

International Business
Course Number 22:553:533
Course Title: International Business- Full Time

COURSE DESCRIPTION

Due to global competitive forces and proliferation of new technology, organizations today need to be internationally-cognizant in their business. Structured into multiple sections, this undergraduate course aims to provide students with an understanding of the theoretical and practical dimensions of doing business across borders. The first section sets the context for international business by establishing the parameters of globalization and international trade, exploring potential similarities and differences between countries.

Themes such as economic development, political and legal systems, culture and international trade are discussed. Additional topics include international financial systems, comparing differences in the national monetary system and capital markets and how international companies engage with this. Finally, the section on international business strategy considers the role of organizations within this international environment and profiles the alternative structures, strategies and operations of firms across international boundaries. Within this framework, students will be introduced to the extent of international business activity and key concepts concerning companies operating globally.

COURSE MATERIALS

1. Classroom Lectures and Discussions
2. Articles and Selected Textbook Pages (posted on BB)
3. Textbook *International Business: Competing in the Global Marketplace* by Charles W.L. Hill & G. Thomas M. Hult, McGraw Hill, 12th edition, 2018. Available in electronic form or as a rental.
4. Cases and HBR articles (available in course pack)

This course requires the reading of a combination of cases, articles, blogs, and book chapters. You can purchase the required HBS Publishing cases (NOTE: Harvard Business Review articles also need to be purchased) at discounted rates from the Harvard Publishing website using the following link to the course packet:

(NOTE: you need to register on the website. For other required readings (which I can help you access for free), I will post PDFs on Canvas and am including URL links for many

within the detailed week-to-week schedule at the end of this document. I will also supply you with the Wharton School cases.

Other Recommended Readings (for keeping up with relevant current affairs): The Economist, Wall Street Journal, World News, Financial Times, New York Times, Foreign Affairs Magazine. Please check Canvas (canvas.rutgers.edu) and your official Rutgers email account regularly.

LEARNING GOALS AND OBJECTIVES

The major learning goals of the International Business Course are:

(1) Knowledge: Students, who complete this course, will develop a working knowledge of current basic and advanced international business concepts and tools and an ability to apply these tools to practical business problems. Students will be applying international business concepts to solve practical problems in terms of international business operations, foreign direct investment, foreign exchange rates and to develop an understanding of country level business environments.

(2) Ethical Judgement: Students, who complete this course will develop and apply ethical judgement and decision-making skills to critically evaluate international business transactions and operations.

(3) Global perspective. Students who complete this course will have developed the breadth of perspective necessary to succeed in a global and diverse business environment. Students will demonstrate a deep knowledge of the diversity of past and current economic, legal, political, and social structures and understand the impact of cultural and demographic diversity on business interactions both in the domestic and international environment.

(4) Effective Communication: Students, who compete this course will enhance their ability to construct and deliver clear, concise, and convincing oral and written business communication.

Students develop these skills and knowledge through the following course activities and assignments:

(1) Lectures and discussions will provide students with practical applications and current international business issues faced by companies and managers.

(2) Case Analyses. Careful reading and thought on cases, supported by other related readings, and then discussed in class provide you with an opportunity to hone your analytical skills and develop an enterprise-wide perspective by applying the tools of international to actual company situations. The challenge is how to present your thoughts in a clear, concise, convincing and persuasive way.

(3) Exams. The exams will provide you with an opportunity to demonstrate your knowledge of international business concepts and tools and allow you apply that knowledge.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>).

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

COURSE PERFORMANCE EVALUATION

Your performance for this class will be based on the following elements:

Class Participation	10%
Weekly Pre-Class Reading Reactions	30%
Mid-Term Exam	25%
Final Exam	<u>35%</u>
Total	100%

There are no extra credit points available in this course.

Class Participation (10% of grade):

Students are expected to come prepared to contribute to every class. Preparation includes reading the assigned material and preparing required assignments. Participation requires timely attendance for all classes, preparing for class by carefully doing required reading, and contributing to class discussion in a constructive, relevant, and respectful manner.

Students may be randomly called upon to discuss an assigned topic during class. Documented illnesses and emergencies will be taken into consideration.

