



Hello Mean Green! Welcome to Spring 2024 Critical Issues in Global Economics Senior Seminar!

### Course Information

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

Semester/Term: Spring 2024

Credit Hours: 3

Instruction Mode: Face to face

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

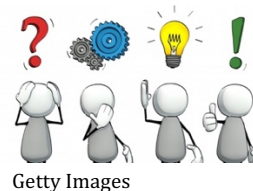
### Course Instructor Information



Instructor: Dr. Sing Hui Lee  
Office: GAB 119F  
Email: [Singhui.Lee@unt.edu](mailto:Singhui.Lee@unt.edu)  
Office Hours: TUES, 11:00 am – 12:30 pm (or by appointment)  
Pronouns: She/Her/Hers

### 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 course introduces learners to the concepts and ideas of international economy and business and the factors shaping and impacting them. As learners explore how globalization has driven economic interdependence among states and how this interdependence has resulted in some of today's global economic issues and concerns, special attention will be dedicated to the United Nations' Sustainable Development Goals (SDG), particularly on Goal 12: sustainable consumption and production patterns. This course uses project based learning (PBL) to help learners build their knowledge and skills by partnering with Jackie Mays Burger, a sustainable fast food company, where learners will have the opportunity to work on a project based on real challenges, needs, or concerns of a company.



## 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 recommendations regarding current and emerging global economic issues. *(Key transferable skill: Communication and writing skills)*
- Appreciate, accept, and value diverse perspectives from members of the learning community. *(Key transferable skill: Respect for diversity)*
- 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: 4<sup>th</sup>
- ISBN-13: 978-1138244177

### Supplementary Course Materials:

- Additional readings and materials will be assigned throughout the semester. They will be available electronically to learners through the course website on Canvas or given out as handouts in class.

## Course Requirements

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

## Course Assessments and Grading

Grading	Course Requirements	Summary Description
10%	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>
30%	"Let's Talk About..." Assignment (individual)	Learners will work on either a case study or global economic or business concern and present it to the class. <i>(Please see below for further details)</i>

20%	Deconstructing Discourse: Roundtable Discussion ( <b>group</b> )	Learners work in teams and organize a roundtable session to discuss ONE chosen contemporary issue or topic challenging Asian young people today.
40%	"Building a Sustainable Fast-Food Brand" Project ( <b>final term group project</b> )	Learners will work with Jackie Mays Burger on a key project and make a 10–15-minute presentation of their project on week 15 of the semester. <i>(Please see separate handout for further details)</i>

## Course Assignments

### Class and Course Participation (10%)

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.**

### "Let's Talk About..." Assignment (30%)

Learners will choose ONE "Let's Talk About..." module from the syllabus, work on the topic/area/issue, submit a short paper on the topic/area/issue, and prepare a short presentation introducing the topic/area/issue, and lead a class discussion on it.

1) The **short paper** (**3 pages double-spaced. No more than 5 pages**) will be assessed on the extent to which learners:

- Demonstrate a good understanding of the topic, issue, or problem.
- Provide well-thought-out views and/or explanations addressing the topic, issue, or problem.
- Provide innovative solutions to the topic, issue, or problem.

2) Learners will also prepare 3-4 questions for class discussion.

The **class discussion** will be assessed on the extent to which learners:

- Cover the required contents for the chosen module.
- Demonstrate the ability to lead a discussion well and engage the audience in a meaningful discussion.

**\*For example, if the scheduled module on the syllabus is March 19<sup>th</sup>, learners will upload the class discussion to Canvas by March 12<sup>th</sup>, 11:59 pm, so that the class can prepare for the class discussion.**

### Deconstructing Discourse: Roundtable Discussion (20%)

The goal of this assignment is to foster teamwork, research skills, critical thinking, and effective communication among students while gaining practical experience in event organization and management. This assignment also engages students in collaborative teamwork in organizing, planning, and hosting a roundtable discussion that facilitates insightful conversations and the exchange of ideas on a chosen contemporary issue or topic in global economics.

