



Center for International Programs and Sustainability Studies

Course Name: Introduction to International Business

Course Code: GEB 3350

Total contact hours: 60 hours

COURSE DESCRIPTION

Today, more than ever, the average individual can feel the interdependence of countries within the global economy and the impact on our daily lives. The clothes we wear, the cars we drive, the price we pay for a gallon of gasoline are daily reminders that we live in a global economy. What is also apparent is the direct link between business and politics and the impact one has on the other. In this course, we will focus on political, cultural, strategic, and structural issues in conducting global business in both developed and developing economies.

The course will combine both theoretical concepts and practical applications of operating in a global environment. And, because issues in this environment change rapidly, we will focus on current events through use of national and international publications.

This is a practice-oriented course designed to help students achieve an understanding of how international business is conducted in an increasingly global supply chain. We will utilize case study, discussion of current events, student research and class discourse to understand the key mechanisms of international trade. By the end of the course, you will walk away with a clear knowledge of how business is conducted in the international forum, and developed basic analytical skills essential to good business case analysis.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at VERITAS university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How does International Business influence countries, governments, companies, and individuals' present interactions in addressing global challenges for a sustainable future for all.

In order to respond this question, we will study the following **generative topics**:

1. How do we define international business and who are the main stakeholders in the international relations of the world.
2. Theories related to international business and the creation of value.
3. How can we define sustainable development?
4. A new global agenda 2030 for all: Sustainable Development Goals.
5. Innovation and change as a local and international business strategy.
6. Learning about impact assessment methodologies.
7. How does ethics relate to business.

Along the course, the following **skills** will be fostered:

- Ability to seek and analyze information sources.
- Ability to evaluate the sources of the information and evaluate its veracity.
- Ability to define an individual or group position based on research and analysis of scenarios.
- Ability to be innovative and open to new ideas.

- Ability to consider the thoughts and cultural differences of peers.
- Ability to challenge own assumptions and acknowledge worldwide cultural differences.
- Ability to respectfully challenge information and ideas.
- Ability to communicate with others using gender sensitive and inclusive communication.
- Ability to participate and collaborate actively in class and in group work.

Among the **values** and **attitudes** that will be promoted among students are the following:

- Teamwork and leadership.
- Systemic thinking.
- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.
- Empathic and reliable negotiation.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competences	Learning Assessments
Disciplinary Explores knowledge and practices in international business forum and how they influence the global	Analyzes how does the international business shapes global interactions and global agendas.	<ul style="list-style-type: none"> ○ Individual Presentations. ○ Summaries. ○ Class debate
	Applies analytical skills	<ul style="list-style-type: none"> ○ Case study

approach of a sustainable future for all.	to critically revise information and cases from different stakeholders.	presentation.
	Review problems from different perspectives taking into consideration new ideas and culture differences.	○ Design Thinking Workshops
Core/Generic		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn.	○ Essays. ○ Individual Presentation. ○ Individual research process.
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	○ Relates well to others ○ Manage and solve conflicts. ○ Negotiates reliably and empathetically ○ Speaks responsibly ○ Listens attentively.	○ Case study analysis. ○ Individual and group presentations. ○ Class debates
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicates thoughts of the discipline orally, graphically, and in written form.	○ Individual presentation and summary. ○ Individual and group presentations. ○ Case study analysis ○ Class debates

Learning Approach

Your learning is the primary objective of all class activities. Research shows that learning occurs when information is transformed into knowledge. Business knowledge can be defined as the ability to think about information, adapt and apply it effectively and successfully to various business situations. My approach will:

- (Inform) Provide an overview of key concepts in strategy formulation.
- (Adapt) Offer examples on how the concepts can be adapted in real situations.
- (Think) Facilitate class discussions and debate.
- (Apply) Use what is learned in case studies and simulated business environments.

Grades are intended to reflect how well you have learned. I recommend a focus on learning good grades will follow. Grades are an outcome of the learning process. This course assumes a basic understanding of general business practices.

COURSE CONTENT

I. DEFINITION OF INTERNATIONAL BUSSINESS.

- What is defined by International Business?
- Which are the main stakeholders and what are their roles?
- How do we analyze a countries' participation in the international trade.