Class participation will be graded each week according to the following scale:

+3 points – Evidence of active and careful advance preparation by taking a major role in pointing out new issues and new points of view in case discussions in-class. Demonstration of an ability to link readings, cases and concepts learned in other courses.

+2 points – Active engagement (e.g. in both the lecture, and case study analysis), but limited connection

between cases, theory and concepts in a novel way.

+1 point – Very little or limited participation or participation only by general agreement with ongoing discussion in-class.

+0 points – No participation in class, late coming and/or early leaving, any other behavior that disrupts or distracts from class discussions/lectures (e.g. being absent, reiterating what is literally in the readings or what someone else has said).

If you arrive 10 minutes (or more) late or leave 10 minutes (or more) early, you will lose your class participation points for that day.

Students will be asked to self-evaluate their participation during the semester, where an honest and reflective representation of your participation is sought.

To summarize, for class participation, behaviors I view positively include:

1. Asking insightful questions about assigned readings
2. Good analysis supported by case facts or your own experience
3. Summarizing or reconciling previous comments
4. Constructive disagreement
5. Synthesizing and advancing the discussion
6. Drawing generic learning points from a particular case

Behaviors I view negatively include:

1. Lack of involvement - silence, detachment or disinterest
2. Leading our discussion into unrelated topics
3. Spending undue amount of time on minor points
4. Long, rambling comments
5. Being absent or unprepared, or passing on a cold call

In order to assess the quality of your participation, it is essential that I know each of you individually as soon as possible. To facilitate this, I ask that you to do the following:

1. Bring a name card tent to class and place it on your desk, and
2. Choose a seat and stay there for the remainder of the semester

Weekly Pre-Class Reactions on Non-Case Reading (15% of grade) and the Case (15% of grade):

Each week, including the first week, students will be expected to post two separate write-ups on the Canvas Discussion Board giving their thoughts on:

1. One or both of the week's listed non-case readings (as listed in this syllabus). More specifically, the assignment is for each student to, first, present a counter-argument to an argument or claim in the chosen reading that the student finds particularly meaningful and, second, explain whether they agree with the reading's position or the counter position.
2. The week's case(s). More specifically, the assignment is to independently sum up what they see as the case's main takeaway.

In both cases, the idea is to encourage students to independently reflect on, and then express in written form, the ways in which the reading matters to them.

The deadline for both entries each week is 6am, the morning of the relevant class. Each thread should include a minimum of 100 words. You will realize that this is quite short. I recommend strongly that you first draft your reactions in Word, to minimize grammar and spelling mistakes.

I will post individual forums for both non-case and case reactions each week and, each week, students should create individual threads within the appropriate forum to post their assigned reaction. Each forum will be set up such that students will only see the threads of others after they have completed their own thread. As noted, this is meant to encourage independent work on initial thought about the readings, although, obviously, it is possible to collaborate with classmates to work around this obstacle. But I encourage you not to do so, since that would undermine the main point and diminish your learning and development of your analytical abilities and free thought. After posting, I do encourage you to look at what others have posted and to engage them with replies when you disagree or when you have related thoughts. Please, of course, be constructive and always polite in these exchanges. I will follow and will give some extra credit within this grade component for particularly engaged and meaningful participation. This can include post-class discussion, as well.

I will be grading you primarily on the level of thoughtfulness and creativity of your reactions, not on whether you are, in an objective way, correct or incorrect. I will also look positively, especially as the semester progresses, on evidence of careful reading and integration of other lessons from the class. Clarity and organization will naturally also be viewed positively.

Mid-Term (25% of grade) and Final Exams (35% of grade):

The two exams will cover material reviewed and discussed in class, including in lecture and in case discussions. The Mid-Term will cover material in the first half of the course and the Final will cover material from the whole semester. Both exams will include a combination of multiple-choice questions and relatively short essay type questions. I will example essay questions the week before each exam and do my best to get exam grades back to students within a week of each of the two exams. With the Mid-Term, we will do some review the following week in class.

