



Hello Mean Green! Welcome to Spring 2026 Critical Issues in Global Economics Senior Seminar!

Course Information

INST 4852 (Section 002) Critical Issues in Global Economics Senior Seminar

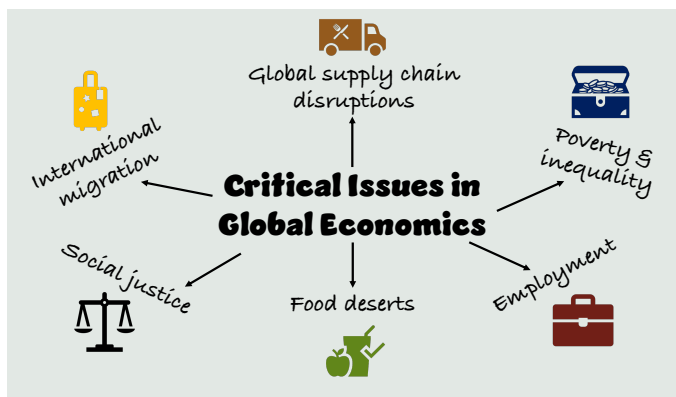
Semester/Term: Spring 2026

Credit Hours: 3

Instruction Mode: Face to face

Meeting Days/Time/Location: TUES & THURS/9:00 am – 10:20 am/Art 226

Course Instructor Information



Instructor: Dr. Sing Hui Lee

Office: Wooten Hall 153

Email: Singhui.Lee@unt.edu

Office Hours: WED, 11:00 am – 12:30 pm (or by appointment)

Course Description

Disruption in global supply chains. Increasing global unemployment. Global recession. The persistence of poverty and inequality. Inflation. Climate change. Inefficiency in utilizing resources. Geopolitical tensions disrupting global trade. Regions where communities lack access to affordable healthy and nutritious food. Demographic change. These are some of the pressing economic issues and concerns challenging our world today. This seminar is designed as a capstone experience to translate theoretical understanding into actionable insights and professional deliverables, equipping graduating seniors with the analytical and communication skills essential for entry into the global workforce and graduate studies. Through interactive class discussions, case studies, simulations, and policy analysis, learners will develop critical thinking and analytical skills to comprehend global economic events and navigate the evolving global economy. Let us enhance our understanding of the interconnected forces shaping our economic landscape together!

Course Learning Outcomes and Objectives

- Foster a better understanding of contemporary international economic issues and international business. *(Key transferable skill: international awareness)*
- Develop the ability to critically evaluate information and sources on global economy and business and learn to identify problems and challenges of international economy and business. *(Key transferable skill: Analytical thinking and critical thinking)*

- Develop and build the skills to deliver and present information using appropriate digital tools. *(Key transferable skill: Digital skills)*
- Effectively develop, articulate, and explain various perspectives and pragmatic, policy-ready recommendations regarding current and emerging global economic issues, preparing for professional discourse. *(Key transferable skill: Communication and writing skills)*
- Appreciate, accept, and value diverse perspectives from members of the learning community. *(Key transferable skill: Respect for plurality of ideas)*
- Learn how to effectively use the knowledge and skills gained to becoming thoughtful and ethically responsible citizens making meaningful contributions to society. *(Key transferable skill: Citizenship engagement)*

Course Readings and Materials

Recommended Textbook:

- Title: Global Economic Issues and Policies
- Author: Joseph P. Daniels and David D. VanHoose
- Publisher: Routledge
- Year Published: 2017
- Edition: 4th
- ISBN-13: 978-1138244177

Supplementary Course Materials:

- Additional course materials will be available electronically to learners on Canvas.

There are no required textbooks for this seminar. All materials will be available electronically through Canvas or as handouts in class. I understand that textbook costs can be a burden, so I have made it a priority to keep my courses free from textbook expenses.

Course Requirements

The course's biweekly meetings will combine lectures, seminars, class discussions, and a major group project. Throughout the course, learners will complete several course assessments. Learners are also required to actively engage in class discussions and be familiar with the assigned readings and current global economic issues and concerns.

Communication and Announcements

- Please use your **UNT email account** to contact the instructor and to schedule appointments.
- I will try to respond to your emails at my earliest convenience. If you have not received a reply from me after one day, please email me again. I appreciate your patience and understanding.
- Check your UNT email account regularly for course and/or class announcements.
- Set your Canvas notifications to stay current with course and/or class announcements.
- You are welcome to come by my office during office hours or email me to schedule a time that works best for you.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: [Student Guide to Canvas](#).

