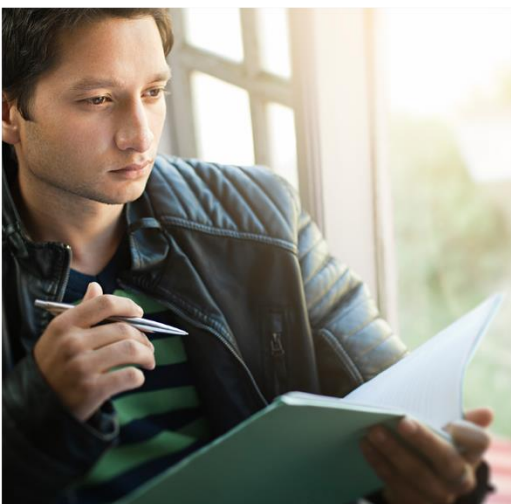
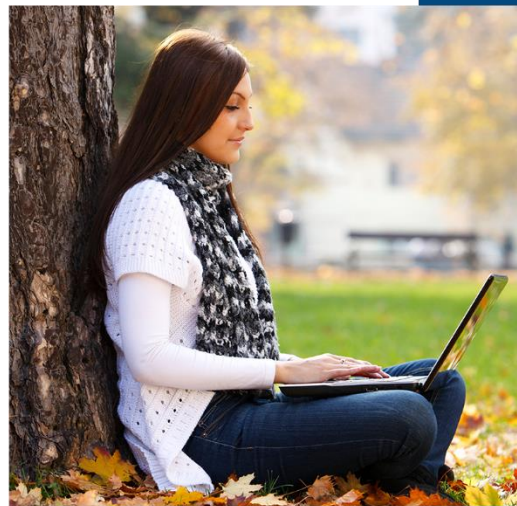
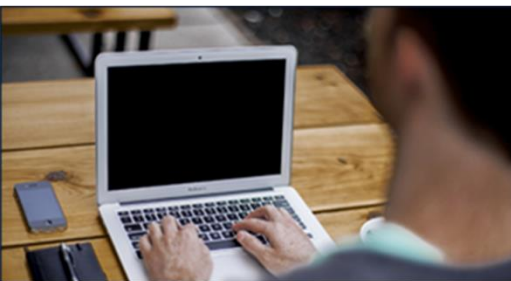
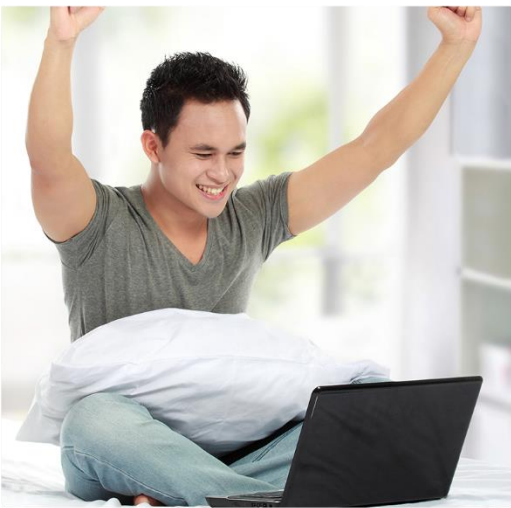




Andrews University
Global Campus

SYLLABUS



**BSAD 365 International
Environment of Business
Summer 2025**

BSAD 365 International Environment of Business

Global Campus

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	onlineexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	onlinestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

This is a survey of the world environment in which international business is conducted, including both economic relations among nations and environmental factors that affect business operations within different nations. Topics include globalization, cultural differences and ethics, driving strategy in international business, understanding the unique skills and resource advantages of a country and look at different industries.

Required Text/Material

Required texts are essential for learning and understanding the course material. Textbooks are not included in the course cost unless specified otherwise. You can purchase your textbook from bookstore.andrews.edu, vitalsource.com, or any other textbook supplier. For financial aid payment, contact your financial advisor at the university where you are completing your degree.

Global Business Today – Charles Hill and Tomas Hult; 12th Edition;

Looseleaf ISBN 9781264067503 eBook ISBN 9781264209620

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, watching the recorded lectures and videos, accessing instructional materials including

chapter PowerPoints, interacting with your instructor and classmates, and completing assignments and exams.

Readings and Videos: 3 hours

Lectures: 1 hour

Interactive Discussions: 2 hours

Case Analysis Assignments: 3 hours

Student Learning Outcomes

The objectives of the course are to:

1. Describe and understand the nature of globalization
2. Identify and understand the factors that shape international trade.
3. Explore and recognize the role of the multinational corporation and the growth of global business linkages today.
4. Understand the political, cultural, social, and financial elements which shape international business environment
5. Demonstrate how a firm's competitive advantage is related to a nation's comparative advantage.
6. Discuss successes and failures of various organizations in different international environment.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [Global Campus Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via discussions, and exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: [Username Activation](#), if you haven't already. If you need assistance, call or email us: (269) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Case Analyses (40 points)

Cases will be assigned through the course. You should use facts and critical thinking in your overall analysis. You are encouraged to be creative in your approach of analysis. Additional facts can be used to strengthen your argument. Ensure you provide recommendations or solutions based on your analysis. Responses should be a minimum of 350 for each individual question in the Case Analysis.