Agreement to reschedule a student's exam is generally only given when authorized in accordance with the University's exam policy. Make-up exams are given at the sole discretion of the instructor and generally are more difficult in order to compensate for the additional preparation time. In some cases, students may not be able to take the final exam make-up test until the following academic session. In these circumstances, the student will receive a temporary grade until the make-up exam is taken and graded and a final grade is posted. Temporary grades are not a part of the student's permanent academic record unless the student does not complete the make-up exam in a timely fashion.

GRADE DISTRIBUTION

I will use the standard Rutgers letter grading system (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23019.html).

The professor retains the right to use a curve, at his sole discretion, if necessary to properly reflect the performance of the class overall. The average grade for this course is generally between a “B+” and an “A-“ (3.5 GPA level) but can vary from 3.0 to 3.75 depending on the overall performance of the students in this section. If the class average for the overall course grade is too low to achieve a normal distribution, I will apply a curve. No curve is applied to individual assignments, only to the final course grade.

Your final grade is not subject to negotiation. If you believe I have made an error, submit your written argument to me no later than one week of receiving your final grade. Clarify the precise error I made and provide all due supporting documentation. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities or job dismissals, or based on special circumstances that affected your grade and/or did not represent your true mastery of the material. In addition, I do not give grades based on the amount of effort you invested to earn a good grade. If the effort did not translate to good work deserving of a good grade then it was not productive effort. Do not ask me to modify a final grade for any reason other than a clear error in the calculation. It is dishonest to attempt to influence faculty in an effort to obtain a grade that was not clearly demonstrated in your exams and assignments, and it will not work in this course. You must earn your grade based on the work you submit and your performance on exams and in the classroom.

ATTENDANCE AND PREPARATION POLICY

Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers- approved activity, serious illness, or family emergency/death and you seek makeup work, also send me an email with full details and supporting documentation. You will not be penalized with a reduction in class participation points for legitimate absences that meet the exceptions outlined in the Rutgers attendance policy. In such circumstances, you are responsible to discuss with your classmates what you missed. Each student is allowed one unexcused absence without penalty. No explanation required. This unexcused absence cannot be used on examination dates and students who miss an exam due to an unexcused absence should not expect to pass the class. There is a three-point deduction in your class participation grade for any unexcused absence in excess of the one allowed. **Given the shorter nature of the class, students who miss three or more classes for any reason, even if they are excused, should also not expect a passing grade.**

For weather emergencies, consult the campus home page. If the campus is open, class will be held. Use common sense in determining if it is safe for you to attend class. Avoiding loss of class participation points is not more important than your safety!

Expect me to arrive on time for each class session. I expect the same of you. Expect me to remain for the entirety of each class session. I expect the same of you. Any combination of two late arrivals and/or early departures is considered the same as one absence and points will be deducted from your class participation grade accordingly.

Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared.

Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention. Consequently, no electronic devices are to be out or turned on during class sessions. If you have special circumstances that warrant the need for you to be accessible at all times during class, then discuss these circumstances with me before class and we can determine appropriate arrangements that will not disrupt other students. Violation of the “no electronics” policy may result in loss of class participation points and/or dismissal from the classroom.

CLASSROOM CONDUCT

Students should be respectful of the professor and of their fellow classmates at all times. The goal is to learn through productive interaction and dialogue. Students should be willing to challenge the thinking of others but do so in a respectful manner. As with many business topics there is not always an absolute right or wrong perspective on the issues we will discuss and while a student may have strong feelings and facts to support their view, it is prudent to acknowledge and consider other points of view as well.

I strongly prefer that you do not use your laptop, tablet, or phone in class. It has been shown that taking notes leads to better retention, but more to the point is that you will get distracted. You can tell me that you are doing it for research purposes or because you are taking notes in a super-efficient way, but you will get distracted, you will distract others, you will participate less, and, ultimately, you will get less out of the class. Please consider this like a local cultural norm when you go to a foreign country. You should try to fit in to the local culture, even if it is a bit uncomfortable for you. I will not harass you and talk with you extensively about how I do not want you to be using your technologies in class. But I will take note and your non-adherence to the classroom culture will negatively influence your participation grade.

EXAM DATES AND POLICIES

There are two exams in this course. It will include essay and multiple-choice questions.