Course Assessments and Grading

Grading	Course Requirements	Summary Description
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15%	Class and Course participation (individual)	Be an active member of the learning community. Engage in class dialogues, activities, and in-class group work. <i>(Please see below for further details)</i>
35%	My Future-Proof Blueprint (individual)	Learners will work on a career-building project, involving market research, self-assessment, and micro-credentialing. <i>(Please see below for further details)</i>
15%	“Insight Spotlight On” (ISO) (group)	Learners will work on either a book chapter, articles, case study, or current global economic concern and present it to the class. <i>(Please see below for further details)</i>
35%	Navigating the Global Economic Maze (final term group project)	Learners work in teams on a chosen global economic challenge project. <i>(Please see below for further details)</i>

Course Assignments

Class and Course Participation (15%)

Throughout the semester, learners will be **expected and required** to attend every class meeting and be **actively engaged** in class as a member of the learning community for this course. Please come to class on time and be fully prepared by completing the assigned readings beforehand, raising well thought-out questions during class, and actively and positively engaging in community dialogues (class discussions) and activities. **By fulfilling these goals, we can create a lively and positive learning environment, including building a community of learners together.**

My Future-Proof Blueprint (35%)

In a rapidly evolving global economy increasingly defined by generative AI and portfolio careers, simply having a degree is no longer enough. The purpose of this assignment is to help learners to use economic research methods to identify what the job market demands, audit their current value, and create a roadmap to ensure learners are “future-proof” by the time they graduate.

Phase	Component	Requirement	Due Date
1	Market research & frequency analysis	Identify 5 real-world job postings & create a spreadsheet of every skill mentioned in the job postings.	FEBRUARY 8 th
2	Self-assessment & economic impact	Conduct a personal audit and research your “market value.”	MARCH 1 st
3	Strategic action plan	Build your roadmap to professional growth.	MARCH 15 th
4	Micro-credentials & branding	Complete ONE free online course or certification that addresses your #1 skill gap or any skill gap.	APRIL 12 th
5	Lightning talk	Present your findings to the class.	APRIL 16 th , 21 st , 23 rd

****For a comprehensive overview of “My Future-Proof Blueprint” assignment, including detailed descriptions, requirements, due dates, and rubric please refer to the separate class handout. These materials will also be available electronically on Canvas.***

“Insight Spotlight On” (15%)

This assignment requires learners to delve deeply into one module's assigned materials or a major current global economic concern or change. Your goal is to function as a professional economic analyst, translating complex ideas into clear, actionable information for a target audience (for example, a CEO, a government minister, or an NGO director).

Assignment Components and Weighting

Component	Weight
Class discussion leadership	10%
Reading summary	5%
Total	15%

- ***Class Discussion Leadership (10%)***

- Preparations: Prepare 3-4 challenging debate or scenario questions to guide the class dialogue. These questions should move beyond simple comprehension and inspire the class to grapple with policy trade-offs, ethical dilemmas, or future implications. For example:
 - *Given “X” material(s), should country “Y” prioritize Policy 1 or Policy 2, and why?*
 - *What does this matter?*
 - *What should the policy response be?*
- Duration: 40 minutes
- Assessment criteria: The discussion will be assessed on the extent to which learners:
 - *Cover the required contents for the chosen ISO module.*
 - *Include an interactive element (for example, case study, role-play scenario, simulation, etc.)*
 - *Demonstrate the ability to lead a discussion well, engaging the class in a meaningful and interactive dialogue.*

- ***Reading Summary (5%)***

- Content: Write a concise 2-page summary of the assigned materials (articles and/or videos).
 - *Synthesize the core arguments, identifying common themes or conflicting perspectives across the assigned materials.*
- Purpose: The summary will be shared electronically with the class to help the learning community prepare for your class discussion.
- Due date: Submit the reading summary and discussion questions to Canvas **ONE week before the assigned ISO module.**
 - *For example, if your chosen ISO is on March 19th, please submit the reading summary and discussion questions to Canvas by March 12th, 11:59 pm.*

Submission and late policy

- 1) Assignments submitted after the published due date and time will incur the following penalty.
 - 1 day late: -10%
 - 2-3 days late: -20%
 - 4-7 days late: -30%
 - More than 1 week late: -50%

Refer to the sections on **Submission of Assignments** and **Make-up Coursework or Late Work Submission** below for more information.

