



Age of Globalization @GWUGlobal

BADM1004.10 (CRN 54304, Spring 2017 (1/17/17 to 5/1/19)

PLENARY CLASS: Mondays 12:45-3:15PM 1957 E ST NW Room 113

DISCUSSION SECTIONS: All on Wednesdays Section #30 11:10-12:25PM Fungler 209; Section #31 12:45-2:00PM Fungler 209; Section #32 3:45-5:00PM Duques 651; & Section #33 2:20-3:35PM Duques 651

COURSE DESCRIPTION

This required freshman course explores the key developments and tensions in the world regarding the globalization of people, markets, and firms. The first part of the course sets the stage, exploring how nation states, the media, international organizations, multinational enterprises, international non-governmental organizations and transnational social movements affect globalization. The second part of the course examines how globalization impacts people, firms, and nations in different ways, through trade, investment, innovation, entrepreneurship, demographic changes (age structure, migration), and identity. The final part of the course addresses the important question: Is globalization good, bad - and for whom? - and culminates in a mini-conference where students apply what they've learned to current debates and conversations. In this class, students 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 be able to:

- ✓ Define 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 (e.g., World Bank, IMF, etc.) 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;
- ✓ Support and defend arguments for globalization's benefits and detriments for different constituencies (e.g., types of individuals, firms, countries, and/or regions);
- ✓ Enhance students' abilities to read and interpret economic issues, geopolitical analysis, as well as economic and financial data.

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## COURSE TEACHING TEAM

This is a *team-taught* course. Professors Elo and Riddle will be teaching this course but your teaching assistants (TAs) will always serve as the first point of contact.

### *Maria Elo, PhD*

Assistant Professor of International Business

Office: Fungler Hall Room 402 (outside of the International Business Department suite)

Office Hours: by appointment

Email: [melo@email.gwu.edu](mailto:melo@email.gwu.edu)

**Maria Elo** holds a PhD in Economics, Åbo Akademi University, Finland. She is a consultant and a post-doctoral researcher at Turku School of Economics, University of Turku, Finland and a Migration Fellow at the Institute of Migration, Finland. She is the founder and leader of the Diaspora Networks in International Business research platform and the co-founder of the Migration and Diaspora Entrepreneurship Conference. Her research focuses on international business, internationalization processes, business networks, lifecycle, migration, ex- and repatriation, diaspora networks, diaspora entrepreneurship and transnational entrepreneurship. Her work is presented in various conferences and published in books and journals, such as Industrial Marketing Management, International Journal of Manufacturing Technology and Management, American Journal of Entrepreneurship, Journal of Entrepreneurship, Management and Innovation, International Journal of Entrepreneurship and Small Business, Diaspora Studies, Journal of International Entrepreneurship, and Journal of International Management.

### *Liesl Riddle, PhD*

Associate Professor of International Business & International Affairs

Office: Fungler Hall 401F (inside the International Business Department suite)

Office Hours: by appointment

Email: [lriddle@gwu.edu](mailto: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 and has written extensively about migration, diasporas and development; international entrepreneurship; and trade and investment promotion. Dr. Riddle consults on diaspora engagement-related issues for international organizations and government agencies, such as the United Nations, the World Bank, and the US State Department, and US Agency for International Development, as well as for private-sector clients, including Chevron and Western Union. She is an advisor to The Hague Process on Refugees and Migration and a member of the advisory board of Movement Capital, an online platform that facilitates diaspora investment. She was one of the original partners of the [African Diaspora Marketplace](#) a business plan competition established in 2009 by Western Union, USAID, and GW. She is a founding member and co-director of [GW's Diaspora Research Program](#) within GW's Elliott School for International Affairs' Institute for Global Studies and is a faculty advisor for [GW's Center for International Business Education and Research](#) in the area of diaspora investment and entrepreneurship. 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**

### **Samir Hajjat (Assisting Discussion Sections 30 & 31)**

Masters of Science in Finance Candidate

Office: Fungler Hall Suite 401H

In-Office Hours: After Monday class lectures 2:00-3:15 or by appointment

Email: [samirhajjat@gwmail.gwu.edu](mailto:samirhajjat@gwmail.gwu.edu)