Discussion Forums (35 points)

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Personal Ethics Statement (10 points)

The School of Business Administration is an engaged, values-based community of learners preparing students to transform their workplace.


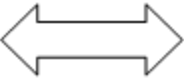
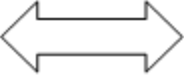
As such, we believe that one of the core distinctions between an education here at Andrews University is that our students experience and grow in the development of their own personal

values and morals and build their own roadmap as to how they will choose to live their lives and contribute to the workplace.

This assignment is designed to guide you through the process of reflection and writing a personal ethics statement that can become a guiding force in your life going forward.

Rubrics

Evaluation Rubric for Online Discussion

CRITERIA	Excellent 5	Good 3	Poor 1	Fail 0
Initial Assignment Posting	Posts well- developed assignment that fully addresses and develops all aspects of the task.	Posts well developed assignment that addresses all aspects of the task but lacks full development of concepts		Posts no assignment.
Follow-Up Postings	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	Elaborates on an existing posting with further comment or observation.		Posts no follow-up responses to others.
Content Contribution	Posts factually correct, reflective and substantive contribution; advances discussion.	Posts information that is factually correct but lacks full development of concept or thought.		Posts information that is off-topic, incorrect, or irrelevant to discussion.
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy-to-read style that is free of grammatical or spelling errors.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Communicates in friendly, courteous, and helpful manner with some errors in clarity or mechanics	Posts long, unorganized, or rude content that may contain multiple errors or may be inappropriate.

Evaluation Rubric for Case Analyses

CATEGORY	Excellent 5	Good 3	Poor 1	Fail 0
Summary	Information provided is very relevant, adequate, and of very high quality.	Information provided is relevant, adequate and of adequate quality.	Information provided is hardly relevant or adequate. Quality is low.	No report submitted.

Evaluation Rubric for Personal Ethics Statement

	Accomplished	Competent	Beginning
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. (4pts)	Student states both core beliefs and the origins of the core beliefs. (3pts)	Student states either their core beliefs or articulates the origins of the core beliefs but not both. (1pt)
Application of Ethical Perspective	Student can independently apply ethical perspectives/ concepts to creating a <i>foundation of personal and professional integrity, ethics, accountability, and experience</i> as a guiding personal statement. (3pts)	Student can apply ethical perspectives/ concepts accurately to creating a <i>foundation of personal and professional integrity, ethics, accountability, and experience</i> as a guiding personal statement. (2pts)	Student can have a basic understanding of ethical perspectives/ concepts to creating a <i>foundation of personal and professional integrity, ethics, accountability, and experience</i> as a guiding personal statement. (1pt)
Written Communication Skills	Effective organization and development contribute to full comprehension of written personal ethics statement; readability is enhanced by facility in language use, excellent mechanics, and syntactic variety; uses language conventions effectively (e.g., spelling, punctuation, sentence structure, paragraphing, grammar, etc.). (3pts)	Personal ethics statement evidences satisfactory organization and development; the personal ethics statement is readable and easy to follow with only a few lapses; uses good language conventions and mechanics with a few minor errors in spelling, grammar, sentence structure, and/or punctuation; assignment meets expectations in this area. (2pts)	Displays inadequate organization and/or development making the personal ethics statement difficult to follow; the written assignment exhibits multiple errors in grammar, sentence structure, and/or spelling; unacceptable writing skills (e.g., weaknesses in language facility and mechanics) hinder readability and contribute to an ineffective assignment. (1pt)