Dates of exams:

- Mid-Term:
- Final:

During exams, the following rules apply:

- If you have an accommodation that modifies testing procedures, please provide me an official letter from the Office of Disability Services at least two weeks before the exam.
 - No cell phones or other electronics are allowed in the classroom.
 - Alternate seating; do not sit next to another student or in your usual seat.
 - Use the restroom prior to the exam start!
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APPENDIX A: HOW TO PREPARE A CASE

Case analysis: There is no one way to prepare a case for discussion. Study questions are provided for each case. Refer to these questions before, during and after you read the case. In addition, you should try to understand the gestalt of the case – who and why the firm and/or the manager has or has not prospered, the nature of the external environment and its expected impact on the firm, and critical issues facing management. Here are some specific pointers that have been helpful to students in the past:

1. Skim the case quickly, preferably several days in advance, just to get the feel of it. Set it aside and let questions about it begin to form in your mind.
2. Read the case slowly, carefully noting key issues, critical facts and assumptions. Pay attention to who the players in the case are. Place pointer-notes on the case so you can find things in it. Don't assume that the manager is asking the right questions or focusing on the right issues.
3. Think about how the case relates to past readings or in-class discussions. Does the case illustrate concepts we have discussed? Is it a good example or a bad example of something? Do you have frameworks that you could use to sort through options facing the protagonists in the case?
4. Select a framework for analysis (pros and cons, alternative A vs. B, etc.) and extract notes for the framework. Look for ways to apply different global business frameworks to the case.
5. Before you finalize your analysis or recommendations, consider them from several angles. What resources will be required to implement your recommendation (does the firm have them or can they get them?) What changes to business processes will be required? What are the financial implications? What reactions will the changes you're recommending provoke in competitors, customers, suppliers, employees or other stakeholders?
6. Make sure you answered all case questions properly, explicitly, and avoided vagueness while doing so.

Given these suggestions, it will come as no surprise to you that students who have prepared cases in a study group have benefited greatly from the time investment. Generally, it works best for the study group to meet after EVERYONE has done steps 1-4 above. The discussion can help you find gaps in what you've done so far and help you think critically about your analysis.

COURSE SCHEDULE

SESSION 1:

GLOBALIZATION, NATIONAL CULTURAL DIFFERENCES, & INTERNATIONAL BUSINESS

Required Readings:

Chapter 4, *International Business: Competing in the Global Marketplace* by Charles W.L. Hill & G. Thomas M. Hult, McGraw Hill, 12th edition, 2018.

Ghemawat, Pankaj (2001). "Distance Still Matters: The Hard Reality of Global Expansion", *Harvard Business Review*, September.

Suggested Readings:

Hofstede, Geert (1993). "Cultural Constraints in Management Theories." *The Executive* 7(1), February, pp. 81-94.

Friedman, Thomas (2005). "It's a Flat World, After All." *New York Times Magazine*, April 3.
http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html?_r=0

SESSION 2:

TRADE THEORY & POLICY

Required Readings:

Chapter 6, *International Business: Competing in the Global Marketplace* by Charles W.L. Hill & G. Thomas M. Hult, McGraw Hill, 12th edition, 2018.

Krugman, Paul (1993). "The uncomfortable truth about NAFTA: it's foreign policy, stupid," *Foreign Affairs*, Nov./Dec. <https://www.foreignaffairs.com/articles/mexico/1993-12-01/uncomfortable-truth-about-nafta-its-foreign-policy-stupid>

Case: Iyer, Lakshmi (2005). "NAFTA and the Prospects of Free Trade in the Americas", 9- 705-034

Study Questions:

1. Why did the United States, Canada and Mexico sign the North American Free Trade Agreement? Which sectors would you expect to gain most from this agreement?
2. Has NAFTA been beneficial for the countries that signed it?
3. Should the United States encourage the formation of the Free Trade Agreement of the Americas (FTAA)?