### **Maame Akua Minkah (Assisting Discussion Sections 32 & 33)**

Global MBA Candidate

Office: Fungler Hall Suite 401H

In-Office Hours: After Monday class lectures 2:00-3:15 or by appointment

Email: [aminkah@gwmail.gwu.edu](mailto:aminkah@gwmail.gwu.edu)

## **How to Communicate with Course Staff (Faculty and Teaching Assistants)**

A 220+ student class poses logistical challenges, especially when a professor receives 100 emails the night before an exam! We want to answer all of your questions and have the opportunity to get to know all of you, thus our communication policy is meant to assure that you receive feedback in a timely fashion. Here are our policies:

- 1) Office hours are hours devoted to you; you do not need to email anyone ahead of time. Just show up at the appropriate time and place. This is the perfect time to come in and say "hi!" or ask substantive questions about the course material.
- 2) Your teaching assistants are your first point of contact in the course. Your teaching assistant will have office hours immediately following class on Monday. Outside of office hours, if you have a question, email your teaching assistant, and they will provide a response or will direct it to one of the professors.
- 3) We will communicate class announcements via email and post information on Blackboard. We expect that you will regularly check your email and use Blackboard. This is particularly important during the spring semester when we often have inclement weather. We follow GW's official policies, meaning when GW is officially "open," we are having class. When it is closed, class will be cancelled. We will communicate make-up days and what will be covering in subsequent classes via an email and a Blackboard announcement.

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COURSE FORMAT & 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.

Class Materials – Where to Find Them

All assigned preparation materials are MANDATORY (note - they are labeled “required preparation materials” on Blackboard) and should be read/viewed/completed BEFORE coming to each class. Please check Blackboard outline BEFORE coming to class and work through the materials provided. There you will find videos, articles, book chapters, web site links etc. each week. If an article or book chapter does not say “(course packet)” then click on the session folder in Blackboard to gain access to the full-text material. You are expected to prepare some thoughts on these questions before coming to class and should be ready to share in both plenary and discussion days.

Materials on Blackboard labeled “supplementary” are just that – they are optional readings for those of you who want to explore class topics more in-depth. Information in the supplementary materials will not be covered on the quizzes in the course.

Required Materials. The required materials are one book (for purchase), one course packet (for purchase), a participation system we will use in class (purchase one semester access only), and a variety of other materials that will be freely available on Blackboard in the Outline section each week.

(1) One Book [Needed by 1/30 – so get it quickly!]



Sesno, Frank 2017. *Ask More: The Power of Questions to Open Doors, Uncover Solutions, and Spark Change*. NY: AMACOM. Book is available in multiple formats (Kindle, Hardcover, and Audible) on Amazon.com.

(2) One Small Course Packet – We will be using some business cases and other reading material available from Harvard Business Publishing. All of these materials have been compiled into an electronic course packet available for purchase here: <http://cb.hbsp.harvard.edu/cbmp/access/58052002>. If you have trouble accessing this link, call Harvard Business Publishing’s customer service department 24 hours a day, 7 days a week at custerv@hbsp.harvard.edu or (800) 545-7685.

(3) In-Class Participation System (TopHat) – We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course

website: <https://app.tophat.com/buy/subscription/update/748948>

Note: our Course Join Code is **748948**

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

(4) Other Materials: All other required materials for the course are free and are found on Blackboard Outline for each class meeting.

Supplementary Materials. The optional supplementary materials are a class Twitter account, the Financial Times, and a variety of other materials that will be freely available on Blackboard in the Outline section each week.

(1) Twitter @GWUGlobal - We have created a Twitter account to track current events, debates, and conversations about globalization during the semester. You are strongly urged to follow and post to this account - and recommend your friends to follow as well. We are using #GWUGlobal to archive tweets for the course. Class announcements will also be posted on the Twitter account (but will appear on Blackboard as well).

(2) Financial Times online - All GW students have free access to the Financial Times. To sign up for your account, use this link: <https://join.ft.com/217803dc-4c20-4027-9fdd-74fad7760d3c>.

(3) Other Materials: All other supplementary materials for the course are free and are found on Blackboard Outline for each class meeting.

