Age of Globalization

BADM1004.10 (CRN 46536), Spring 2014 (1/12/15 to 4/27/15)

PLENARY CLASS: Mondays 12:45-3:15PM Funger 103

DISCUSSION SECTIONS: All on Wednesdays Section #30 11:10-12:25PM Funger 209; Section #31 12:45-2:00PM Funger 207; Section #32 2:20-3:35PM Bell 108; & Section #33 3:45-5:00PM Funger 221

COURSE DESCRIPTION
This required freshman course explores the key developments and tensions in the world regarding the globalization of people, markets, and firms. In the course, students acquire a multi-disciplinary foundation of knowledge to enhance their ability to assess the geopolitical and political-economy landscape of global and regional issues. Students also learn how to analyze newsworthy global events and issues and understand how events/issues are shaped by unique geographic, historic, political, economic, social and cultural context.

COURSE OBJECTIVES
By the end of this course, students will understand more fully the complexities of the economic, political, legal/regulatory, socio-cultural, and technological environments of the world. Students will be able to

✓ Define the term globalization and explain its implications for people, markets, and firms;
✓ List, define and give examples of the drivers of economic growth as well as the disparities in economic performance and outcomes;
✓ Explain the key challenges of development and the nature of global poverty, inequality and shifting economic and geopolitical power;
✓ Identify the basic multilateral institutions and explain what they do, their limitations, and critiques of their performance;
✓ Identify the principle macro-financial linkages in the global financial system and explain how they operate and why they matter;
✓ Define the key economic, political, and socio-cultural differences between developed, emerging, and developing economies; and
✓ Support and defend arguments for globalization’s benefits and detriments for different constituencies (e.g., types of individuals, firms, countries, and/or regions);
✓ List key global megatrends and discuss their implications for geopolitics and the political economies of nations;
✓ Enhance students’ abilities to read and interpret economic issues, geopolitical analysis, as well as economic and financial data.

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INSTRUCTORS

This is a team-taught course. There is a four-person faculty teaching team teaching the course over the academic year (fall and spring). During lectures (in plenary and/or discussion sections), you will be exposed to all four faculty. During the spring term, Drs. Jensen and Riddle lead the course and will be responsible for all course design, delivery, and grading.

NOTE ABOUT COURSE COMMUNICATION: In any email correspondence, please address BOTH Drs. Jensen & Riddle and your assigned teaching assistant for your discussion section.

Lead Professors

Nate Jensen, PhD
Associate Professor of International Business
Office: Funger Hall Room 402 (outside of the International Business Department suite)
Online Office Hours (via Blackboard Collaborate): W 8-10 PM plus additional scheduled times prior to exams (see outline for details)
Email: natemjensen@gwu.edu
Twitter: @NateMJensen

Nathan Jensen is a 2002 Ph.D. from Yale University. He joined the George Washington University’s School of Business in 2014 as an Associate Professor in the Department of International Business. Prior to joining George Washington University he was an Associate Professor in the Department of Political Science at Washington University in St. Louis, Fellow at the Center for Political Economy, and Director for the Program on Multinational Enterprises and the Global Economy at the Weidenbaum Center on the Economy, Government, and Public Policy at Washington University. He is the author of 30 peer reviewed articles and 2 books on the relationship between business and politics. He holds a BSB in Management, Economics, and Political Science from the University of Minnesota and a Ph.D. in Political Science from Yale University.

Liesl Riddle, PhD
Associate Professor of International Business & International Affairs
Office: Funger Hall 401F (inside the International Business Department suite)
Online Office Hours (via Blackboard Collaborate): MW 5-6PM plus additional scheduled times prior to exams (see syllabus for details)
Email: lriddle@gwu.edu
Twitter: @lieslriddle