This assignment will be evaluated based on the following criteria:

- 1) **Research and Content:** assess the depth, relevance, and quality of the research conducted by the team.
- 2) **Teamwork and collaboration:** evaluate how effectively team members worked together and communicated during the project.
- 3) **Event planning and organization:** evaluate the planning, execution, and overall organization of the roundtable event.

- 4) **Presentation and audience engagement:** clarity, effectiveness, and engagement during the roundtable event (ability to engage audience in a meaningful discussion)

*\*Please refer to the class handout for a detailed assignment description, requirement, and assessment.*

### **“Building a Sustainable Fast-Food Brand” Project (40%)**

For this assignment, learners will form a team (5-6 students) to work on a project with Jackie Mays Burger, a sustainable fast food company. The goal of the project is to help learners cultivate the skills, knowledge, and attitudes for good and responsible citizenship, including proposing innovative ideas to meet Jackie Mays Burger’s mission of becoming the leading sustainable fast-food brand.

This project will be evaluated based on the following criteria:

- 1) **Research and analysis:** assess the depth, relevance, and quality of the research conducted by the team, evident through diverse sources (academic, governmental, and peer-reviewed articles), including innovative approaches used in addressing the issue related to food sustainability and food security.
- 2) **Innovative solutions and recommendations:** assess how innovative and creative the proposed solutions were, including the feasibility of the solutions and recommendations for real-world application.
- 3) **Teamwork and collaboration:** evaluate how effectively team members worked together and communicated in the planning and execution of the project.
- 4) **Impact and sustainability awareness:** assess the potential impact of the suggested solutions on sustainability and awareness of social, environmental, and economic implications.

Learners will submit a 3-page written report (**no more than 5 pages**) that will include (but are not limited to) the following:

- A clearly defined purpose of the project.
- The root cause(s) of the problems or concerns affecting the issue, problem, or topic.
- The significant difference or impact the proposed solutions and recommendations will make.
- The value(s) the project will bring, especially to the targeted audience.

*\*Please refer to the separate class handout for a detailed project description, requirements, and assessment.*

On Week 16 of the Spring semester, learners will make a short class presentation (**10-15 minutes**) on the BSF2B Project.

The presentation will be **assessed** on the extent to which learners:

- Demonstrate good presentation skills that include (but are not limited to) the following:
  - *Good framing and conceptualization of the project’s overall concept and mission.*
  - *Clear and concise presentation of facts and materials.*
  - *Ability to connect with the audience.*
  - *Ability to keep slides and visual aids simple.*
  - *Ability to keep an engaging pace and tone.*
- Demonstrate the ability to answer questions presented by other members of the learning community.

### **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 (24 hours), please email me again. Thank you! 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 very welcome to come by my office during office hours or email me to schedule a time that works best for you.
- If in-person meeting is not possible, we can schedule a Zoom meeting.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>.

### Submission of Assignments

Please submit all written assignments on Canvas by their respective due dates, **at 11:59 pm CST on Sunday**. (*\*please see the course syllabus section for the due dates*)

### 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
<b>A</b>	90%-100%
<b>B</b>	80%-89%
<b>C</b>	70%-79%
<b>D</b>	60%-69%
<b>F</b>	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 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.**

## 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 here:

[https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity 0.pdf](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity%200.pdf).

## 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 here:

<https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf>.

## 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**.

## 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 here: <https://emergency.unt.edu/sites/default/files/stay.informed.final.pdf>.

## 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](https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_19.format_0_0.pdf) ([https://policy.unt.edu/sites/default/files/07.012\\_CodeOfStudConduct.Final8\\_19.format\\_0\\_0.pdf](https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_19.format_0_0.pdf)).

### 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 class day until the official last day to withdraw as indicated in the academic calendar. You may find the **Spring 2024 Academic Calendar** here: <https://registrar.unt.edu/sites/default/files/spring-2024-academic-calendar.pdf>.

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: <https://studentaffairs.unt.edu/dean-of-students/policies/withdrawals>.

### 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** here: <https://policy.unt.edu/sites/default/files/04.008%20Records%20Management%20and%20Retention.pdf>.