Suggested Readings:

Davis, Bob and Jon Hilsenrath, "Whatever happened to free trade?" Wall Street Journal, March 29, 2017.
<https://www.wsj.com/articles/whatever-happened-to-free-trade-1490800293>

Baily, Martin and Adam Looney, "The True Trade Deficit," Wall Street Journal, May 18, 2017.
<https://www.wsj.com/articles/the-true-trade-deficit-1495148868>

SESSION 3:

NATIONAL COMPETITIVENESS, PRODUCTIVITY & NATIONAL BALANCE OF PAYMENTS

Required Readings:

Porter, Michael (1990). "The Competitive Advantage of Nations." Harvard Business Review, March/April, pp. 73-91.

Krugman, Paul (1994). "Competitiveness: A Dangerous Obsession." Foreign Affairs, March/April.
<https://www.foreignaffairs.com/articles/1994-03-01/competitiveness-dangerous-obsession>

Case: Vietor, Richard (2015), "Singapore: Mid-Life Crisis?", 9-714-039

Study Questions:

1. How did Singapore achieve extremely high economic growth rates after 1965?
2. How has productivity growth been attained, and how can it be sustained?
3. What is your evaluation of Lee Hsien Loong's new strategy? Will it work?

Suggested Readings:

Samuel Huntington (1993), "The Clash of Civilizations." Foreign Affairs, 72(3) (Summer).
<https://www.foreignaffairs.com/articles/united-states/1993-06-01/clash-civilizations>

SESSION 4:

NATIONAL INSTITUTIONS, SUBNATIONAL INSTITUTIONS, & ECONOMIC DEVELOPMENT

Required Readings:

Chapter 7, International Business: Competing in the Global Marketplace by Charles W.L. Hill & G. Thomas M. Hult, McGraw Hill, 12th edition, 2018.

Rodrik, Dani and Arvind Subramanian (2003). "The Primacy of Institutions." Finance and

Development, June, 40(2). <https://www.imf.org/external/pubs/ft/fandd/2003/06/pdf/rodrrik.pdf>

Case: Iyer, Lakshmi (2009). "Special Economic Zones in India: Public Purpose and Private Property (A)," HBS 9-709-027.

Discussion Questions

1. Should the Indian government change the law on eminent domain, so that they can acquire land for Special Economic Zones?
2. Is setting up Special Economic Zones the right development strategy for India?
3. What could Tata Motors have done in their Singur project to mitigate the protests from farmers?
4. Under what circumstances and to what extent should the government intervene in market transactions?

Suggested Readings:

Krugman, Paul (1994), "The Myth of Asia's Miracle." *Foreign Affairs*, 73(6), Nov/Dec, pp. 62-78.
<https://www.foreignaffairs.org/articles/asia/1994-11-01/myth-asias-miracle>

Kennedy, Robert (2001). "Exchange Rate Terminology and Analytics," HBS 9-701-121

SESSION 5:

MID-TERM & COUNTRY VS. COMPANY

MID-TERM EXAM

Required Readings:

Lohr, Steve. "Who's Afraid of China Inc." *New York Times*, July 24, 2005.
http://www.nytimes.com/2005/07/24/business/yourmoney/whos-afraid-of-china-inc.html?_r=0

Ghemawat, Pankaj and Hout (2010). "China vs. the World: Whose Technology is it?"
Harvard Business Review, December.

Case: Quelch, John and Katherine Jocz (2010). "Google in China (A)," HBS 9-510-071. Study

Questions:

1. Why did Google issue the statement of January 12?

2. Who were the major stakeholders in the Google vs. China case? How did their actions/inactions influence Google and Chinese government's calculation?
3. If you were directing Google's action in China, would you have done anything differently?
4. If you were a cofounder of Google and you wanted to promote transparency and other public good in China, would you consider letting Google stay in the country?
5. The social networking website Facebook is considering entering China. Given Google's experience, what would you recommend Mark Zuckerberg to do / not to do?

Suggested Reading:

Eric Li (2013), "The Life of the Party", Foreign Affairs.

<http://www.foreignaffairs.com/articles/138476/eric-x-li/the-life-of-the-party>

Yasheng Huang (2013). "Why democracy still wins: A critique of Eric X. Li's 'A tale of two political systems'"

<http://blog.ted.com/2013/07/01/why-democracy-still-wins-a-critique-of-eric-x-lis-a-tale-of-two-political-systems/>

Zhu, Xiaodong (2012). "Understanding China's Growth: Past, Present, and Future" Journal of Economic Perspectives, 26:4, Fall, pp. 103-124.