Liesl Riddle is an Associate Professor of International Business and International Affairs at The George Washington University School of Business. She serves as a faculty advisor for GW’s Center for International Business Education and Research and is a founding member of GW’s Diaspora Research Program. She is on the Board of Advisors for Homestrings, an online investment company focused on developing countries and emerging markets. Dr. Riddle’s area of expertise focuses on how migration affects international business. Since 2006, she has led a multidisciplinary research team, the GW Diaspora Capital Investment Project, which generates and disseminates learning about diaspora investment and its role in development to assist private-sector firms, policymakers, diaspora organizations, diaspora entrepreneurs, and researchers. Dr. Riddle has received numerous teaching awards, including the GW School of Business Teaching Excellence Award. She holds a BA and MA in Middle Eastern Studies, a MBA in Marketing/International Business, and a PhD in Sociology from the University of Texas at Austin.
Teaching Assistants

Laura Piovesan (Assisting Discussion Sections 30 & 31)
Office: Funger Hall Suite 401H
In-Office Hours: Mondays 3:15-5:15PM
Email: piovesan@gwmail.gwu.edu

Yuhe Zhang (Assisting Discussion Sections 32& 33)
Office: Funger Hall Suite 401H
In-Office Hours: Wednesdays 2:30-4:30PM
Email: yuhe@gwmail.gwu.edu

Guest Lecture Faculty

Dr. Scheherazade Rehman
Steve Ross Professorial Fellow of International Finance/Business, Professor of International Business & International Affairs [ON SABBATICAL IN SPRING 2015]

Dr. Noel Maurer
Associate Professor of International Business

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COURSE FORMAT & REQUIRED PREPARATION MATERIALS
Classes meet in plenary (altogether as a large group) on Mondays and in smaller, group discussion sections on Wednesdays. Monday classes often involve guest lectures, “talk show” discussions with experts in the field, panel discussions, and visits to local organizations and institutions. Wednesday classes allow faculty and students time for closer interaction and group discussion and provide the opportunity for small group activities, Q&A, and more targeted lectures.

There is no assigned textbook for this course. The instructors have sought to utilize as many free, quality sources of course content for you to use in the class as possible. All assigned preparation materials are MANDATORY and should be read/viewed/completed before coming to each class.

A list of preparation materials can be found on the Blackboard outline. The Blackboard outline includes links to all of the materials.

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COURSE REQUIREMENTS

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<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Quiz 1</td>
<td>25%</td>
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<td>Quiz 2</td>
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<td>Quiz 3</td>
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<td>Paper</td>
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<td>TOTAL</td>
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CLASS PARTICIPATION
The topics that are taught in the course are challenging and require the careful reflection that we make during class discussion. Significant learning will take place in class (during both plenary and discussion meetings). It will be impossible to reconstruct this critical learning by merely reading the materials assigned for the day. Therefore, you are expected to attend class, be prepared, and participate fully in class discussions. Please note that content provided in class (during both plenary and discussion meetings) will be included on the quizzes.

Attendance will be taken for the professors’ reference at every class meeting via a sign-in sheet and various in-class activities. Significant (more than three) absences will affect your final grade for the course. In the event that you are unable to attend class, contact the teaching assistant for your discussion section.

Good participation consists of:
1. Arriving to class on time, attending class regularly, and missing no more than three classes in the course.
2. Raising your hand several times within a singular discussion class meeting, ready to share thoughtful and constructive input to class discussion. Thoughtful and constructive input typically means applying knowledge gleaned from course preparation materials and lecture in your class commentary or asking critical questions pertinent to the discussion.
3. Demonstrating that you are engaged and focused on class discussion by making regular eye contact with the professor and building on comments that the professor and other students make during class discussion. Students primarily focused on electronic devices will receive deductions in participation scores for the day.
4. Actively participating in in-class activities and generating thoughtful and creative applications of course concepts in these activities.

We do not mind if you use your laptop to take notes or look up the Internet as it relates to in-class discussion. However, we do mind if you are surfing the web, checking email, sending text messages, or working on other class assignments. Please be respectful of us and your fellow classmates and use your laptops and other electronics judiciously. Please bear in mind that cold-calling is fair game at any point during class. If you are unable to respond, or provide a far less than satisfactory response, we will make a note and your final grade for the course will be affected.

QUIZZES
You will take three in-class quizzes in this course. Quizzes will be given during one of the designated Wednesday discussion section class meetings. See the syllabus and/or Blackboard outline for details.