**For a comprehensive overview of the ISO assignment, including detailed descriptions, requirements, due dates, and rubric please refer to the separate class handout. These materials will also be available electronically on Canvas.*

Navigating the Global Economic Maze (35%)

The final term group project is your capstone opportunity to apply the seminar's core concepts to a major real-world economic challenge. Your team will function as a high-level consulting or policy group, researching a chosen issue, developing an innovative solution, and presenting your findings.

1) Team formation and project focus

- Team size: 3-5 students
- Project selection: Select ONE of the following project themes:
 - *Industry disruption analysis*
 - *Market entry strategy*
 - *Policy impact assessments*
- Project objective: Develop teamwork, research, critical thinking, and communication skills through practical project management experience.

2) Deliverables and evaluation

Your team will be evaluated on the quality of your research, the feasibility of your solutions, and the professionalism of your presentation and written report.

Component	Weight
Written report	15%
Professional presentation	10%
Team collaboration	10%
Total	35%

Written Report

- Length: 6-10 pages
- **Due Date: May 3rd, at 11:59 pm on Canvas**
- Required sections: The report will include (but is not limited to):
 - *Executive summary*
 - *Clear purpose of the project*
 - *Root causes of the global economic issue(s), concern(s), or challenge(s)*
 - *Global economic opportunities*
 - *Proposed strategies, solution(s), policies, or innovation*
 - *Potential impact of proposed strategies, solution(s), policies, or innovation*
 - *Value of the project to the target audience*
 - *AI integration and ethical analysis*
 - A short section detailing how AI or machine learning tools could be leveraged to scale, implement, or refine your proposed solution.
 - Discuss the ethical, labor, and societal risks associated with integrating this AI-driven approach.

Executive Summary

- Requirement: One-page document summarizing the core problem, your key findings, and your policy recommendations. This is a critical professional skill designed for decision-makers with limited time.
- The executive summary will be distributed to the class on the day of the class presentation.

Professional Presentation

- **Date: April 28th, Tuesday**
- Requirement: Develop a clear, well-structured presentation of your findings and proposals. Prepare to discuss alternative viewpoints with the class.
- Evaluation: Clarity, effectiveness, and audience engagement.

Team Collaboration

- Evaluation: Assess how effectively team members worked together and communicated in the planning and execution of the project.

3) Draft submissions

Draft	Content Focus	Due Date (11:59pm, Canvas)
1 st draft plan	Project proposal, team roles, and root cause analysis	FEBRUARY 22 nd
2 nd draft plan	Literature review, proposed solution, and methodology	MARCH 8 th
3 rd draft plan	Suggested revisions from the 1 st and 2 nd drafts (including the AI integration and ethical analysis section)	APRIL 5 th
Final draft plan	Final report with all revisions	APRIL 19 th

4) Submission and late policy

Assignments submitted after the published due date and time will incur the following penalty.

- 1 day late: -10%
- 2-3 days late: -20%
- 4-7 days late: -30%
- More than 1 week late: -50%

Refer to the sections on **Submission of Assignments** and **Make-up Coursework or Late Work Submission** below for more information.

**For a comprehensive overview of the project, including detailed descriptions, requirements, and assessment criteria, please refer to the separate class handout. These materials will also be available electronically on Canvas.*

Communication and Announcements

- Please use your **UNT email account** to contact the instructor and to schedule appointments.
- I will try to respond to your emails at my earliest convenience. If you have not received a reply from me after one day, please email me again. I appreciate your patience and understanding.
- Check your UNT email account regularly for course and/or class announcements.
- Set your Canvas notifications to stay current with course and/or class announcements.
- You are welcome to come by my office during office hours or email me to schedule a time that works best for you.

- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: [Student Guide to Canvas](#).

Submission of Assignments

Please submit **ALL written assignments** on Canvas by their respective due dates. (**please see the course schedule section and the separate class handout for the exact due dates.*)

Late submission policy:

- 1 day late: -10%
- 2-3 days late: -20%
- 4-7 days late: -30%
- More than 1 week late: -50%

Written Assignment Format

Please include the following format for **ALL written assignments**:

- Microsoft Word document or pdf format
- Font size 12 point
- Font type/style: Times New Roman, Arial, or Calibri
- Double-spaced
- Align left or justify



Grading Scheme for University of North Texas

Grade	Scoring
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

Support and Planning

One of my main goals is to support you in being successful. If you are a parenting student, are caring for elders or other family members, are dealing with serious physical or mental health issues, are working several jobs, or have other extenuating circumstances that are likely to impact your participation, performance, and attendance in class, **PLEASE feel comfortable to discuss this with me. I will not see it as asking for favors and will not see it as complaining.** I can support you best if I know your situation and circumstances beforehand.