SESSION 6:

FOREIGN MARKET ENTRY MODES

Required Readings:

Chapter 15, International Business: Competing in the Global Marketplace by Charles W.L. Hill & G. Thomas M. Hult, McGraw Hill, 12th edition, 2018.

Case: Häagen-Dazs' Entry into Europe. The Wharton School, Case-14, 2009. Discussion

Questions:

1. Why has Häagen-Dazs been so successful in its home country?
2. Why did Häagen-Dazs decide to expand internationally? Did it learn how to succeed globally as it entered new markets?
3. Do you like the second European entry plan of 1993? Why or why not?*

SESSION 7:

INTERNATIONALIZATION & MANAGING DIFFERENCES

Required Reading:

Ghemawat, Pankaj (2001). "Managing Differences: The Central Challenge of Global Strategy," Harvard Business Review, March.

Case: Nguyen-Chyung, Amy and Elliot Faulk, "Amazon in Emerging Markets," WDI Publishing at the University of Michigan W94C01

Discussion Questions:

1. Did Amazon succeed in China? What did it learn?
2. Did Amazon make sensible choices in its emerging markets entry strategies? Consider location, entry mode, and timing.
3. What are the risks and rewards for early and late movers?
4. How should companies and investors measure success in emerging markets?
5. Considering the competitive landscape in China, India, and Latin America, how can home-grown firms best defend and win against large multinational entrants?
6. Should Amazon enter additional emerging markets immediately? If so, why and where? If not, why not and where should its focus be? More broadly, how sustainable is Amazon's simultaneous pursuit of geographic, horizontal, and vertical expansion?

Suggested Reading:

The Economist (2017). "The Age of Amazon and Alibaba is Just Beginning," Oct. 26.

<https://www.economist.com/news/leaders/21730641-rivals-and-governments-beware-age-amazon-and-alibaba-just-beginning>

SESSION 8:

INTERNATIONAL BUSINESS ETHICS AND CSR

Required Reading:

Porter, Michael and Mark Kramer (2006). "Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility." Harvard Business Review.

Friedman, Milton (1970). "The Social Responsibility of Business is to Raise its Profits", New York Times Magazine, Sept. 13.**

WATCH: "People: The Lives of the Workers Who Made Our Shirts", Chapter 3 of "Planet Money Makes a T-Shirt". <https://apps.npr.org/tshirt/#/people>

Case: Starbucks and Conservation International, HBS 9-303-055 Discussion

Questions:

1. How would you explain Starbucks' success in the global coffee business?

2. Evaluate the strengths and weaknesses of the relationship between Starbucks and Conservation International?
3. Should Starbucks give in to the demands of Global Exchange and TransFair to purchase more fair trade coffee?

*****-NO CLASS*****

SESSION 9:

INTERNATIONAL STAKEHOLDER MANAGEMENT

Required Reading:

1. Cattaneo, Ben (2009), The New Politics of Natural Resources
2. Henisz, W & Zelner BA. The Hidden Risks in Emerging Markets, HBR, April 2010
3. Cattaneo, Ben (2009), Above-Ground Risk: Time for Mining to Get Serious About Performance

Case: Rosia Montana: Political and Social Risk Management in the Land of Dracula (A and B), Wharton School, Cases 26-27, 2009

Discussion Questions:

1. Is the Rosia Montana mine a financially viable investment project?
2. Did the Rosia Montana mine have sufficient political, economic, and social support? Locally? Nationally? Which type of support was most critical to the project's success?
3. What might opponents have done to raise the profile of their concerns, and slow or stop the mine's redevelopment?
4. Given the political, economic and social environment in Romania in the mid-1990s, did Gabriel Resources management teams follow a well-designed strategy for the exploitation of the mine in the (A) case? Why or why not? Which ones could have been improved? What, if anything, did the executives neglect?

SESSION 10: FINAL EXAM

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with

Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]