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**COURSE REQUIREMENTS**

|                     | PERCENTAGE OF TOTAL GRADE |
|---------------------|---------------------------|
| Quiz 1              | 20%                       |
| Quiz 2              | 20%                       |
| Quiz 3              | 20%                       |
| Image Assignment #1 | 12%                       |
| Image Assignment #2 | 12%                       |
| Participation       | 16%                       |
| <b>TOTAL</b>        | <b>100%</b>               |

*\*Note there is an optional final in this course. Scores earned on optional final will be used (no matter what the score) to replace the lowest or a missing quiz grade before final grades are calculated for the course. Details below.*

## Quizzes

You will take three (3) required 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 (other than university-sanctioned travel for athletic teams), 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. If you know you are a student athlete and know you will miss a scheduled quiz due to university-sanctioned team travel schedule, make sure the athletics staff notifies the professors and an alternative time to take the exam will be scheduled.

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 multiple choice questions only.

Note that quizzes will test content from BOTH lecture and the required 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.

Please use the session-level learning objectives (found on Blackboard Outline after the words "At the end of this session, students should be able to...") as your study guide for each exam. During the semester, quizzes cover class material from since the last quiz to the next (e.g., they are not cumulative). We strongly encourage you to study for the quizzes in group. One of the teaching assistants will run a review session for the quiz on the Monday before each quiz. These review sessions are optional but strongly encouraged. You are also encouraged to attend teaching assistant office hours or make appointments with the faculty to answer any questions that you have before the quiz.

## Optional Cumulative 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. Students who have taken all three quizzes during the semester should only take the optional final if they feel confident that they could score higher on the final than they did on their lowest quiz

score. All final exam scores count; they will replace the lowest quiz grade – even if the final exam grade is lower than the quiz grade.

*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 exam).

### **Image Assignments**

The image assignments are designed to assess student understanding of globalization actors and impact. This assignment is done at the beginning of the course and again at the end of the course (pre- and post-test assignments).

For both assignments, students must use the Microsoft Word Template available on Blackboard Assignments. Students must find an image – either from the internet or from their own photo collection – that represents the student’s understanding of globalization’s relationship to:

- International organizations,
- The media,
- Nation states,
- Multinational corporations,
- Transnational social movements,
- Trade,
- Investment,
- Innovation,
- Entrepreneurship,
- Population age structure,
- Migration, and
- Identity

In addition to an image for each of the above ideas, students are required to provide three (3) key words to describe each image and a short paragraph (limit=100 words for each) describing how each image illustrates globalization’s relationship to the concept.

When the assignment is completed a second time at the end of the course, students should review class material before completing the assignment again. For the second installment, students should select images that reflect learning from the course and current events that have transpired during the semester. Students may opt to keep the image that they used in the first installment – but they must defend and explain why that image reflects globalization’s relationship to the concept in light of class content and current events. Students also may opt to use a different image as long as they provide an updated description (and if needed, new key words).

Both installments will be graded based on the descriptiveness of the text associated with each image; the link made to globalization's impact on individuals, firms and/or nations in the text associated with each image; the clarity of the argument provided in the text associated with each image; the creative and thoughtfulness expressed by each image and text; and grammar, mechanics and professional writing style employed in the assignment.

We will be using submitted images and text in class lectures and in-class activities.

*Turning In Assignments.* Assignments must be turned in by midnight under the "Assignment" 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.

## **Participation**

Graded class participation activities will begin 2/1. Before class that day, all students must purchase access to TopHat to be able to access the system. Students must bring a CHARGED electronic device to each class. If your battery dies or you forget your device, you will be given a zero for class participation and attendance that day. Students can receive up to three (3) participation zeros before the final participation grade will be affected negatively. If you do not own a single electronic device, please inform the professors by 2/1 so accommodations can be made.

We will ask 3-5 questions in each class using the TopHat system. Even if answers are displayed in class as "anonymous," the system is designed to identify your answer individually. Students have the chance to earn one (1) participation point for every class they participate in 2/1 to 4/26. TopHat scores will be entered into Blackboard shortly after class. Please allow one week for scores from the previous week to appear.

TopHat questions vary in form. Some questions will be based on the day's assigned required preparation materials. Some will be based on lecture material provided that day in class. Others may just query your thoughts or ideas. Questions may be multiple choice, fill-in-the-blank, matching, list, sequence, pick-a-country on a map, or open-ended. TopHat should encourage you to stay engaged and prepared - and should make class discussions more lively!