II. THEORIES RELATED TO INTERNATIONAL BUSSINESS.

- What are the theories related to international business?
- How do countries and companies create value?
- Porter's Triple Bottom Line

III. SUSTAINABLE DEVELOPMENT

- How can we define sustainable development?
- What are the Sustainable Development Goals?
- What is the 2030 Agenda?

IV. INNOVATION AND CHANGE IN BUSINESS

- What is innovation?
- Why is innovation a key aspect of international business?
- What are key aspects to consider in the creation of innovative products and services.

V. IMPACT ASSESSMENT

- What is impact assessment?
- Why is impact assessment important in international business?
- What methodologies can be used to carry out impact assessments?

VI. Ethics and International Business

- Concept analysis of integrity
- Concept analysis of ethics
- Review ethical theories.

METHODOLOGY

In each class we will use academic literature, articles or other materials produced by credible sources to help frame the theme to be discussed in classroom.

The objective is that classes become a safe space for interaction of ideas and thoughts that can help all students construct knowledge which will help them analyze current situation in the international business and support how this understanding can help them in their careers.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions and analysis of the case studies exposed.

It will also be required that students carry out research on specific subjects and exhibit in class their findings and what is their perspective on the author's point of view. New methodologies of innovative methodologies will be promoted in the class.

It will be promoted that students use research techniques to understand the opportunities and difficulties of doing research in the field.

The role of the professor is to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate learning, based on their previous and current knowledge; the student is active, the teaching-learning process is collective and socialized.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, and learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other 12 school equipment for weekly sessions, and readings provided by the professor. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom. A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection is available.

LEARNING ASSESSMENT

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
Case Studies	20%
Class participation	20%

Reflective Tasks	20%
Group presentation	40%

LEARNING STRATEGIES

The following learning strategies will be developed:

1. Class discussion

For each topic we will have assign questions to promote debate. Students will develop skills on how to prepare an argument and a contra argument according to the debate in class. Exposing their point of view in an inclusive and respectful way, defending their own ideas. Discussion will be promoted by open-ended questions so students may naturally begin to discuss a topic.

2. Case studies

Case studies will be given for students to read and reflect on the 5W research questions: Who, What, When Where, and Why. All cases are situations that are current and valid for the actual context. The objective is that around a case study students can apply the concepts and theories reviewed in the classroom and help them identify the applicability in each case.

3. Group presentation

Students will give a topic to investigate and present in classes. These activities will develop research skills, time management, presentation skills and creativity. Presentation time will be assigned according to the number of students and topics selected by the professor.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

BIBLIOGRAPHY

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Cavusgil, S Tamer (2015) International Business: The new realities, 2nd ed, Pearson Australia.

Purvis, B (2018) Three pillars of sustainability: in search of conceptual origins. Sustainable Science (2019) 14:681-695. <https://doi.org/10.1007/s11625-018-0627-5>

UNODC (2017) Knowledge tools for academics and professionals. Module Series on Integrity and Ethics. GRACE.

Deign, John (2002). An Introduction to Ethics. Cambridge: Cambridge University Press. »
An easy to read introduction to ethics.

Sachs, Jeffrey (2012) From Millennium Development Goals to Sustainable Development Goals. The Lancet, volume 379, issue 9832, p2206-2211.

United Nations (2015) Transforming our World: The 2030 Agenda for Sustainable Development. Access <https://sdgs.un.org/publications/transforming-our-world-2030-agenda-sustainable-development-17981>

CHRONOGRAM

Week	Contents	Evidence of learning
Week 1	Introduction to the course Methodology to be used. Define field trip. Set the rules of classroom participation. Definition of International Business. Stakeholders in the International Business What do countries produce? examples of countries.	Professor in charge Presentation Activity for students.
Week 2	Creation of value in the International Business. Theories related to International Business. Sustainable Development definition. SDG's the new global agenda for all. Case study related to the Sustainable Development	Professor in charge Presentation Videos in class Group discussion

Week 3	Innovation and change as a Business Strategy Case study related to innovation.	Professor in charge Presentation Videos in class Group discussion
Week 4	Impact Assesment Metodologies Group work	Professor in charge Presentation Group work
Week 5	Ethics in Bussiness. Class activity Cycle closure	Professor in charge Presentation Classroom activity