Exams

The final exam is worth 15% of your grade. This exam must be taken under supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at our [exams page](#). Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. You can sign up at [Calendly](#) for your exam time. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center. Your instructor must email onlineexams@andrews.edu or call 269-471-6566. No exam is returned to the student for review. To aid in studying for future exams, you may request the instructor to provide summary feedback on an exam.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Acadeum students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 12 – 15	Globalization	Chapter 1 Chapter PowerPoint Chapter 1 Video Lecture	Case Analysis 1 Discussion Forum 1 Due Thursday, May 22	SLO 2
2 May 16 – 22	National Differences in Political, Economic and Legal Systems	Chapter 2 Chapter PowerPoint Video 1: How Migration Makes the World Richer Video 2: Globalization Explained in One Minute Video 3: How This Young Prince Seized Power in Saudi Arabia	Case Analysis 2 Discussion Forum 2	SLO 2
3 May 23 – 29	National Differences in Economic Development	Chapter 3 Chapter PowerPoint Video: China After Covid: How Will the World Economy React?	Case Analysis 3 Discussion Forum 3	SLO 4
	Differences in Culture	Chapter 4 Chapter PowerPoint Chapter 4 Video Lecture	Case Analysis 4 Discussion Forum 4	SLO 2; SLO 4
4 May 30 – June 5	Ethics, Corporate Social Responsibility and Sustainability	Chapter 5 Chapter PowerPoint Chapter 5 Video Lecture	Case Analysis 5 Discussion Forum 5 Personal Ethics Statement	SLO 2; SLO 6
5 June 6 – 12	Government Policy and International Trade	Chapter 7 Chapter PowerPoint Chapter 7 Video Lectures (Parts 1 and 2) Article & Video: The Real Trade War with China Has Begun	Case Analysis 6 Discussion Forum 6	SLO 2
6 June 13 – 19	Foreign Direct Investment	Chapter 8 Chapter PowerPoint Video: Mercedes-Benz Questioned in China Pricing Probe	Case Analysis 7 Discussion Forum 7	SLO 4
7 June 20 – 26	Regional Economic Integration	Chapter 9 Chapter PowerPoint Chapter 9 Video Lecture	Case Analysis 8 Discussion Forum 8	SLO 4
8 June 27 – July 3	The Strategy of International Business	Chapter 12 Chapter PowerPoint Video: Me or We? Cultural Difference between East and West	Case Analysis 9 Discussion Forum 9	SLO 3

Week	Lessons	Readings	Assignments	Outcomes Met
	Entering Developed and Emerging Markets	Chapter 13 Chapter PowerPoint Video: Which country does the most good for the world?	Case Analysis 10 Discussion Forum 10	SLO 1-6
9 July 4 – 10	Exporting, Importing and Countertrade	Chapter 14 Chapter PowerPoint Video: Digital India: How India's Digital Revolution is Connecting Millions	Case Analysis 11 Discussion Forum 11	SLO 2
10 July 11 – 17	Global Production and Supply Chain Management	Chapter 15 Chapter PowerPoint Video: The Brexit Effect: How Leaving the EU Hit the UK	Case Analysis 12 Discussion Forum 12	SLO 2; SLO 3
11 July 18 – 24	Global Marketing and Business Analytics	Chapter 16 Chapter PowerPoint Video: How Africa could one day rival China	Case Analysis 13 Discussion Forum 13	SLO 2; SLO 3; SLO 6
	Global Human Resources Management	Chapter 17 Chapter PowerPoint Video: Lead, Don't Manage	Case Analysis 14 Discussion Forum 14	SLO 2; SLO 3
12 July 25 – Aug 1	Summary and review of core Learnings	Video: What is the Future of Work World Economic Forum	Discussion Forum 15	SLO 1-6
	PROCTORED FINAL EXAM (Final Exam needs to be completed by Thursday, July 31, 11:59 p.m.)			SLO 1-6

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
35	Discussion Forums
40	Case Analysis Assignments
10	Personal Ethics Statement
15	Final Test
100	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

You can view the current withdrawal policy online on our [Withdrawal Page](#). You can view the Incomplete Policy on our [Incomplete Page](#).

Late Work and Discussion Forum Policy

Due dates for all assignments are clearly listed in both the LearningHub course space and the syllabus. We understand that as adult online learners, you may sometimes face challenges in meeting deadlines. This policy aims to provide flexibility while maintaining course integrity.

Late Submissions

- Students who anticipate submitting work after the due date must communicate with their instructor prior to the deadline whenever possible.
- Late work may be accepted until the last day of the class, subject to instructor approval.
- Approved late submissions will incur a 10% deduction of the earned points.
- Acceptance of late work without prior communication is at the instructor's discretion.

Communication Process

1. If you need to submit work late, email your instructor as soon as possible before the due date.
2. Explain your situation and propose a new submission date.
3. Wait for your instructor's response and follow their guidance.

Extenuating Circumstances

- In cases of unexpected emergencies or extenuating circumstances, contact your instructor as soon as you're able.
- Depending on the situation, the instructor may waive late penalties or grant extensions.

Discussion Forums

- The participatory nature of forums requires timely engagement for meaningful interaction.
- Late discussion posts will generally not be accepted.
- In rare and exceptional circumstances, instructors may consider accepting a late forum post, but this is at the instructor's discretion.
- If you anticipate being unable to participate in a forum by the deadline, you must communicate with your instructor immediately. However, please note that extensions for forum participation are rarely granted.

We encourage open communication throughout the course. If you're struggling with deadlines or course load, please reach out to your instructor proactively to discuss your options.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the [Andrews University Disability Accommodation information](#)
2. Download the [Accommodations Request Form here](#). Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University [Bulletin](#) are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.