## *Final In-Class Reflection*

The last class meeting of the course will be an extended session and will be structured like a mini-conference on the topic of globalization. Guest speakers will be invited to share how globalization has affected their organizations, industries, and personal careers. Attendance to the full class session is mandatory. Students have the opportunity to earn up to two (2)

participation points this class. Students missing from this class will automatically receive a zero instead of these two points. At the end of the class session, students will be given a reflection question to answer. Responses will be graded on the basis of how well the student applies course vocabulary and concepts to the material discussed during the mini-conference.

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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>.

Note that exam classrooms will be videotaped to assist in assuring academic integrity in the class.

Grading Disputes

Mistakes in grading are rare but they can happen occasionally. 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

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
- Wait for the all clear before leaving your safe space

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.

DATE	TOPIC	REQUIRED PREPARATION MATERIALS
W 1/18	COURSE OVERVIEW & MAIN THEMES	<p>VIEW: Make sure you have access to Blackboard and explore the class Blackboard site fully. Take time now to read the ENTIRE SYLLABUS carefully.</p> <p>PURCHASE: Required materials (see more information under "Course Materials - Where to Find Them" in this syllabus).</p> <p>READ: "Five Reasons Why Investors are Buckling Up for 2017" https://www.ft.com/content/da5ad420-d36f-11e6-b06b-680c49b4b4c0</p>
<i>PART ONE: SETTING THE STAGE - GLOBALIZATION'S ACTORS</i>		
M 1/23	<p>INTERNATIONAL ORGANIZATIONS PT 1</p> <p>**LONG MONDAY**</p> <p>CLASS MEETS AT 12:45 @WORLD BANK 1818 H Street, NW Washington, DC 20433</p> <p>DRESS CODE: BUSINESS CASUAL OR FORMAL</p> <p>CLASS MEETS UNTIL 3:15!</p>	<p>VIEW: Professor's Voice over Powerpoint (on Blackboard) on globalization</p> <p>READ:</p> <ol style="list-style-type: none"> 1. The International Business Environment, Janet Morrison, 2006, p.266-273 global politics and p.397-405 The international monetary fund and the world bank, <p>SURF:</p> <ol style="list-style-type: none"> 2. Nielson & Tierney, 2003, go through pages 241-272 for an overview 3. For an overview here http://www.worldbank.org/en/about/archives/history/exploring-the-archives, and here http://www.worldbank.org/en/about/archives/featured-exhibit-celebrating-the-IFCs-60th-anniversary
W 1/25	<i>NO CLASS MEETING (CANCELLED DISCUSSION SECTIONS BECAUSE PREVIOUS LONG MONDAY)</i>	
M 1/30	MEDIA	<p>READ:</p> <ol style="list-style-type: none"> 1. Sesno, 2017, Ask more: the power of questions to open doors, uncover solutions, and spark change, Chapters 1- 3 (pp 1 - 42) and Chapters 6-9 (pp 77-148), 2. Global marketing, Svend Hollesen, Chapter 17, p.632-635 and p.660-671 <p>SURF:</p> <ol style="list-style-type: none"> 3. https://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news?language=en
W	MEDIA	FINISH ASSIGNMENT: IMAGE 1 ASSIGNMENT - DUE BEFORE CLASS 2/1

