



Lincoln University

BA 417 – Political and Legal Aspects of International Business

COURSE SYLLABUS Fall 2021

- Instructor:** Dr. Allan Samson, PhD, JD
Lecture Schedule: Monday, 3:30 PM – 6:15 PM
Credits: 4 units: 3 units / 45 lecture hours + 1 unit individual research project
Level: Mastery 2 / Research (M2R)
Office Hours: By appointment
e-mail: allan.samson@sbcglobal.net
Phone: (415) 235-4959
- Textbook:** **Charles W.L. Hill, I.G. Hult, Global Business Today**, 10th ed. (2018), McGraw-Hill ISBN-978-1-259-68669-6,
Schaffer, Agusti, Dhooge & Earle, International Business Law and its Environment, 8th ed. (2011), South-Western Cengage Learning ISBN-13: 978-0538473613, ISBN-10: 0538473614 (on reserve in library)
- Prerequisite:** *None*
Last Revision: July 30, 2021

CATALOG DESCRIPTION

The course includes: analysis of political, military, economic and ideological factors affecting the behavior of states and the conduct of transnational business, with attention to multinational enterprises, foreign economic and trade policies. It also includes: analysis of international legal systems, with particular emphasis on business disputes arising from antitrust laws; contracts and agreements; tariff liabilities; nationalization problems; procedures for arbitration and settlement.

LEARNING OBJECTIVES

- Understanding the effect of globalization on international trade and investment.
- Considering the economic theories that influence international trade and investment.
- Considering the influence of sovereign wealth funds and the role of the state.
- Evaluating the pattern of “Race to the Bottom” to take advantage of lower wage levels in underdeveloped countries.
- Understanding the importance of international business law.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment activities
1	Understand the effect of globalization on international trade and investment.	PLO 1	ILO 1c, ILO 2c, ILO 7c	Assess the positive and negative effects of globalization in specific circumstances
2	Consider government trade policies and their effects on international trade.	PLO 2	ILO 1c, ILO 2c, ILO 4c	Assess trade policies such as tariffs, subsidies, import quotas and anti-dumping policies.
3	Consider policies such as Outsourcing and Race to the Bottom.	PLO 3	ILO 1c, ILO 2c, ILO 7c	Assess the effects of outsourcing and Race to the Bottom.
4	Consider the various ways to enter foreign markets.	PLO 2	ILO 1c, ILO 2c, ILO 4c	Assess early and late entry strategies; assess advantages and disadvantages of exporting, turnkey projects, licensing, franchising, joint ventures and wholly owned subsidiaries.
5	Consider the role of ethics in international business.	PLO 6	ILO 3c	Assess the feasibility and effectiveness of corporate social responsibility policies.
6	Consider the importance of international business law.	PLO 2	ILO 1c, ILO 2c, ILO 4c	Assess the efficacy of international legal agreements such as arbitration agreements, forum selection clauses, international anti-bribery laws, theories and practice of expropriation and nationalization, and foreign sovereign immunity.

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

INSTRUCTIONAL METHODS

Students are expected to read the assigned chapter and articles and case studies before each class. Case studies and hypothetical problems will comprise a part of each class session. Students will consider the case studies individually and in groups.

There will be class discussions and group presentations by students on the case studies and articles.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

PROJECT PRESENTATION

Case study problems will be assigned to students on an individual basis and on a group basis. Answers will be turned in and graded.

There will be a final project on a topic to be decided by the students and the professor. The projects will be presented by teams on the next to last day of class. The project paper will be submitted before the end of the semester. The project will comprise approximately 20 per cent of the final grade.

Students' work is expected to be original.

INDIVIDUAL RESEARCH PROJECT (1 unit)

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking.	Clearly and concisely identifies a research problem.	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization.

<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations. The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted.
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PRESENTATION			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.

TESTING

There will be one mid-term examination and one final examination. Both will be essay examinations. Homework assignments will be turned in. Questions on ethical case studies will be given and answered in class.

GRADING

Grading will be based on the following criteria:

Mid-term	: 20 per cent
Final Examination	: 30 per cent
Individual Research Project	: 25 per cent
Class Attendance and Homework	: 10 per cent
Presentation	: 15 per cent
Total	:100 per cent

Grading Standard:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Points	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-72	67-69	60-66	0-59

Classroom Protocol:

Courtesy is expected. This includes no cell phone usage. Excessive talking will be punished by immediate beheading.

COURSE CALENDAR AND ASSIGNMENTS

The assigned material for each date should be read before the class with the exception of the first class. Class participation in discussing the material and case studies and hypothetical questions is expected.

<u>Date</u>	<u>Assignments</u>
Aug 23:	Chapter 1: (Globalization)
Aug 30:	Chapter 2: (National Differences in Political, Economic, Legal Systems) Economist, “State Capitalism (January 21, 2012) Can be accessed at goo.gl/cGoWzL
Sep 13:	Chapter 3: (National Differences in Economic Development)
Sep 20:	Chapter 4: (Differences in Culture) Chapter 5: (Ethic, Corporate Social Responsibility and Sustainability)
Sep 27:	Chapter 7: (Government Policy and International Trade) The following articles can be accessed in: https://goo.gl/cGoWzL NYT article on hormone-treated beef NYT articles on competition between Boeing and Airbus Articles on the choice between encouraging free trade or protecting turtles and the environment (WTO: “India, etc. v. US: ‘shrimp-turtle’”) (WTO: “The environment: a specific concern”) NYT article on international technology trade competition between the U.S. and China

- Oct 04:** **Chapter 8: (Foreign Direct Investment)**
- Oct 11:** **Mid Term**
- Oct 18:** **Chapter 12: (The Strategy of International Business)**
- Oct 25:** **Chapter 13: (Entering Foreign Markets)**
- Nov 01:** **Topical Problems in International Business**
- Globalization and its Discontent:** Video of Joseph Stiglitz
- Robotization and Employment:** Video: “Be Afraid, be Very Afraid: the Robots are Coming and they will Destroy our Livelihood”
- Nov 08:** **Topical Problems in International Business (continued)**
The following articles can be accessed at: goo.gl/cGoWzL
- Income Inequality
The Economist: “Capitalism and Inequality” (October 12, 2012)
- Globalization Revisited
Sen, “How to Judge Globalism” (The American Prospect, Winter 2002)
- The Economist: “The Retsant of the Global Economy” (January 28, 2017)
- The Economist: “The Gated Globe” (October 13, 2012)
- Outsourcing, Offshoring and Resourcing: What next?
The Economist: “Outsourcing and Offshoring (January 19, 2013)
- Nov 15:** **International Business Law: Chapter 3**
- Nov 22:** **International Business Law: Chapters 16 and 18 (excluding pp. 577-586)**
- Nov 29:** **Presentations**
- Dec 6:** **Final Examination**

FACULTY INFORMATION

Professor Samson has a B.A. in Economics from the University of Illinois, an M.A. in Economic Development from the East-West Center of the University of Hawaii, a Ph.D. in Political Science from the University of California-Berkeley, and a J.D. from the University of San Francisco.

He has been professor at Lincoln University since 2001.

He was Chairman of the Board of Trustees at Lincoln University.

He is a practicing attorney in San Francisco.