



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School Thunderbird School of Global Management Department BGM
Prefix TGM Number 101 Title Principles of Global Management Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Course description: TGM 101 Principles of Global Management Provides the basic concepts of management with particular emphasis on the functions of management in a global environment. Examines the antecedents of globalization; the role of global environments in shaping organization structure, strategy and processes, as well as the basic principles of managing in complex cross-cultural settings.

Allow multiple enrollments: No Repeatable for credit: No Primary course component: Lecture

Grading method: Standard Grading

Offered by: Thunderbird School of Global Management -- Thunderbird School of Global Management

Requested designation: Global Awareness-G Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.



ARIZONA STATE UNIVERSITY

**Contact information:**

Name Cheri Roberts E-mail cheri.roberts@asu.edu Phone 602-543-6325

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Roy Nelson Date: 3/29/16

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Text: Global Business Today, Chapter 1-Case 1- The Globalization of Production at Boeing
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Text: Global Business Today, Chapter 11- Case 1- The International Monetary Fund
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
TGM	101	Principles of Global Management	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1: Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the U.S.	The course is an introduction to Global Management. By the end of the course students will have tools to assess trends and developments in the global business environment.	Week 2 (assigned reading, Chapter 1)- Opening Case: The Globalization of Production at Boeing. The case demonstrates how outsourcing manufacturing had a major impact on international sales in reciprocation for purchasing parts from Japan. It also shows the downside and a re-thinking of this process. Each week has an assigned chapter of the textbook with similar global cases like this. Also, weeks 3, 4, 5, 7, 12, and 16 have additional cases that deal with contemporary world outside of the U.S. (China, Brazil, global environmental issues, etc.)
2c: The course is a comparative culture study in which most i.e. more than half of the material is devoted to non. U.S. areas.	The course demonstrates different aspects of global management in different countries and regions of the world. For instance, Week 3 of the course introduces the International Monetary System (IMF) and how different nations representing different cultures respond to financial crises; Week 4 deals with how different countries, such as Brazil, handle global trade disputes; Week 5 shows how international managers do site selection analysis in different countries, etc.	To illustrate, in Week 3, Chapter 11 of the textbook has an Opening Case on "The International Monetary Fund-IMF and Iceland's Economic recovery." The case addresses the economic disaster of 2008 and Iceland's floating exchange rate plus other efforts from foreign and IMF loans affect on stabilizing the economy. Week 4 includes assigned reading/case studies on trade disputes in China and Brazil. Week 5 includes a case study on Intel's Site Selection analysis in different Latin American countries. Week 12 deals with different countries' approaches to global business ethics. Every week focuses on different regions, covering countries in Europe, Asia, Latin America, and the Middle East.


**\*\*Disclaimer\*\***

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

TGM - 101  
Principles of Global Management

**Instructor**

Roy C. Nelson, Ph.D.

**Contact Information**

Phone Number: (602) 978-7025

E-mail Address: roy.nelson@thunderbird.asu.edu

**Office Hours**

Tuesdays/Thursdays, 12:30-1:30pm (or by appointment)

**Course Description**

This course is an introduction to Global Management. It will touch on key issues facing global corporations today, with an introduction to topics that will be addressed more fully in courses that follow later in the Bachelor of Global Management program. By the end of the course students will have tools to assess trends and developments in the global business environment, as well as the ability to apply important concepts related to Global Management.

Prerequisites: None

**Required Text and Learning Materials**

Hill, Charles W.L., and G. Tomas M. Hult (2015). *Global Business Today 9e* (9th Edition). New York: McGraw-Hill.

**Articles and Case studies provided in course packet**

The instructor will also provide selected course materials and readings during the semester.

**Course Overview**

Global business involves dealing with a rapidly changing global economy. Therefore, this course focuses not only on key topics in global management, but also on understanding the key institutions that shape the global business environment. To the extent that students can anticipate trends and developments in the global business environment, they will be able to develop more effective business strategies.

**Student Learning Objectives for This Course**

1. Students will be able to apply tools to assess trends in the global business environment.
2. Students will demonstrate an understanding of key concepts of global management.
3. Students will apply their skills in doing research, giving presentations, and working in a team by giving a group presentation as part of their coursework.