### 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](mailto: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.

### Diversity, Equity, and Inclusion

Consistent with the [University of North Texas policy on diversity](#), I view diversity as encompassing the intersecting identities that make us unique individuals, including, but not limited to, nationality, ethnic or racial identity, sexual and LGBTQIA+ identity, gender identity and expression, age, religious or spiritual beliefs, socioeconomic status, body shape or size, physical ability status, and varying points of view. I value the many perspectives students bring to our campus. I hope to work with you in creating a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. Thank you.

### COVID Policy

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the



instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any [symptoms of COVID](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

## 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](mailto: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](mailto: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 feedbacks 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](mailto: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 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

Week	Date	Course Modules & Themes	Assignments & Due Dates
1	JAN 16 & 18	<b><u>IAN 16: Meet &amp; Greet!</u></b> <ul style="list-style-type: none"><li>• Course overview</li><li>• Review of syllabus</li><li>• Getting to know you</li></ul> <b><u>IAN 18: Let's Talk About Assignment &amp; Roundtable Discussion Project</u></b> <ul style="list-style-type: none"><li>• Assigning learners for the "Let's Talk About..." assignment</li><li>• Q&amp;A on the "Let's Talk About..." assignment</li><li>• Assigning learners for the "Roundtable Discussion" project</li><li>• Q&amp;A on the "Roundtable Discussion" project</li></ul>	
2	JAN 23 & 25	<b><u>IAN 23: Global Economic Outlook for 2024</u></b> <ul style="list-style-type: none"><li>• Class dialogue on contemporary critical economic issues</li></ul>	

		<ul style="list-style-type: none"> <li>Global Economy in 2024 Goldman Sachs (required reading) 7 pages</li> <li>The 8 biggest future of work trends in 2024 (required reading) 5 pages</li> <li>Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>IAN 25: Understanding the Global Economy &amp; Business Environment</u></b></p> <ul style="list-style-type: none"> <li>Globalization of markets and business (seminar &amp; class dialogue)</li> <li>Watch the video “How fast fashion adds to global waste problem”  <a href="https://www.youtube.com/watch?app=desktop&amp;v=elU32XNj8PM">https://www.youtube.com/watch?app=desktop&amp;v=elU32XNj8PM</a></li> <li>Refer to Canvas for pre-class preparation</li> </ul>	
3	JAN 30 & FEB 1	<p><b><u>IAN 30: Group Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>Team assignment for BSF2B project</li> <li>Brainstorm ideas for the BSF2B Project</li> <li>Q&amp;A for BSF2B Project</li> </ul> <p><b><u>FEB 1: Special Topic “Eat This, Not That”</u></b></p> <ul style="list-style-type: none"> <li>Case study and class discussion on the fast-food industry and food sustainability</li> <li>“The food industry is leaning into sustainability” (required reading) 8 pages</li> <li>“What the fast-food industry should be serving up” (required reading) 5 pages</li> <li>“6 new fast-food restaurants that opened in 2022” (required reading) 5 pages</li> <li>Refer to Canvas for pre-class preparation</li> </ul>	
4	FEB 6 & 8	<p><b><u>FEB 6: Cross-cultural Business (Part 1)</u></b></p> <ul style="list-style-type: none"> <li>Understanding the need for cultural knowledge in a global business environment (seminar &amp; class dialogue)</li> <li>Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>FEB 8: Roundtable Discussion Workshop 1</u></b></p> <ul style="list-style-type: none"> <li>Teams meet to work on the Roundtable Discussion Project and report on the progress of the project</li> </ul>	
5	FEB 13 & 15	<p><b><u>FEB 13: Guest Speaker</u></b>  Guest speaker CEO and founder of Jackie Mays Burger, Mr. Kevin Cochran</p> <p><b><u>FEB 15: Roundtable Discussion Workshop 2 &amp; BSF2B Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>Teams meet to work on the Roundtable Discussion Project and BSF2B Project and report on the progress of the projects</li> </ul>	<p><b>Submit first plan for the roundtable discussions 1 &amp; 2</b>  <b>*Due February 18, Sunday on Canvas, 11:59 pm</b></p>