2/1		<p>READ: 1. Global Marketing, Svend Hollense, p.548-552 Danish Klassik</p> <p>SURF: 2. Materials 2-6 https://www.theguardian.com/news/blog/2006/feb/09/boycott 3. http://www.refinery29.com/2015/11/96763/turkey-women-domestic-violence-soap-opera-coverage 4. http://www.pri.org/stories/2016-12-22/germany-finds-itself-center-cyberstorm 5. https://www.washingtonpost.com/world/europe/in-macedonias-fake-news-hub-teen-shows-ap-how-its-done/2016/12/02/98bce38e-b88d-11e6-939c-91749443c5e5_story.html?utm_term=.4d62327c7e9c</p>
M 2/6	INTERNATIONAL ORGANIZATIONS PT 2	<p>READ: 1. Tengblat & Ohlsson, 2010, The framing of corporate social responsibility and the globalization of national business systems: a longitudinal case study, read through pages 654-666 for an overview, 2. "Who is the WTO" here: https://www.wto.org/english/thewto_e/thewto_e.htm</p> <p>VIEW: UN Sustainable development goals here: https://www.youtube.com/watch?v=89tInECFdQ4</p> <p>SURF: 3. https://blog-imfdirect.imf.org/2016/12/12/the-imf-is-not-asking-greece-for-more-austerity/ 4. https://blog-imfdirect.imf.org/2017/01/12/roads-to-stronger-growth-in-low-income-countries/ 5. https://sustainabledevelopment.un.org/?menu=1300</p> <p>READ: 6. Read for an overview The EU and the IMF, p. 4-19</p>
W 2/8	INTERNATIONAL ORGANIZATIONS PT 3	<p>READ: 1. Pagoulatos, 2014, State-driven in boom and in bust, structural limitations of financial power in Greece, read pages 452-470, 2. Stavridou 2016, The financial sphere and its risks, the case of Greece: Is Greece a tragedy without catharsis? Go through slides 45-79</p>
M 2/13	MULTINATIONAL ENTERPRISES PT 1	<p>READ: 1. The International Business Environment, Global and local marketplaces in a changing world, Janet Morrison (2006) Chapter 5, The global economy and globalization processes, p.137-165, for this lesson, read the pages 152-166 carefully, 2. Dicken, Global shift, 2013, p. 110-129 and 158-166, 3. Ghoshal & Bartlett (1990) The multinational corporation as an interorganizational network, go over pages 603-622 to understand the idea of network and power</p>
W	MULTINATIONAL	<p>READ: 1. Bonaglia et al. (2007) Accelerated internationalization by emerging markets' multinationals: the case of</p>

2/15	ENTERPRISES PT 2	<p>the white goods sector, read pages 369-381, 2. Perlmutter (2001) The tortuous evolution of the multinational corporation, read pages 9-18,</p> <p>VIEW: 2. watch Bosch history, esp. section 6, http://www.bosch.com/en/com/bosch_group/history/theme_specials/robert_bosch/robert_bosch_film_langfilm.html</p> <p>SURF: http://www.intellinews.com/panasonic-considers-takeover-of-slovenian-white-goods-producer-gorenje-102844/ http://money.cnn.com/2017/01/09/investing/mcdonalds-china-business-citic-carlyle/index.html</p>
M 2/20	<i>NO CLASS MEETING (PRESIDENT'S DAY HOLIDAY)</i>	
W 2/22 - QUIZ 1		
M 2/27	INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS & TRANSNATIONAL SOCIAL MOVEMENTS PT 1	<p>READ: 1. Cavusgil, Knight, Riesenberger (2013) p.68-73, 2. Global Marketing, Svend Hollesen (2017)p.238-247,</p> <p>SURF: 3. https://www.ft.com/content/20d291f8-d87b-11e6-944b-e7eb37a6aa8e?myftTopics=ODliN2i3MTQtZjk1Ny00ZDBiLTkxYzItYzg4MDY4Y2UwNzlk-VG9waWNz#myft:my-news:grid 4. Clark (1995) Non-governmental organizations, go through pages 507-525, 5. http://www.thedawn-news.org/2016/01/07/social-movements-in-africa/, 6. https://www.youtube.com/watch?v=OJOIMT3QS6Q</p>
W 3/1	INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS & TRANSNATIONAL SOCIAL MOVEMENTS PT 2	<p>VIEW: 1. http://www.wallenberg.org/en, watch the film over the foundation</p> <p>READ: 2. Sustainability at ZF 2015 read p.5 and 27 3. Edinburgh Group, Growing the global economy through SMEs, read p.1-44, especially the cases.</p> <p>SURF: 4. https://www.ft.com/content/a2a42bee-d8c9-11e6-944b-e7eb37a6aa8e</p>