## Evaluation and Grading

The following percentages apply to the assignments. The class will meet for a total of 15 weekly sessions and full student attendance and participation is expected.

Assignment	Weight
Attendance and Participation in Class	10%
Mid-term Exam	25%
Research Presentation	20%
Quizzes	10%
Final Exam	35%
Total	100%

### 1- Attendance and Participation in Class (10%)

The requirement is that you attend each class and that you are on-time and ready for class. The global business course requires you to participate each week in class activities and discussions.

### 2- Midterm Exam (25%)

The midterm will require you to apply key concepts from the course. It will focus primarily on key readings/concepts from the course, and will consist of an essay and multiple choice questions/brief answers. **The midterm date is October 1.**

### 3- Group Presentation (20%)

You be part of a group that assesses prospects for undertaking a specific business project in a specific country. This may involve exporting a product to the country, investing in a country in order to sell the product in that country, or marketing a product already manufactured in a country for sale in the country's market. The assessment should be of a specific project for an existing company. In the presentation, you must provide an assessment of 1) financial, political, and other risks associated with doing business in the country; 2) mode of market entry best suited for the business project; 3) strategy for implementing the project successfully in the country. Groups will consist of no more than 5 people. The time limit is 20 minutes, with 10 minutes for questions and answers.

**Presentations will take place during the week of November 17-19.**

### 4- Quizzes (10%)

Quizzes will consist of five multiple choice questions related to a specific case or set of readings related to the topic to be discussed that week in the course. The purpose of the quizzes is to encourage you do the reading and think carefully about it before discussing it in class. **Quiz dates are listed in the syllabus.**

### 5- Final Exam (35%)

The final exam is comprehensive – it covers all key concepts developed in the course. It will consist of multiple choice questions and brief answers/essays, as well as a longer essay that will require you to apply key concepts to an assessment of a specific global business project. Final exam week: **December 7-12.**



### **Tentative Course Calendar\***

\*The instructors reserve the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

#### **Week 1 (August 20)**

Topic: Three Views of the World: Tools to Assess the Global Business Environment

Read: No Reading

#### **Week 2 (August 25-27)**

Topic: Globalization and its Relevance for Global Business

Read: Hill and Hult, Chapter 1; Handouts

#### **Week 3 (September 1-3)**

##### **Quiz 1: (September 3)**

Topic: The International Monetary System

Read: Hill and Hult, Chapter 11; Roy C. Nelson, "Causes and Consequences of Brazil's Devaluation of the Real"; CASE: "Managing the Asian Meltdown: The IMF and South Korea," Handouts

#### **Week 4 (September 8-10)**

##### **Quiz 2: September 10**

Topic: The Global Trade and Investment Environment

Read: Hill and Hult, Chapter 7; Roy C. Nelson, "Brazil vs. the U.S. at the WTO: The U.S.-Cotton Subsidy Dispute"

#### **Week 5 (September 15-17)**

##### **Quiz 3 – September 17**

Topic: Foreign Direct Investment

Read: Hill and Hult, Chapter 8; Roy C. Nelson, "Intel's Site Selection Decision in Latin America"

#### **Week 6 (September 22-24)**

Topic: The Strategy of International Business; Entering Foreign Markets

Read: Hill and Hult, Chapters 12

**Week 7 (September 29-October 1) – MIDTERM EXAM: OCTOBER 1**

Topic: Assessing Political Risk

Read: Roy C. Nelson, "Dell's Dilemma in Brazil: Negotiating at the State Level"

**MIDTERM EXAM – OCTOBER 1**

**Week 8 (October 6-8)**

Topic (October 6): Regional Economic Integration

Read: Hill and Hult, Chapter 9; Handouts (to be assigned)

Topic (October 8): Global Marketing

Read: Hill and Hult, Chapter 16, Handouts (to be assigned)

**Fall Break – October 10-13**

**Week 9 (October 15)**

Topic: Doing Business Globally: A Practical Perspective (Guest Speaker: Jon Kailey, Owens Corning)

Read: Handouts (to be assigned)