If a problem or emergency arises that prevents you from attending an exam, completing an online quiz, submitting a written assignment, or attending class, **please contact the course instructor immediately or at your earliest convenience.**

I hope to support you and work together with you in advance on any alternative arrangements you may need, rather than finding out after the fact that you needed them. I understand that some learners may have complications. I hope we can address and resolve the complication(s) together. **All information will be held in strict confidence.**

Course Policy on AI Tools

1) Use of AI Tools

In this course, AI tools (e.g., ChatGPT, Gemini, Claude, Perplexity AI, DALL-E) are permitted to complete all course assignments to align with the course learning objective of developing effective and responsible AI usage skills. When using AI tools to complete your assignments, follow the citation guidelines in the “AI Citation Guidelines” section and refer to the university policies on [academic honesty](#) (PDF). To ensure accountability in using AI tools in your assignments, provide a brief explanation of how you used AI, as outlined in the “Reflection on AI Learning” section. This course will not use AI detection tools to check your assignments, as they are [not reliable and does not have a solid track record](#). However, failure to cite AI use or provide the required explanation will be considered as violation of academic integrity and subject to review ([see the “Review” section below](#)).

2) AI Citation Guidelines

When citing AI-generated contents in your assignments, please use either the APA citation style or the MLA citation style.

APA Citation Style

- *In-text citation*: (Creator of AI tool, year)
 - Example: if using ChatGPT, cite it as (OpenAI, 2025)
- *Reference list*: AI tool creator. (year). *AI tool name in italics* (Month and day) [Large language model]. URL for the AI tool with link
 - Example: if using ChatGPT, cite it as:
 - OpenAI. (2025). *ChatGPT* (Feb 28 version) [Large language model]. <http://chat.openai.com/>

MLA Citation Style

- *General format for AI works cited*:
 - Brief description of work done by the AI tool. *Name of AI tool in italics*, Version if known, name of the company, date the AI-content was generated, URL to the general cite of the AI tool or specific content if available.
 - Example:
 - Instructions for making Korean Japchae. *ChatGPT*, OpenAI, 5 Feb. 2025, <https://chatgpt.com/share/67a37e7c-6594-8000-ae5e-65d1a0774a0d>.

Please refer to the APA AI citation style ([APA Citation Format for ChatGPT](#)) or the MLA AI citation style ([Cite Generative AI in MLA Style](#) or [MLA Citations for AI-Generated Content](#)) for guidance and more information on how to properly cite AI use in your assignments. You may also refer to examples on how to cite AI use in your assignments by referring to the additional resources provided below.

Additional resources on how to cite AI-generated contents:

- [Purdue University](#)
- [University of Maryland](#)
- [University of Wisconsin Whitewater](#)

3) Reflection on AI Learning

If you are using AI tools to assist with your assignments, please include an “AI usage disclosure statement” to ensure academic integrity and transparency. Please include the following disclosure statement at the end of your work:

“I used (name of AI tool) to assist/help with (list the tasks that you used the AI tool for). I reviewed, modified, and verified my final work to ensure academic integrity, originality, and accuracy.”

Examples of tasks that you might seek assistance from an AI tool could include, but not limited to:

- Brainstorming ideas
- Generating outlines (essay, research papers, etc.)
- Proofreading
- Searching for information
- Summarizing text(s)
- Rewriting text(s)
- Translation
- Defining words
- Explaining idea(s), concept(s), theories, etc.
- Creating an image

Please disclose any AI-generated assistance you have used in your assignments. If you are not sure about how to use the AI tools, please visit me during office hours or schedule a meeting. I am happy to discuss it with you and guide you.

4) Review

AI can be a valuable tool in our learning journey, and transparency is essential in our learning process. I understand that navigating the use of AI tools in academic work can be challenging. My goal is to support you in using these AI tools responsibly and ethically. If you use AI tools in your assignments, please cite them and provide the required disclosure and explanation. This fosters trust, academic integrity, and a supportive academic environment. Additionally, it helps me to better understand your learning process and provide better feedback.

