5 hours)	<ul style="list-style-type: none"> Review of Previous Chapters Chapter 10: The International Monetary System Summary 	<ul style="list-style-type: none"> Reading Chapter 10 (pp. 338-371) Homework 	Mrs. D.V. TRAN
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> <u>Case 1</u>: The U.S. Dollar, Oil Prices, and Recycling Petrodollars <u>Case 2</u>: Turkey and the IMF <u>Case 3</u>: Airbus and the Euro 	<ul style="list-style-type: none"> Each group (2-5 students) read and answer the questions in the assigned cases (p.351, pp.364-365, p.368) 	
9	<i>Lecture</i>	<ul style="list-style-type: none"> Review of Previous Chapters 	<ul style="list-style-type: none"> Reading Chapter 11 (pp. 	Dr.

	(5.5 hours)	<ul style="list-style-type: none"> • Chapter 11: Introduction to the Strategy of IB • Summary • Course Project Introduction and Assignment 	<ul style="list-style-type: none"> • 372-409) • Homework 	D.A. VU
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Case 1:</u> Vodafone in Japan • <u>Case 2:</u> Evolution of Strategy at Procter & Gamble • <u>Case 3:</u> IKEA – The Global Retailer 	<ul style="list-style-type: none"> • Each group (2-5 students) read and answer the questions in the assigned cases (p.397, p.401, pp.408-409) • Group work: project 	
10	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> • Review of Previous Chapters • Chapter 12: Entering Foreign Markets • Summary 	<ul style="list-style-type: none"> • Reading Chapter 12 (pp. 410-435) • Homework 	Dr. D.A. VU
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Case 1:</u> Tesco's International Growth Strategy • <u>Case 2:</u> The Jollibee Phenomenon—A Philippine Multinational • <u>Case 3:</u> JCB in India 	<ul style="list-style-type: none"> • Each group (2-5 students) read and answer the questions in the assigned cases (p.415, p.418, pp.434-435) 	
10	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> • Review of Previous Chapters • Chapter 13: Exporting, Importing, and Countertrade • Summary 	<ul style="list-style-type: none"> • Reading Chapter 13 (pp. 436-459) • Homework 	Dr. D.A. VU
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Case 1:</u> Exporting with a Little Government Help • <u>Case 2:</u> Export Strategy at 3M • <u>Case 3:</u> Red Spot Paint and Varnish 	<ul style="list-style-type: none"> • Each group (2-5 students) read and answer the questions in the assigned cases (p.443, p.445, p.446) 	
12	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> • Review of Previous Chapters • Chapter 14: Introduction to Global Production, Outsourcing & Logistics • Summary 	<ul style="list-style-type: none"> • Reading Chapter 14 (pp. 460-485) • Homework 	Dr. D.A. VU
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Case 1:</u> Philips in China • <u>Case 2:</u> Hewlett Packard in Singapore • <u>Case 3:</u> Li & Fung 	<ul style="list-style-type: none"> • Each group (2-5 students) read and answer the questions in the assigned cases (p.467, p.474, pp.484-485) 	
13	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> • Review of Previous Chapters • Chapter 15: Introduction to Global Marketing and R&D • Summary 	<ul style="list-style-type: none"> • Reading Chapter 15 (pp. 486-519) • Homework 	Dr D.A. VU / Guest speaker
	<i>Presentation & Discussions</i> (1/2 hour)	<ul style="list-style-type: none"> • <u>Case 1:</u> Unilever—Selling to India's Poor • <u>Case 2:</u> Castor Oil in Vietnam • <u>Case 3:</u> Levi Strauss Goes Local 	<ul style="list-style-type: none"> • Each group (2-5 students) read and answer the questions in the assigned cases (p.504, p.510, p.519) 	
14	<i>Lecture</i> (5.5 hours)	<ul style="list-style-type: none"> • Review of Previous Chapters • Chapter 16: Introduction to Global Human Resources Management • Summary 	<ul style="list-style-type: none"> • Reading Chapter 16 (pp. 520-547) • Homework 	Mrs. A.P.V. DO
	<i>Presentation & Discussions</i>	<ul style="list-style-type: none"> • <u>Case 1:</u> Managing Expatriates at Royal Dutch/Shell • <u>Case 2:</u> Monsanto's 	<ul style="list-style-type: none"> • Each group (2-5 students) read and answer the questions in the assigned 	

	(1/2 hour)	Repatriation Program • <u>Case 3</u> : Global Compensation Practices at McDonald's	cases (p.164, p.175, p.186)	
15	<i>Project Presentation</i>	• Project Presentation • Review Chapters 1-16	• Review Chapters 1-16	All lecturers

Remarks:

- Further essential materials (if any) will be provided during each class.
- Venue for lectures and presentation/discussions: classroom and other venues

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APPENDIX

Instructor(s) will use the 4 scales (1: to be able to recall; 2: to be able to understand and apply; 3: to be able to reason; and 4: to be able to create) – in equal with the 6 scales of Bloom's taxonomy – given in the below Table to assess the level of proficiency of the students regarding to their achievement of the expected learning outcomes thorough the course. Students can also use these 4 scales to assess themselves the level of proficiency of the expected learning outcomes stated below.

Students' Level of proficiency	Bloom's Taxonomy	Key verbs to recognize the ability of students after the course (level of proficiency)
<i>Level 1</i> (To be able to recall)	<i>Level 1:</i> (Remembering)	Memorizing; naming; recognizing; gathering data; observing; showing; recording; locating; identifying; recalling; telling; uncovering; listing; repeating; defining; explaining; investigating; pointing to; retrieving prior knowledge
<i>Level 2</i> (To be able to understand and apply)	<i>Level 2 & 3:</i> (Understanding and applying)	<i>Understanding:</i> classifying; demonstrating; grouping; illustrating / exemplifying; rearranging; reordering; summarizing; inferring; relating; experimenting <i>Applying:</i> modeling; diagramming; performing; reporting; ordering; operating; executing / carrying out; using / implementing acquired data in new situations
<i>Level 3:</i> (To be able to reason)	<i>Level 4 & 5:</i> (Analyzing and evaluating)	<i>Analysing:</i> comparing; attributing; discussing; contrasting; organizing; investigating; taking a part; deconstructing; focusing / selecting; solving; differentiating relevancy <i>Evaluating:</i> interpreting; critiquing; valuing; justifying; proving; deciding; monitoring; judging; rating; assessing; appraising
<i>Level 4:</i> (To be able to create)	<i>Level 6:</i> (Creating)	Imagining / generating / hypothesizing; designing / planning; inventing / producing / constructing; adapting / changing; improving / predicting; extending; developing; building; compiling