		<p>5. http://www.ethicalconsumer.org/commentanalysis/corporatewatch/mets%C3%A4hallitus.aspx</p> <p>6. http://www.zf.com/corporate/en_de/company/sustainability/values_1/social_responsibility/zf_help_s_2/zf_hilft.html</p>
M 3/6	NATION STATES PT 1	<p>READ:</p> <ol style="list-style-type: none"> 1. The International Business Environment, Global and local marketplaces in a changing world, Janet Morrison (2006) pages 448-454 The international business environment 2. Cavusgil et al. (2013) A Framework for International Business, Chapter 7, Emerging markets, developing economies, and advanced economies, p. 123-135 <p>SURF:</p> <ol style="list-style-type: none"> 3. http://foreignpolicy.com/2016/10/17/britain-is-becoming-an-emerging-market-brexit-europe-united-kingdom-article-50-currency/emerging_market 4. http://www.investopedia.com/articles/03/073003.asp
W 3/8	NATION STATES PT 2	<p>READ:</p> <ol style="list-style-type: none"> 1. Dörr & Kessel, 1999, Restructuring via internationalization, the auto industry's direct investment projects in Eastern Central Europe, p.1-25 <p>SURF:</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=v8ypkd-cjYw 2. http://www.dw.com/en/the-most-powerful-man-in-poland/a-36151767
<i>3/13 & 3/15 NO CLASS MEETING SPRING BREAK</i>		
PART TWO: GLOBALIZATION'S CONSEQUENCES FOR PEOPLE, FIRMS & NATIONS		
M 3/20	<p>TRADE & INVESTMENT PT 1</p> <p>**LONG MONDAY**</p> <p>FILM & BLUE RIBBON PANEL DISCUSSION</p>	<p>VIEW:</p> <ol style="list-style-type: none"> 1. Ian Bremmer's Time Magazine video http://time.com/4342247/trans-pacific-partnership-obama-asia-trip/ <p>WEB VISIT:</p> <ol style="list-style-type: none"> 2. Fully explore the US Trade Representative's TPP website: https://ustr.gov/tpp/#what-is-tpp

	CLASS MEETS UNTIL 3:15!	READ: 3. http://foreignpolicy.com/2016/11/07/donald-trumps-peace-through-strength-vision-for-the-asia-pacific/ 4. http://www.vox.com/2016/12/21/14044376/trump-navarro-ross
W 3/22	NO CLASS MEETING (DUE TO PREVIOUS LONG MONDAY)	
M 3/27	TRADE & INVESTMENT PT 2	READ: 1. "Government Intervention and Regional Economic Integration" Pp. 168-192 in Cavusgil et al. INTERNATIONAL BUSINESS: NEW REALITIES (NY: Pearson, 2017). VIEW: 2. http://www.voanews.com/a/explainer-brexit-eu/3316878.html LISTEN: 3. "Is Globalization to Blame for BREXIT?" podcast available on the Foreign Policy website http://foreignpolicy.com/2016/07/04/is-globalization-to-blame-for-brexit/
W 3/29 - QUIZ 2		
M 4/3	INNOVATION & ENTREPRENEURSHIP PT 1	READ: 1. "Developing New Products in Emerging Markets" HBR article Srivardhini K. Jha et al. 2016 57(3). <i>Available in the course packet.</i> 2. http://theconversation.com/when-globalisation-meets-entrepreneurship-it-can-be-a-force-for-good-64415 3. "Local R&D Won't Help You Go Global" HBR article TJ Hannigan, Ram Mudambi, June 2015 – <i>Available in the course packet.</i> LISTEN: 4. NPR's Morning Edition segment, "Are Big Cities Still a Primary Engine for Scientific Innovation?" http://www.npr.org/2015/10/07/446499494/are-big-cities-still-a-primary-engine-for-scientific-innovation
W 4/5	INNNOVATION & ENTREPRENEURSHIP PT 2	VIEW: 1. https://youtu.be/tauV48IEcgc PREPARE MULTI-MEDIA CASE: An Entrepreneur's Journey: Simi Nwogugu, by John A. Davis; Shirley M. Spence, 2009. <i>Available in the course packet.</i>