If a student's work demonstrates the use of AI tools without proper citation or the misuse of AI tools that compromises academic integrity, the assignment may be subject to review. In such cases, I will reach out to the student for a conversation, and we can work on the best way to demonstrate the student's understanding of using AI -generated contents properly. The student may be required to revise the assignment (either entirely or in specific areas) or complete an alternative assignment.

If you have any questions or concerns, I am happy to discuss them with you.

Academic Integrity Policy

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

Students may access and read more about The University's Student Academic Integrity at [Student Academic Integrity](#).

Student Attendance and Authorized Absences

Please arrive at class on time. As the course is built around interaction and dialogue, attendance is critical. The University of North Texas recognizes that student success is promoted by regular

attendance and participation in class. When you miss classes, your grades will be affected. An absence is excused when due to serious illness, religious observance, participation in University of North Texas activities at the request of University of North Texas authorities, or compelling/extenuating circumstances beyond your control. When you miss class, please take note that it is your responsibility to arrange to make up the day's work. Please approach the instructor about your absence and inquire about ways of making it up. Students may access and read more about The University's Student Attendance and Authorized Absences at [Student Authorized Absences](#).

Attendance penalty structure

- 1) Allowed absences
 - Students are permitted **2 unexcused** absences without a grade penalty.
 - Each additional unexcused absence will result in a 1.5% reduction of the total class and course participation grade (15%).
- 2) Calculation
 - 3rd unexcused absence: -1.5% from the participation grade.
 - 4th unexcused absence: -3% from participation grade.
 - 5th unexcused absence: -4.5% from participation grade.
- 3) Maximum penalty
 - Maximum penalty is 7.5% of the participation grade.
 - Students with more than 5 unexcused absences will receive 0% for course participation.
- 4) Excused absences
 - Documented medical, emergency, or official academic reasons will not count toward the penalty.
 - Authorized absences by The University of North Texas (access The University's Student Attendance and Authorized Absences at [Student Authorized Absences](#)).
 - Students must provide official documentation within **ONE week** of the absence.

Make-up Coursework or Late Work Submission

Only students with University-excused absences are able to submit make-up or late work unless you have communicated to the instructor of your extenuating circumstances, and we have arranged an extension for the assignment's due date. Please communicate with the instructor as soon as possible if you anticipate or think that you may not be able to meet the coursework's due dates. **The maximum extension would be ONE WEEK after the initial due date.** Any assignment submitted **AFTER** the one-week extension will receive a **partial grade**.

Assignments submitted after the deadline will be subject to the following policy:

1. **Late submission policy:**
 - 1 day late: -10%
 - 2-3 days late: -20%
 - 4-7 days late: -30%
 - More than 1 week late: -50%
2. Exceptions:

- **University-excused absences:** If you have a university-excused absence, please provide official documentation within **48 hours** of the missed deadline. Refer to the UNT policy on the [university-excused absences](#) (PDF).
- **Pre-Arranged Extension:** If you anticipate an inability to meet a deadline due to extenuating circumstances, please **contact the course instructor as soon as possible** to discuss a potential extension.
- **Extension Limit:** The maximum extension granted is **one week** from the initial due date. After the extension, submissions of assignments will be subject to the “Late Submission policy”.

Emergency Notification and Procedures

UNT uses a system called **Eagle Alert** to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. Therefore, the academic calendar is subject to change.

Students may access and read more about The University’s Emergency Notifications and Procedures at [UNT Emergency Notifications and Procedures](#).

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the [UNT Student Code of Conduct](#).

Withdrawal Policy

The Dean of Students Office is committed to helping you if you should ever intend to withdraw from a semester (drop ALL courses). If you wish to withdraw you must **do so in person at the Dean of Students Office (Sage Hall 110) during office hours**. This is a “one stop shop” for the withdrawal process. Students may only withdraw from the first day of class until the official last day to withdraw as indicated in the academic calendar for [Spring 2026 Academic Calendar](#).

You must visit the [Dean of Students Office](#) to obtain the official University Withdrawal Form and meet with a staff member. The meeting will ensure you are informed of any obligations you may have with the University or items you may need to fulfill upon returning to UNT. Students will also receive Financial Aid Exit counseling (as applicable). This will allow UNT to better understand the reasons why students leave in order to improve our University and its services. Students may access and find more information regarding withdrawal [here](#).

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course

work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year.

Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. For additional information, students may access the [UNT Policy 04.008 Records Management and Retention](#).

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <https://deanofstudents.unt.edu>, or by calling the Dean of Students' office at 940-565-2648. They are here to help.