6	FEB 20 & 22 (Let's Talk About)	<p><b><u>FEB 20: Cross-cultural Business (Part 2)</u></b></p> <ul style="list-style-type: none"> <li>Understanding the need for cultural knowledge in a global business environment (seminar)</li> <li>Home Depot's Multimillion-Dollar Failure in China (required reading) 8 pages</li> <li>Why Ikea Succeeds Around the World (required reading) 5 pages</li> <li>Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>FEB 22: "Let's Talk About..."</u></b></p> <ul style="list-style-type: none"> <li>Class presentation and discussion exploring the employment trend and outlook for 2024</li> <li>"Companies that announced major layoffs and hiring freezes" (required reading)</li> <li>"Indeed's 2024 US jobs &amp; hiring trends report"</li> <li>"92% of employers expect more layoffs in 2024"</li> <li>"What's driving 90% of employers to plan for 2024 layoffs"</li> <li>Refer to Canvas for pre-class preparation</li> </ul>	<p><b>FEB 22 "Let's Talk About..." class discussion questions</b>  <b>*Due FEB 15, on Canvas, by 11:59 pm</b></p> <p><b>FEB 22 "Let's Talk About..." paper</b>  <b>*Due FEB 29, on Canvas, by 11:59 pm</b></p>
7	FEB 27 & 29 (Let's Talk About)	<p><b><u>FEB 27: "Let's Talk About..."</u></b></p> <ul style="list-style-type: none"> <li>Class presentation and discussion exploring cross-cultural business</li> </ul> <p><b>FEB 27 "Let's Talk About..." class discussion due FEB 20 on Canvas, by 11:59 pm</b>  <b>FEB 27 "Let's Talk About..." paper due MARCH 7, on Canvas, by 11:59 pm</b></p> <p><b><u>FEB 29: "Let's Talk About..."</u></b></p> <ul style="list-style-type: none"> <li>Class presentation and discussion exploring cross-cultural business</li> </ul> <p><b>FEB 29 "Let's Talk About..." class discussion due FEB 22 on Canvas, by 11:59 pm</b>  <b>FEB 29 "Let's Talk About..." paper due MARCH 9, on Canvas, by 11:59 pm</b></p>	<p><b>Submit final plan for the roundtable discussions 1 &amp; 2</b>  <b>*Due March 3, Sunday on Canvas, 11:59 pm</b></p>
8	MAR 5 & 7	<p><b><u>MAR 5: Special Topic "Netflix Slaying It"</u></b></p> <ul style="list-style-type: none"> <li>Case study on Netflix's international business development strategy</li> <li>Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>MAR 7: Roundtable Discussion Workshop 3 &amp; BSF2B Project Workshop</u></b></p> <ul style="list-style-type: none"> <li>Teams meet to work on the Roundtable Discussion Project and BSF2B Project and report on the progress of the projects</li> </ul>	<p><b>Submit final plan for the roundtable discussions 1 &amp; 2</b>  <b>*Due March 3, Sunday on Canvas, 11:59 pm</b></p> <p><b>Submit FIRST DRAFT of BSF2B project</b>  <b>*Due MARCH 10, Sunday on Canvas, 11:59 pm</b></p>