No make-up or online quizzes will be given. If a quiz is missed for any reason, you will automatically be required to take the final exam (see below). No exceptions will be made. If you arrive late to the quiz for any reason, you will not be given extra time to complete the quiz. If you have special needs that requires test-taking accommodations (such as extra time,
etc.), please contact Disability Support Services office at 202-994-8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate accommodations.

Since most students are unable to predict whether illness or other issues will prevent or interfere with the participation in quizzes given in class, **ALL STUDENTS MUST SCHEDULE TRAVEL OR OTHER NON-CLASS OBLIGATIONS OUTSIDE OF GW’S OFFICIAL FINAL EXAM SCHEDULE** to insure the possibility of taking the optional final exam if necessary. Students who opt to travel during the designated final exam period will forfeit the option to take the final exam. No make-up exams or online exams will be given.

Quizzes consist of a combination of multiple choice and short-answer questions. Short answer questions include “define and give an example,” “list and give an example,” “compare and contrast,” “discuss the pros and cons,” etc. A study guide will be given to students one week before each quiz.

Note that quizzes will test content from BOTH lecture and the preparation materials. If you are absent for any class, it is the student’s responsibility to acquire content from other students. It is NOT the responsibility of a teaching assistant or a faculty member to “bring you up to speed” on what you missed during an absence.

**OPTIONAL CUMMULATIVE FINAL EXAM**
During the final exam period, a cumulative final exam will be offered for this course. If students have completed all three quizzes during the semester, they are not obligated to take the cumulative final exam. Such students may opt to take the final exam, however. If the score earned on the optional cumulative final exam is higher than any of the three in-semester quizzes, then the lowest quiz grade will be dropped and the final exam score will be substituted in its stead during final grade calculations for the course. If the score earned on the final exam is lower than the three in-semester quizzes, then the final exam score will not be used in final grade calculations for the course (thus it cannot hurt you to take the optional final exam).

*If a student missed any of the in-semester final exams, the student is required to take the final exam; it is no longer optional and will replace the “zero” in the gradebook for the missed exam.*

The cumulative exam will assume the same format and duration of the in-semester quizzes (e.g., a 75-minute multiple choice and short answer exam).

**PAPER**
A list of paper topics can be found on Blackboard under the “Paper” tab. Students must choose one of the paper topics on the list.

Papers not complying with the following requirements will not be accepted.

**Text.** All papers must be composed in Microsoft Word (do not make them a PDF). Margins
should be one-inch all the way around. The font must be Times New Roman size 12. Papers should be double spaced (paragraphs should be indented).

Cover Sheet & Staple. A cover sheet (that does not count toward the page limit) should be used and should include the student’s name, assigned discussion section number, paper topic, and the student’s own title for the paper. Papers should be stapled at the upper left-hand corner.

Appendices. A student may include up to 2 pages of appendices in addition to the page limit if and only if the appendices include photos, graphics, charts, tables, or other means of presenting analysis. Appendices are not required.

Citation. All work that you use directly or paraphrase must be cited using an endnote using the APA Style Guide. Footnotes are not allowed. Tutorials, examples, and other information on the APA Style Guide can be found here: http://www.apastyle.org/. A full list of references should appear at the end of the paper and should also follow the APA Style Guide.

Students must follow the university’s academic integrity code (https://studentconduct.gwu.edu/sites/studentconduct.gwu.edu/files/downloads/130722%20Code%20of%20Academic%20Integrity%20Final.pdf). Plagiarism must not occur (Note: GW’s Center for Academic Integrity does not accept a lack of understanding or awareness of what plagiarism is as an acceptable excuse for not complying with their policies about academic conduct.). In this course, any student suspected of academic dishonesty will be reported to the Center for Academic Integrity and the highest possible sanction will be rendered. At the very minimum, plagiarized papers will receive the grade of a zero. Other possible penalties may also include an F in the course or academic suspension or expulsion from the university.