Non-Discrimination Policy

The University of North Texas prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The university takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Equal Opportunity and Title IX coordinates and monitors the University's compliance with the requirements of federal and state non-discrimination laws. Direct questions or concerns to Equal Opportunity and Title IX at 940-565-2759, TTY access: 940-369-8652 or 800-735-2989. You may contact Equal Opportunity and Title IX by email at oeo@unt.edu.

ADA/ODA Accommodation Policy

The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines.

Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of

accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940-565-4323.

SPOT Evaluation

The Student Perspective of Teaching (SPOT) is a requirement for all organized classes at UNT. This survey, which will be available to students sometime during weeks 13, 14, and 15 of the long semesters, provides students with the opportunity to evaluate the course and comment on how this class is taught.

Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Your feedback and comments are very important to the continued success of this course and in improving my teaching skills. I value your feedback greatly. Thank you.

Helpful Resources

1) UNT Learning Center

The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer free of charge a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>.

2) UNT Writing Lab

Another AWESOME resource available to students is the UNT Writing Lab. Need a refresher course in academic writing or some quick links for your next paper: <https://writingcenter.unt.edu/resources>. On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops>. Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>.

3) Technical Assistance

If you experience technical difficulties with Canvas or other technology issues, you may contact the UNT Student IT HelpDesk through any of the following methods:

- a) Student help desk website: <https://aits.unt.edu/support>
- b) Email: helpdesk@unt.edu
- c) Phone: 940-565-2324
- d) Walk-in: Sage Hall, Room 330 (walk-in hours: Monday-Friday, 8am – 5pm)
- e) Support hours:
 - i. Monday-Thursday, 8am – 9pm
 - ii. Friday, 8am – 5pm
 - iii. Saturday-Sunday, 11am – 3pm

4) Veteran Students

For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization, and a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>.

5) Life happens!

If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. <http://deanofstudents.unt.edu/resources>.

6) Basic Needs

You can't learn if you're hungry: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support 940-565-2648. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. You are not alone; we are here to help.

7) The UNT Food Pantry

Any current UNT student in need can visit the **Food Pantry 10am-7pm Monday-Thursday and 10am-5pm on Fridays during the long semesters**. Student can get in through the front door of Crumley Hall, or through the back near the docks. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the **Discovery Park in Room A160 next to the College of Engineering- Office of the Dean, which is open Mon-Fri 8am-5pm**. There is also a Food Pantry located at **UNT's New College at Frisco**, which can be accessed by visiting the information desk.

Syllabus Change Policy

Unexpected circumstances may make it necessary to change the syllabus or course schedule. The course instructor may make changes to the syllabus in anyway deemed appropriate. **Changes made to the syllabus will be announced in class and on Canvas.**

Course Schedule

Date	Course Modules & Themes	Assignments & Due Dates
JAN 13 & 15	<u>JAN 13: Meet & Greet!</u> <ul style="list-style-type: none">Course overview & review of syllabus <u>JAN 15: Course Assignment Workshops</u> <ul style="list-style-type: none">Q&A on My Future-Proof Blueprint assignmentAssigning learners for the ISO assignmentAssigning learners for the final term group project	
JAN 20 & 22	<u>JAN 20: International Economic Outlook for 2026</u> <ul style="list-style-type: none">4 required readings:<ul style="list-style-type: none"><i>2026 Economic Outlook: Moderate growth with a range of possibilities</i><i>2026 global economic outlook: growth slows amid supply shocks</i><i>The world economy in 2026: resilience, transition or disruption?</i><i>The bosses who don't care about your Ivy League degree</i> <u>JAN 22: The Global Economy & Globalization</u> <ul style="list-style-type: none">4 required readings:	