9	MAR 11-17	<ul style="list-style-type: none"> <li>• <b>SPRING BREAK!</b></li> </ul>	
10	MAR 19 & 21 (Let's Talk About)	<p><b><u>MAR 19: "Let's Talk About..."</u></b></p> <ul style="list-style-type: none"> <li>• Class presentation and discussion exploring Unilever's global successes and challenges</li> </ul> <p><b>MARCH 19 "Let's Talk About..." class discussion due MARCH 12 on Canvas, by 11:59 pm.</b></p> <p><b>MARCH 19 "Let's Talk About..." paper due MARCH 26, on Canvas, by 11:59 pm</b></p> <p><b><u>MAR 21: "Let's Talk About..."</u></b></p> <ul style="list-style-type: none"> <li>• Class presentation and discussion exploring Nestlé's global successes and challenges</li> </ul> <p><b>MARCH 21 "Let's Talk About..." class discussion due MARCH 14 on Canvas, by 11:59 pm.</b></p> <p><b>MARCH 21 "Let's Talk About..." paper due MARCH 28, on Canvas, by 11:59 pm.</b></p>	
11	MAR 26 & 28	<p><b><u>MARCH 26: Roundtable (I)</u></b></p> <ul style="list-style-type: none"> <li>• Students work in teams and organize a roundtable session to discuss <b>ONE</b> chosen contemporary global economic issue.</li> <li>• Students can invite other classes to participate.</li> </ul> <p><b><u>MARCH 28: Roundtable (II)</u></b></p> <ul style="list-style-type: none"> <li>• Students work in teams and organize a roundtable session to discuss <b>ONE</b> chosen contemporary global economic issue.</li> <li>• Students can invite other classes to participate.</li> </ul>	
12	APR 2 & 4 (Let's Talk About)	<p><b><u>APR 2: Ethics &amp; Corporate Social Responsibility (CSR)</u></b></p> <ul style="list-style-type: none"> <li>• Exploring what are ethics and corporate social responsibility (seminar &amp; class dialogue)</li> <li>• Watch "The Story of Stuff" on YouTube <a href="https://www.youtube.com/watch?v=9GorqroigqM">https://www.youtube.com/watch?v=9GorqroigqM</a></li> <li>• Refer to Canvas for pre-class preparation</li> </ul> <p><b><u>APR 4: "Let's Talk About..."</u></b></p> <ul style="list-style-type: none"> <li>• Class presentation and discussion exploring corporate social responsibility</li> <li>• The Inside Story of Papa John's Toxic Culture (required reading) 16 pages</li> <li>• Just Do It but Ethically, Please (required reading) 4 pages</li> <li>• The Global Climate Strike and How Business is Responding in the Face of Activism (required reading) 5 pages</li> <li>• Refer to Canvas for pre-class preparation</li> </ul>	<p><b>APR 4 "Let's Talk About..." class discussion *Due MARCH 28 on Canvas, by 11:59 pm</b></p> <p><b>APR 4 "Let's Talk About..." paper *Due APRIL 11, on Canvas, by 11:59 pm</b></p>
13	APR 9 & 11	<p><b><u>APR 9: Global Political Economy</u></b></p> <ul style="list-style-type: none"> <li>• Understanding the political economy of nations and its impact on global economy and business (seminar &amp; class dialogue)</li> </ul>	<p><b>Submit SECOND DRAFT of BSF2B project *Due APRIL 7, Sunday on</b></p>

		<b><u>APR 11: International Trade (I)</u></b> <ul style="list-style-type: none"> <li>Examining international trade theories (seminar &amp; class dialogue)</li> </ul>	<b>Canvas, 11:59 pm</b>
14	APR 16 & 18	<b><u>APR 16: International Trade (II)</u></b> <ul style="list-style-type: none"> <li>In-class simulation on world trade or case study</li> </ul> <b><u>APR 18: BSF2B Project Workshop</u></b> <ul style="list-style-type: none"> <li>Teams meet to work on the BSF2B Project and report on the final progress of the project</li> </ul>	
15	APR 23 (Let's Talk About) & 25	<b><u>APR 23: "Let's Talk About..."</u></b> <ul style="list-style-type: none"> <li>Class presentation and discussion exploring world trade</li> </ul> <b>APRIL 23 "Let's Talk About..." class discussion due APRIL 16 on Canvas, by 11:59 pm.</b> <b>APRIL 23 "Let's Talk About..." paper due APRIL 30, on Canvas, by 11:59 pm.</b> <b><u>APR 25: Project presentation</u></b> <ul style="list-style-type: none"> <li>Rehearsal presentation for BSF2B Project</li> </ul>	
16	APR 30 & MAY 2	<b><u>APR 30: Group Project presentation with Jackie Mays Burger</u></b> <ul style="list-style-type: none"> <li>Project presentation</li> </ul> <b><u>May 2: Course Wrap-up</u></b> <ul style="list-style-type: none"> <li>Course reflection and feedback</li> </ul>	<b>FINAL GROUP BSF2B PROJECT SUBMISSION</b> <b>*Due MAY 3, Friday on Canvas, 11:59 pm</b>