Turning In Papers. Papers must be turned in by midnight under the “Paper” tab on Blackboard on the assigned due date in the Blackboard outline. No extensions will be granted nor will late papers be accepted. (NOTE: 5 MINUTES LATE CONSTITUTES A LATE ASSIGNMENT – PLEASE MAKE ARRANGEMENTS TO TURN YOUR ASSIGNMENTS IN BEFORE THE DEADLINE TIME). Failure to turn in assignments before class will result in a zero for the assignment. It is the student’s responsibility to insure that assignments are successfully uploaded. If you have successfully uploaded an assignment, you should see an exclamation point in the grade center, which indicates to me that there is an assignment waiting to be graded.

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Professors’ Policies

Academic Integrity (GW’s Official Policy)
The University community, in order to fulfill its purposes, must establish and maintain guidelines of academic behavior. All members of the community are expected to exhibit honesty and competence in their academic work. Incoming students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing
research, writing papers, and taking examinations. Members of the community will be presumed to be familiar with the proper academic procedures and held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper University channels. Copies of the University Code of Academic Integrity can be obtained from all department chairs, all academic deans, the Registrar, and the Vice President for Academic Affairs.

This can also be found at: http://www.gwu.edu/~bulletin/grad/unrg.html.

Grading Disputes
Mistakes in grading can happen. We will do our best to grade very carefully. However, if you believe that an error has been made in the grading of your work, you should submit a WRITTEN REQUEST for a grade change. This report should include a discussion of what you got wrong and why you believe you should have gotten credit for your work. Wherever possible, provide citations from the textbook or lectures. Attach this report to the original copy of your assignment or exam, and turn it in to the teaching assistant. Your request will be considered by a committee, consisting of the two lead faculty and teaching assistants. If the request receives a unanimous support by all members of the committee for a grade change, the grade will be changed and the student will be notified immediately. If there is not unanimous agreement, the grade will stand.

Special Needs/Disability/Accommodation
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss/
EMERGENCY PREPAREDNESS

Emergency Numbers
Foggy Bottom (GWPD) 202-994-6111
Mount Vernon (GWPD) 202-242-6111
Virginia Campus (Loudoun County) 911
Other Locations 911

Non-Emergency Numbers
Foggy Bottom (GWPD) 202-994-6110
Mount Vernon (GWPD) 202-242-6110
VSTC (Loudoun County) 703-777-0637
GW Information Line 202-994-5050
VSTC Information Line 703-726-8333

Fire
☐ Pull the fire alarm
☐ Leave the building immediately using the closest emergency exit, closing doors behind you
☐ Call GWPD (202-994-6111) or 911 when safe to do so
☐ Assemble in a designated area
  ☐ Re-enter the building only when instructed by officials
  • Do not assume an alarm is false
  • Do not use elevators
  • If unable to exit the building, go to the nearest exit stairwell or safe area of refuge and call GWPD (202-994-6111) or 911 to report your location
  • If trained, use a fire extinguisher if the fire is small and contained, and the room is not fill with smoke

Two emergency exits are located: Front and Back of Funger Hall
Primary meeting area (near): Corner of 23rd and G Street, across street from Funger Hall
Secondary meeting area (far): In the grassy area in Washington Circle (at 23rd and Pennsylvania)

Severe Weather
Thunderstorms are the most common type of severe weather in the Washington, DC metropolitan area. However, winter storms, extreme hot/cold temperatures, flooding, tornadoes and hurricanes can occur. Check CampusAdvisories.gwu.edu for up-to-date weather advisories and information.

Shelter-in-place for severe weather events:
☐ Seek shelter indoors in a low part of the building
☐ Move to a windowless interior room away from hazardous materials
☐ Take cover under a sturdy object or against an interior wall
☐ Monitor Campus Advisories and local media
Violence/Active Shooter
If an active shooter is in your vicinity, call GWPD (202-994-6111) or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims.

Evacuate: If there is an accessible escape path, attempt to evacuate the premises
• Have an escape route and plan in mind; leave your belongings behind; follow instructions of police officers

Hide Out: If evacuation is not possible, find a place to hide where the active shooter is less likely to find you
• Hide in an area out of the shooter’s view; provide protection; lock the doors; block entry to your hiding place; silence your phone; wait for law enforcement

Take Action: As a last resort and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter by:
• Acting as aggressively as possible against him/her; yelling; throwing items and improvising weapons; and commit to your actions

Emergency Communications
CampusAdvisories.gwu.edu is the University’s primary website used for communicating emergency preparedness and incident-related information, including class cancellations, to the GW community.