	<ul style="list-style-type: none"> ○ <i>Are free markets history?</i> ○ <i>The gospel of deglobalization</i> ○ <i>The real meaning of Squid Game</i> ○ <i>What 'Squid Game' tells us about the changing face of globalization</i> • Watch <i>"The End of Globalization"</i> 	
JAN 27 & JAN 29	<p><u>JAN 27: Global Economic Challenges & Opportunities (Fast Fashion)</u></p> <ul style="list-style-type: none"> • 4 required readings: <ul style="list-style-type: none"> ○ <i>The state of fashion 2026: when the rules change</i> ○ <i>2026 AI fashion trends: transforming how brands create, sell & engage</i> ○ <i>Gen Z is making maximalism the future of fashion in 2026</i> ○ <i>Sustainable fashion vs fast fashion: can they coexist in 2026?</i> <p><u>JAN 29: Global Economic Challenges & Opportunities (Food & Beverage)</u></p> <ul style="list-style-type: none"> • 6 required readings: <ul style="list-style-type: none"> ○ <i>Global consumer trends 2026 for food and beverage</i> ○ <i>2026 food & beverage trends: three strategic shifts operators must embrace</i> ○ <i>Trends in the beverage industry: navigating change and innovation</i> ○ <i>Mintel announces 2026 food and drink predictions</i> ○ <i>F&B trend in 2026: what Southeast Asia needs and how to deliver</i> ○ <i>Future of Food 2026 by Marriott International</i> 	
FEB 3 & 5	<p><u>FEB 3: Career Futurism & Gig Economy</u></p> <ul style="list-style-type: none"> • Watch: <ul style="list-style-type: none"> ○ <i>The Future of Jobs: How the gig economy is changing everything</i> ○ <i>The Future of Work: Navigating automation and the gig economy</i> ○ <i>The Top 7 Workplace Trends in 2026</i> • Mini lecture on "Career Futurism" and "Gig Economy" • "Where will I be in 5 years?": Career mapping exercise <p><u>FEB 5: In-class Activity & Group Project Workshop 1</u></p> <ul style="list-style-type: none"> • Introduction to "The Remote Work Simulation Challenge" activity • Teams meet to work on the group project 	
FEB 10 & 12	<p><u>FEB 10: Group Project Workshop 2</u></p> <ul style="list-style-type: none"> • Teams meet to work on the group project <p><u>FEB 12: The Remote Work Simulation Challenge</u></p> <ul style="list-style-type: none"> • Learners work on the simulation challenge with their teams 	<p>Submit Phase 1 for My Future-Proof Blueprint *Due February 8 on Canvas, 11:59 pm</p>
FEB 17 & 19	<p><u>FEB 17: The Remote Work Simulation Challenge</u></p> <ul style="list-style-type: none"> • Learners work on the simulation challenge with their teams <p><u>FEB 19: Community Dialogue</u></p>	

	<ul style="list-style-type: none"> Class discussion on the “Remote Work Simulation Challenge” 	
FEB 24 & 26	<p><u>FEB 24: AI Revolution & Your Career</u></p> <ul style="list-style-type: none"> Read: <ul style="list-style-type: none"> <i>Agents, robots, and us</i> <i>AI Creating 7 In-Demand Careers that can Future Proof Your Job by 2030</i> <i>Future-Proofing Your Workforce: 7 Jobs AI Will Create</i> <i>Is Your Job AI-Proof?</i> <p><u>FEB 26: AI's Impact on the Workforce</u></p> <ul style="list-style-type: none"> Watch: <ul style="list-style-type: none"> <i>TEDTalk “The future of AI, work, and human potential”</i> <i>TEDTalk “How AI is affecting human jobs?”</i> <i>TEDTalk “Is AI is coming for your job?”</i> <i>TEDTalk “How do you prepare for jobs that don’t exist yet?”</i> 	<p>Submit first draft plan for the group project *Due February 22 on Canvas, 11:59 pm</p>
MAR 3 & 5	<p><u>MAR 3: Project Workshops</u></p> <ul style="list-style-type: none"> Learners work on “My Future-Proof Blueprint” project Teams meet to work on the group project <p><u>MAR 5: Group Project Workshop 3</u></p> <ul style="list-style-type: none"> Teams meet to work on the group project 	<p>Submit Phase 2 for My Future-Proof Blueprint *Due March 1 on Canvas, 11:59 pm</p>
MAR 9-14	<ul style="list-style-type: none"> SPRING BREAK! 	<p>Submit second draft plan for the group project *Due March 8 on Canvas, 11:59 pm</p>
MAR 17 & 19	<p><u>MAR 17: Group Project Workshop 4</u></p> <ul style="list-style-type: none"> Teams meet to work on the group project <p><u>MAR 19: Project Workshop</u></p> <ul style="list-style-type: none"> Learners work on “My Future-Proof Blueprint” project 	<p>Submit Phase 3 for My Future-Proof Blueprint *Due March 15 on Canvas, 11:59 pm</p>
MAR 24 & 26	<p><u>MAR 24: Cross-cultural Business 1</u></p> <ul style="list-style-type: none"> Understanding the need for cultural knowledge in a global business environment 4 required readings: <ul style="list-style-type: none"> JIN, Y. H. (2024). Cross-cultural communication in global business. <i>GSC ADVANCED RESEARCH AND REVIEWS Учредителу: GSC Online Press</i>, 21(3), 457-469. Lin, H. Z., & Lou, L. L. (2024). A Study on Cross-Cultural Business Communication Based on Hofstede’s Cultural Dimensions Theory. <i>Open Journal of Social Sciences</i>, 12, 352-368. Montagna, E. L. E. N. A. (2023). Cross-Cultural Communication in Business–The Impact of Cross-Cultural Communication from a Marketing and Advertising Perspective. <i>International Journal of Business & Management Studies</i>, 4(1). 	

