

Revised August 17, 2026

Current Issues in International Business

INTB 3100 (3 credits)

This syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary

Course Instructor, Contact Details and Schedule

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Course Description

This is a study abroad course that offers an introduction to international business focusing on topical issues from interdisciplinary perspectives under the direction of a Terry College faculty member. It is designed for intended business majors and students admitted to a business major who may not have completed the business foundations course prior to studying abroad. The general focus of this specific course is the tradeoff between business and environmental practices in selected nations (Australia, New Zealand, the United Kingdom, and/or the United States).

Course Prerequisites

Permission of department is given upon admission to the study abroad program.

Non-traditional format

This course entails a study abroad program of field experiences, lectures, presentations, intercultural training, and student presentations, papers, and/or projects.

Student Learning Outcomes

By the end of the program, students will:

1. Understand the international context in which business is transacted (legal, economic, political, and technological).
2. Discover and discuss the cultures and customs of U.S. trading partners and others.
3. Develop intercultural competencies through cultural intelligence training and its application to international business scenarios.
4. Recognize and reflect upon the interconnected nature of the world and what it means for business leaders.

Institutional Competencies

1. Social Awareness and Responsibility – The capacity to understand the interdependence of people, communities, and self in a global society.

Experiential Learning Outcomes: Global Area

The overarching aim of Global Experiential Learning is for students to “Interact with a culture and/or region distinct from their own and engage in academic inquiry and application afforded by the specific off-campus setting.” The program entails the following:

1. As defined by the course syllabus, students will engage weekly with issues in international business from interdisciplinary and/or international perspectives through site visits to companies and factories, presentations by trade organizations, cultural tours and activities, team projects, and faculty-led group debriefs of their experiences abroad.
2. Students will engage with the instructor(s) daily, including opportunities for group discussion and feedback.
3. Students will be challenged by an intensive schedule of field activities that align the faculty-defined curriculum with the history, culture, industries, issues, and environment of the site(s).
4. Students will have opportunities for limited independent exploration of the setting, alongside programmed engagement with local hosts and environs, requiring exercise of good judgement and professionalism.
5. Students should reflect daily about their personal and academic experiences, in addition to the programmed opportunities for debriefing site visits and cultural experiences.

Topical Outline

Refer to the sample itineraries available online. Final itineraries will be distributed on arrival in-country or contact the office for the most recent version.

Course Assignments and Requirements for Grading Purposes

Field modules (80%)

The field modules are location-based questions including day one quiz, topics quizzes, 250-word essays, SSIs, and/ service-learning and/or leadership projects. Refer to the eBook Appendix for further details. Due dates as listed on the Course Itinerary.

Concepts quiz (20%)

Short answers (~15 words) to (n=~50) concepts and terms selected from throughout the program (including the eBook, classes, seminars, modules, field instruction, etc). Due date as listed on the Course Itinerary.

Grading Policy

A – F (Traditional).

Participation and Attendance Policy

Punctual attendance at all scheduled program-related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Participation in educational field activities (such as hiking, snorkeling, swimming, etc.) is voluntary and at the discretion of the student; however, should you wish not to participate you must inform the instructor and an alternate education non-field activity will be assigned. An excused absence or decision not to participate in one or any of these field activities will not affect your course grade. During the field studies, no student may leave the group without the consent of the faculty supervisor. Unless an absence is approved by one of the instructors, students will lose 10% of their final grade for each day or part-day they fail to participate. Unexcused absences or chronic late arrival to program activities may be grounds for dismissal from the program.

Required Course Material

1. Tarrant, M.A. (2025). *Sustaining People, Profit and Planet* (8th edition) and *New Zealand Plant Guide* (combo). Austin, TX: Sentia Publishing. Order online [here](#)
2. Collection of readings and course material. Download from UGA e-Learning Commons (www.elc.uga.edu) prior to departure. The files will be available approximately four weeks prior to the start of the program and you should not expect to be able to download the materials easily or cheaply once in country.

You are required to bring a laptop or notebook with Microsoft Word (iPads, kindles, or other similar electronic reading devices are not acceptable for course assignments) and a flash drive. The program accepts no responsibility for lost or stolen items, and we recommend that you consider purchasing insurance for any expensive personal items before bringing them on the course.

Exam Policy/Policy for Make-up Examinations

Exams will be administered in various locations (in-class, in-field, take-home, online/eLC, etc) and formats (multiple-choice, essay, multi-media, etc). Meet with the instructor to discuss make-up exams.

UGA Student Honor Code

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at integrity.uga.edu

UGA Well-Being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community. Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility and Testing: accessibility.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

Inclusive Excellence

The Terry College of Business is committed to promoting an inclusive learning and working environment among its students, faculty, and staff. This class welcomes the open exchange of ideas and values, and freedom of thought and expression, and provides a professional environment that recognizes the inherent worth of every person. It aims to foster dignity, understanding, and mutual respect among all individuals in the class.

Use of AI for Coursework

Unless explicitly stated, artificial intelligence-based technologies, such as ChatGPT, must not be used to generate responses for student assignments. Unauthorized use of artificial intelligence software or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course.