GW Alert is a notification system that sends emergency alerts to email addresses and mobile devices. Students, faculty and staff are requested to maintain current contact information by logging into the GWeb Information System (banweb.gwu.edu). In emergency situations, alerts may also appear at the top of university webpages.

Local media, such as 103.5FM or WTOP.com, delivers additional community awareness.

The Office of Emergency Management, in collaboration with the Office of the Provost, Academic Year 2014-2015. This document and other resources are available on GW Campus Advisories
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>PREPARATION MATERIALS</th>
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<tr>
<td><strong>M 1/12</strong></td>
<td>COURSE OVERVIEW &amp; MAIN THEMES</td>
<td><strong>VIEW:</strong> Make sure you have access to Blackboard and explore the class Blackboard site fully. If you have never used Blackboard’s Collaborate feature, which allows for a webinar-like online experience, explore the tutorial for Blackboard Collaborate here to participate in online office hours with ease: <a href="http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBz35Sgz0">http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBz35Sgz0</a>. <strong>THINK:</strong> What do you hope to learn in this course?</td>
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| **W 1/14** | GLOBALIZATION & THE NATION-STATE: THE ECONOMICS & POLITICS OF TRADE & INVESTMENT | **READ:** Thomas Oatley, International Political Economy, Chapter 3  
**THINK:** There is a lot of trade and investment between D.C., Maryland, and Virginia. How is that different from trade and investment between the U.S., China, and Mexico? |
| **M 1/19** | NO CLASS MEETING (MLK Holiday) | |
| **W 1/21** | GLOBALIZATION AND THE NATION-STATE: IS MONEY GLOBAL OR LOCAL?: | **READ:** (1) Benjamin Cohen, Geography of Money Chapter 1-2  
**THINK:** Would you accept a job in the U.S. that paid you in another currency? Would you accept an on-campus job that only pays in Colonial Cash? |
<p>| <strong>M 1/26</strong> | DOMESTIC POLITICS &amp; GLOBALIZATION: INSTITUTIONS &amp; | <strong>READ:</strong> Thomas Oatley, International Political Economy, Chapter 2 |</p>
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(2) Planet Money Makes a T-Shirt, available at: http://apps.npr.org/tshirt/#/title | How are the “winners” and “losers” from trade? Are the winners countries, or groups within countries? |
| M 2/2 | DOMESTIC POLITICS & GLOBALIZATION: INTEREST GROUPS AND INTERNATIONAL TRADE | (1) Andy Sobel, International Political Economy in Context, Chapter 1  
(2) Trade Negotiation Simulation Handout | (1) Andy Sobel, International Political Economy in Context, Chapter 1  
(2) Trade Negotiation Simulation Handout | Why do politicians use trade policy to help firms? Why not use some other policy? |
(2) The WTO at Fifteen on the World Trade Organization’s student website available at: http://www.wto.org/english/forums_e/students_e/students_e.htm | What are the relative roles of developed, developing, and emerging markets in the World Bank, the International Monetary Fund, and other international organizations promoting trade and investment globally? |

(2) Samantha Power. 2001. Bystanders to genocide: why the United States let the Rwandan tragedy happen. *The Atlantic*. Available at:

**VIEW:** Islamic State is a Completely New Model of Terrorist Financing. Available at:

**THINK:** What do different terrorists groups want? How does this affect their strategies? |
| M 2/16 | **NO CLASS MEETING (President’s Day)** | |
| W 2/18 | **QUIZ 1** | |
| M 2/23 | SOURCES OF INEQUALITY | **READ:** Council of Foreign Relations, Income Inequality Debate. Available at:
http://www.cfr.org/united-states/income-inequality-debate/p29052

**VIEW:** Hans Rosling Ted Talk available here:
http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty

**THINK:** Has the world become more or less unequal from globalization? |
| W 2/25 | SOURCES OF INEQUALITY (CON’T) | **READ:** (1) Thomas Piketty's Capital: everything you need to know about the surprise bestseller. Available at:
http://www.theguardian.com/books/2014/apr/28/thomas-piketty-capital-surprise-bestseller