**Week 10 (October 20-22)**

Topic: Exporting, Importing, and Countertrade

Read: Hill and Hult, Chapter 14; Handouts (to be assigned)

**Week 11 (October 27-29)**

Topic: Global Production and Supply Chain Management

Read: Hill and Hult, Chapter 15; Handouts (to be assigned)

**Week 12 (November 3-5)**

**Quiz 4 – November 5**

Topic: Ethics, Corporate Social Responsibility, and Sustainability

Read: Hill and Hult, Chapter 5; Thomas Donaldson, "Values in Tension: Ethics Away from Home"; "Yahoo! In China"

**Week 13 (November 10-12)**

Topic: Global Human Resource Management

Read: Hill and Hult, Chapter 17; Handouts (to be assigned)

Read: Handouts to be assigned

**Week 14 (November 17-19) – Student Presentations**

**Week 15 (November 24)**

Topic (November 10): Global Leadership

Topic: (November 12): Change Management

**Thanksgiving Break – November 26-27**

**Week 16 (December 1-3)**

Topic: Developing a Competitive Advantage: Managing Global Environmental Issues

Read: CASE: "Clean Technology, Cummins Engine, and Pollution Regulation as Competitive Advantage"

**FINAL EXAM: WEEK OF DECEMBER 7-12**

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**Technical Support Contact Information**

For technical assistance 24 hours a day, 7 days a week, contact the [University Technology Office Help Desk](#): Phone 480-965-6500, email [helpdesk@asu.edu](mailto:helpdesk@asu.edu).

**Computer Requirements**

This course uses Blackboard for communication between faculty and students, submission of assignments, and posting of grades. You can access Blackboard through your my ASU portal.

- A web browser (Internet Explorer or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word - [OpenOffice](#) is a suite of free programs similar to MS Office.
- Email and Internet

You must have an active ASU email account and access to the Internet. All instructor correspondence will be sent to your ASU email account. Please plan to check your ASU email account regularly for course-related messages.

**Attendance/Participation**

Preparation for class means reading the assigned readings and reviewing all information required for that week. Students must contact the instructor and leave a message prior to being absent for any reason.

**Syllabus Disclaimer**

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule during the semester, but the possibility exists that events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified via Blackboard of any syllabus changes.

**Classroom Behavior**

No cell phone calling, receiving calls, texting or reading of emails is allowed during class sessions at any time. Cell phone ringers must be turned off before each class session begins. For students using computers to take notes, emailing during the class session is not allowed and students found to be using the computers for other activities or other courses than this course will have the privilege to use computers revoked. Any recording during a class session must be given permission by the instructor in advance.

**Academic Integrity**

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university academic integrity policy is available from the Academic Programs and Graduate Studies Office. Unit academic integrity policies are available from the deans of the individual academic units.

**Student Conduct Statement**

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct, which states that students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10.

**Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes each semester. An email will be sent to your ASU email address with "ASU Course/Instructor Evaluation" in the subject heading. Your response(s) to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted. The use of this assessment is an important process that allows our college to (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of

teaching; and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your evaluation is appreciated.

**Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and Collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

[Tempe Campus](#), 480-965-1234 (Voice), 480-965-9000 (TTY)

[Polytechnic Campus](#), 480-727-1165 (Voice), 480.727.1009 (TTY)

[West Campus](#), 602-543-8145 (Voice)

[Downtown Phoenix Campus](#), 602-496-4321 (Voice), 602-496-0378 (TTY)



# Global Business Today

9e

**Charles W. L. Hill**  
**G. Tomas M. Hult**



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ACRONYMS

COUNTRIES AND THEIR CAPITALS

WORLD MAP



create™

#### Looking for a briefer text?

Consider some of these alternate combined chapters to create a 14 chapter text with Hill and Hult's marketleading content.

- Country Difference in Political Systems, Economic Systems and Development (Chapter 2 & 3 combined)
- International Trade Theory and Policy (Chapter 6 & 7 combined)
- Entering Foreign Markets (Chapter 13 & 14 combined)

To preview this content and build your custom text, please visit [www.mcgrawhillcreate.com/hill](http://www.mcgrawhillcreate.com/hill).



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