<p>M 4/10</p>	<p>DEMOGRAPHICS: AGE STRUCTURE PT 1</p>	<p>READ:</p> <ol style="list-style-type: none"> The list of demographic terms available on this quizlet website: https://quizlet.com/16740609/demographic-key-terms-flash-cards/ Note that you can click "flashcards" in the upper left-hand corner under the word "Study" and the website will turn the list into digital flashcards so you can test your understanding of each term. Chand, Masud and Rosalie Tung. 2016. "The Aging Population and Its Effects on Business" Rotman Management, Pp. 1-5. <p>VIEW:</p> <ol style="list-style-type: none"> Economist daily video chart "The End of the Population Pyramid" available here: http://www.economist.com/blogs/graphicdetail/2014/11/daily-chart-10
<p>W 4/12</p>	<p>DEMOGRAPHICS: AGE STRUCTURE PT 2</p>	<p>PREPARE CASE: Shoppers Stop - Targeting the Young, Ivey Business Case #909A11. <i>Available in course packet</i> (1) Is there a business opportunity in the youth segment? (2) What should Shoppers Stop do if it were to seize the opportunity? (3) Is a change in strategy required now or will tweaking the current strategy do?</p>
<p>M 4/17</p>	<p>DEMOGRAPHICS: MIGRATION PT 1</p>	<p>READ:</p> <ol style="list-style-type: none"> Webb, Alex. 2014. "Losing One Million Scientists, Germany Turns to Migrants" available here http://www.bloomberg.com/news/2014-06-10/germany-needs-big-brains-to-navigate-demographic-cliff.html. "Migrant Crisis: Migration to Europe Explained in Seven Charts" http://www.bbc.com/news/world-europe-34131911 What's In It for Business Study Highlights http://thehagueprocess.org/wordpress/wp-content/uploads/2016/02/ROI-Study-Highlights1.pdf <p>VIEW:</p> <ol style="list-style-type: none"> "Migrant Crisis: the Facts" here https://www.youtube.com/watch?v=7YAOUzq4gB8. "16 American Companies Founded by Immigrants" available here: http://www.huffingtonpost.com/2013/04/22/american-companies-founded-by-immigrants_n_3116172.html. <p>SURF:</p>

		6. Go to the International Migration Organization's interactive website "World Migration here: https://www.iom.int/world-migration . First click on inward migration and select the United States. Where are US migrants from? Then click on outward migration and select the United States. Where are American emigrating to around 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.
W 4/19	DEMOGRAPHICS: MIGRATION PT 2	PREPARE CASE: "Upwardly Global: Building a Model for Assisting Immigrant Professionals," Kennedy School of Government Case #HKS351. Available in course packet (1) Why did Jane Lew, "UpGlo" founder, reach the conclusion that both government-funded and private-sector job placement firms were failing immigrants? (2) What are the key elements of her business model? Do you think it will be successful? Why or why not?
M 4/24	IDENTITY	<p>READ:</p> <ol style="list-style-type: none"> 1. Diaspora Engagement and the Sustainable Development Goals - IOM Working Paper 2. Global Gender Gap Report 2016. Geneva, Switzerland: World Economic Forum, Pp. 3-17. Available at http://reports.weforum.org/global-gender-gap-report-2016/ 3. "2016's Political Upsets Were Fueled by Identity, Not Populism" http://www.chinapost.com.tw/commentary/china-post/special-2016/12/11/486383/p1/2016's-political.htm <p>VIEW:</p> <ol style="list-style-type: none"> 4. "Radical Women, Embracing Tradition" TEDIndia Talk by Kavita Ramdas https://www.ted.com/talks/kavita_ramdas_radical_women_embracing_tradition 5. "The World's English Mania" TED2009 Video https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania/transcript?language=en <p>SURF:</p> <p>Surf Part II of the Global Gender Gap Report and check out a couple of the country profiles that interest you. Available at http://reports.weforum.org/global-gender-gap-report-2016/</p>

W 4/26 - QUIZ 3

PART THREE: PUTTING IT ALL TOGETHER

<p>M 5/1</p>	<p>GLOBALIZATION: GOOD? BAD? FOR WHOM?</p> <p>MINI-CONFERENCE (IN CLASS)</p> <p><i>*Guest Speakers. THIS WILL BE A LONG DAY (12:45-3:15).</i></p> <p>ATTENDANCE IS MANDATORY. AN IN- CLASS REFLECTION QUESTION WILL BE GIVEN AT THE END OF CLASS.</p>	<p>FINISH ASSIGNMENT: IMAGE 2 ASSIGNMENT - DUE BEFORE CLASS 5/1</p> <p>READ: (1) "Globalization: The Good, Bad and the Uncertain" available here: http://www.theglobalist.com/globalization-the-good-the-bad-and-the-uncertain/</p> <p>VIEW: "Actually the World Isn't Flat" TED talk available here: https://www.ted.com/talks/pankaj_ghemawat_actually_the_world_isn_t_flat/transcript?language=en.</p>
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TBD

***OPTIONAL CUMMLATIVE FINAL EXAM TO BE SCHEDULED SOMETIME
DURING 5/8-5/16***