	<ul style="list-style-type: none"> ○ Adamczyk, M. (2017). The importance of cultural differences in international business. <i>The Central European Review of Economics and Management (CEREM)</i>, 1(2), 151-170. • Class discussion & group activity “Shop & Study Social” fieldwork <p><u>MAR 26: Cross-cultural Business 2</u></p> <ul style="list-style-type: none"> • Learners work on the group activity “Shop & Study Social” fieldwork 	
MAR 31 & APR 2	<p><u>MAR 31: Cross-cultural Business 3</u></p> <ul style="list-style-type: none"> • Community dialogue on the “Shop & Study Social” fieldwork <p><u>APR 2: Group Project Workshop 5</u></p> <ul style="list-style-type: none"> • Teams meet to work on the group project 	
APR 7 & 9	<p><u>APR 7: Global Economic Challenges & Opportunities (Digital Transformation)</u></p> <ul style="list-style-type: none"> • Campbell, K., Diffley, J., Flanagan, B., Morelli, B., O’Neil, B., & Sideco, F. (2017). The 5G economy: How 5G technology will contribute to the global economy. • Vyshnevskiy, O. S., Anufriev, M. Y., Bozhyk, M. S., & Gulchuk, T. O. (2024). Artificial intelligence as a core of the new industrial revolution: prospects and limitations. <i>Economy of Industry</i>, 107(3), 5-2. • Oyekunle, D., & Boohene, D. (2024). Digital transformation potential: The role of artificial intelligence in business. <i>International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.</i>, 9(3), 1. <p><u>APR 9: Global Economic Challenges & Opportunities (Labor Market Dynamics)</u></p> <ul style="list-style-type: none"> • Glennon, B. (2024). Skilled Immigrants, Firms, and the Global Geography of Innovation. <i>Journal of Economic Perspectives</i>, 38(1), 3-26. • Feng, J. (2024). Immigration and Its Economical Impacts. <i>Academic Journal of Humanities & Social Sciences</i>, 7(5), 138-142. • Wright, C. F., & McLaughlin, C. (2024). Short-term fix or remedy for market failure? Immigration policy as a distinct source of skills. <i>Industrial Relations Journal</i>, 55(1), 3-19. • Aji, A. S. S., & Akbardin, M. (2024). Economic Insights into Workforce Dynamics: Analyzing Labor Supply, Demand, and Compensation. <i>Advances in Human Resource Management Research</i>, 2(2), 113-126. 	<p>Submit third draft plan for the group project *Due April 5 on Canvas, 11:59 pm</p>
APR 14 & 16	<p><u>APR 14: Group Project Workshop 6</u></p> <ul style="list-style-type: none"> • Teams meet to work on the group project <p><u>APR 16: My Future-Proof Blueprint Presentation</u></p> <ul style="list-style-type: none"> • 3-4 presenters • Community dialogue on the presenters’ “lightning talk” 	<p>Submit Phase 4 for My Future-Proof Blueprint *Due April 12 on Canvas, 11:59 pm</p>

APR 21 & 23	<p><u>APR 21: My Future-Proof Blueprint Presentation</u></p> <ul style="list-style-type: none"> • 3-4 presenters • Community dialogue on the presenters' "lightning talk" <p><u>APR 23: My Future-Proof Blueprint Presentation</u></p> <ul style="list-style-type: none"> • 3-4 presenters • Community dialogue on the presenters' "lightning talk" 	<p>Submit last draft plan for the group project *Due April 19 on Canvas, 11:59 pm</p>
APR 28 & 30	<p><u>APR 28: Group Project Presentation</u></p> <ul style="list-style-type: none"> • Project presentation <p><u>APR 30: Course Wrap-up</u></p> <ul style="list-style-type: none"> • Course reflection and feedback 	<p>GROUP PROJECT *Due May 3 on Canvas, 11:59 pm</p>