(2) Why globalization may not reduce income inequality in poor countries. Available at:

**VIEW:**
Stephen Colbert interviews Thomas Piketty. Available at: |
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<th>Resource Details</th>
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**THINK:** How does globalization affect how ideas move around the world and affect local societies? What obstacles still remain to transnational social movements? |
**THINK:** How does social media affect the global flow of social movements? |
**THINK:** Has globalization been a benefit or a detriment to women and girls around the world? How and why? |
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<th>Reading</th>
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<th>Activity</th>
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(2) Economist daily video chart “Young & Growing” available here: [http://www.economist.com/blogs/graphicdetail/2014/08/daily-chart-1](http://www.economist.com/blogs/graphicdetail/2014/08/daily-chart-1). (~2 minutes) | **THINK:** How is world population predicted to change by 2050? What will be some of the global implications of these changes? |
the world? Now select inward migration and another country to learn where its migrants come from. Then select outward migration and learn where its citizens are migrating to around the world. Bring to class a summary of what you learned.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Read &amp; View</th>
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<tr>
<td><strong>W 4/1</strong></td>
<td>GLOBAL RESOURCES &amp; SUSTAINABILITY</td>
<td><strong>QUICK 2</strong></td>
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| **M 4/6** | GLOBAL RESOURCES & SUSTAINABILITY | READ: (1) Climate Change by Bill McKibben: Annual Editions Article Collection  (2) Global Political Ecology: Chapter 12 from Global Politics: Engaging a Complex World by Boyer, Hudson.  
THINK: How have the assigned readings changed your thinking about global resources and sustainability? |
THINK: In what ways has globalization provided increased opportunity to protect and use/manage global resources in a sustainable fashion? In what ways has globalization increased risks for harm to global resources? |
READ & VIEW: (1) Read the article commentary and view the four embedded short (~2 minutes) videos entitled “How the Internet could transform the value chain” available here: http://www.mckinsey.com/insights/high_tech_telecoms_internet/how_the_internet_of_things_could_transform_the_value_chain  
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<tr>
<th>W 4/15</th>
<th>TRANSFORMATIVE TECHNOLOGIES, INNOVATION &amp; ENTREPRENEURSHIP (CON’T)</th>
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<td><strong>READ &amp; VIEW:</strong> 2) Read the article commentary and view the one embedded short video (~2 minutes) entitled “The Great Decoupling” available here: <a href="http://www.mckinsey.com/insights/public_sector/the_great_decoupling">http://www.mckinsey.com/insights/public_sector/the_great_decoupling</a></td>
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<td><strong>THINK:</strong> How might technological advances pose detrimental social and political effects globally?</td>
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**ALL PAPERS DUE BY MIDNIGHT.**

**POST TO BLACKBOARD’S “PAPER” TAB IN THE MAIN MENU**

**PART THREE: PUTTING IT ALL TOGETHER**

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<tr>
<th>M 4/20</th>
<th>GLOBALIZATION: GOOD? BAD? FOR WHOM?</th>
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<td><strong>THINK:</strong> To what extent has globalization benefitted the world? To what degree has it harmed it? Are there certain constituencies who have benefitted or been harmed by globalization? How?</td>
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<th>W 4/22</th>
<th>GLOBALIZATION: GOOD? BAD? FOR WHOM?</th>
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<td><strong>THINK:</strong> If you had to choose a side, would you say that globalization is a good thing or a bad thing? Why?</td>
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<th>M 4/27</th>
<th>LOOKING FORWARD: FUTURE GLOBAL MEGATRENDS</th>
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**THINK:** Imagine the world in 2030. What economic, political, and social features will fill the global landscape in your vision of the future? Bring to class specific ideas to share.

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<td><strong>W</strong> 4/29</td>
<td><strong>QUIZ 3</strong></td>
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<td><strong>TBD</strong></td>
<td><strong>OPTIONAL CUMMLATIVE FINAL EXAM TO BE SCHEDULED SOMETIME DURING 4/28-5/1</strong></td>
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