

ST MARY'S COLLEGE OF CALIFORNIA
School of Business and Business Administration (SEBA)



<u>Course Information</u>	<u>Instructor Information</u>
BusAd 10	[Name TBD]
Prereqs: None	Faculty Office: [TBD] SEBA Office: Galileo 309
Class venue and time: [TBD]	Office Hours: [TBD]
	E-mail: [TBD]
SEBA Web Address: stmarys-ca.edu/academics/schools/school-of-economics-and-business-administration	Faculty Phone No.: (925-631-) [TBD] SEBA Phone No.: (925-631-) 4604

Course Catalog Description

An introduction to business and society from a global perspective. This course addresses the challenges of doing business around the world and places business in the context of globalization –social, political, religious, economic, geographical, and environmental. Topics include the global mindset, cultural risks, environmental concerns, trade and investment in developing and newly emerging economies, an introduction to currency risk, the ways multi-national Non Government Organizations contribute to the social and political environment of business, cross-cultural worldviews of what constitutes a moral economy, and introduction to global and economic institutions (e.g., the IMF, the World Bank, and United Nations), and how business can serve social justice or perhaps undermine it.

Course Learning Outcomes

For the Core Curriculum, the learning outcome is as follows:

- *(Engaging the World: Global Perspective)* Students will analyze the process of globalization by using different theoretical perspectives and debates on a broad range of issues (including issues of dependence and interdependence);

Further learning outcome(s) in line with the SEBA BusAd's Assurance of Learning plan include:

- Graduates will have an understanding of the impact of globalization on business.

Additional learning outcomes include:

- Develop a global mindset.
- Understand the impact of business on cultures around the world.
- Know the main global political and economic institutions and what they do.
- Appreciate the diverse perspectives of peoples around the world on what constitutes a moral economy.
- Appreciate the effects of the interconnectedness of global systems and their policies, in particular financial systems, on developing countries.

Electronic Forms of Communication

In accordance with College policy, I will use your St Mary's College email address (...@stmarys-ca.edu) and no other to communicate with you about all course-related matters (tip: you can set up your St Mary's email account so that all messages are forwarded to your preferred personal email address once and for all). Outside of my office hours, email is the best way to contact me and get a quick answer.

Please check at least weekly the dedicated **Moodle** site for this course where additional material (e.g. announcements, slides, study questions, sample exam) will be posted.

Texts, Readings, Materials

- Required readings:

- *The World is Flat, 3.0* by Thomas Friedman, 2007 Trade Paperback, Picador Publishing;
- *Hot, Flat and Crowded, 2.0* by Thomas Friedman, 2009 Trade Paperback, Picador Publishing;
- Additional reading material will be posted on Moodle (see list in the Course Schedule below).

- Recommended readings:

- *Globalization and Catholic Social Thought: Present Crisis, Future Hope*, by John A. Coleman, W. F. Ryan and Bill Ryan (Eds.), 2005 Paperback, Orbis Books;
- *Globalization, Spirituality, and Justice: Navigating the Path to Peace*, by Daniel G. Groody and Peter C. Phan, 2007 Paperback, Orbis Books;
- *Everyday Justice: The Global Impact of Our Daily Choices*, by Julie Clawson, 2009 Paperback, IVP Books.

Course Requirements

- **Classroom Participation** –The more you participate orally in the classroom, the more you learn. Your participation grade will be based on your oral participation in class, as well as attendance and punctuality.
- **Assignments** –You will be evaluated on 5 types of assignments: 1) a global leadership project; 2) a series of mini-tests; 3) a team presentation about a foreign country; 4) mid-term and final exams. See the Grading policy section below for details.
- **Examinations** –Both mid-term and final exams will include a multiple-choice questions section, a short-answer question section, and one case study-based question. *Exams are NOT cumulative* .

Attendance Policy

- I keep track of attendance and punctuality for every session. *Why?*
 - Class attendance is an important part of your learning experience because you get the benefit of interacting with your classmates and me.
 - Lateness causes class disruption for everybody else. For this reason, punctuality is expected as a courtesy to the rest of the class.
- If you need to miss a session, please let me know in advance.
- More than 2 unexcused absences will impact your final grade by up to a 5-point deduction.
- More than 5 absences for ANY reason (excused AND unexcused) will result in an automatic Fail grade.

Grading Policy

- Your **final grade** will consist of six (6) components:

- (1) Mini-tests: A series of 15-minute tests based on the weekly readings (see course outline below for the dates).
- (2) A global leadership project: You will hand in a written individual report of about 5 pages (+/- 1), not including appendices and bibliography (see below for guidelines).
- (3) A team oral presentation on a foreign country (see below for guidelines).
- (4) Mid-term and final exams (in the same format; multiple-choice questions, short-answer questions and a short case study question).
- (5) Oral participation, attendance and punctuality.

- Grading **criteria**:

- Be *analytical*: When considering a business problem, do not simply sum up the facts. Instead, try to find the causes of the described situation, make personal recommendations justified by facts from the case, the course material or your own research.
- Be *relevant*: Relate as much as possible your answers to the course material on the topic at hand.
- Be *organized* in how you convey your message: structure your thoughts clearly (one main idea = one paragraph is a good rule of thumb); indicate which question you are answering (spell out the question number).
- Mind your *English*: Use spell-checking and grammar-checking software. Write full (and preferably short) sentences (i.e. subject + verb + complement), not simply bullet points.
- Quality of *sources of information* (for assignments requiring personal research).
- Cheating, plagiarism and any other form of *academic misconduct* regarding an assignment will impact your final grade in accordance with SMC's policy on academic integrity (see below).

- **Break down** of final grade (over 100 points):

- The series of *mini-tests* will be worth 20% of the course final grade;
- The *global leadership project* will be worth 15% of the course final grade;
- The *team oral presentation* on a *Foreign country* will be worth 15% of the course final grade;
- The *mid-term exam* will be worth 20% of the course final grade;
- The *final exam* will be worth 20% of the course final grade;
- Your *oral participation* (including also punctuality and attendance) will be worth 10% of the course final grade.

- **Grade range**: A [100-93%]; A- [92.9-90%]; B+ [89.9-87%]; B [86.9-83%]; B- [82.9-80%]; C+ [79.9-77%]; C [76.9-73%]; C- [72.9-70%]; D+ [69.9-67%]; D [66.9-60%]; F [59.9-0].

Policy on Academic Integrity

By enrolling in this class you are agreeing to abide by the Saint Mary's Academic Honor Code. This means that you are pledging to do your own work at all times, without giving or receiving inappropriate aid.

The term 'inappropriate aid' includes cheating on exams, copying assignments, plagiarism, and improper collaboration. I will be happy to discuss with you what each of these terms refers to in the context of this class. To understand the honor code in full, please see the most recent *Student Handbook*. Violations of the Honor Code will be reported to the Academic Honor Council and will result in a significant reduction in your final grade and possibly more serious sanctions.

Students with Disabilities

Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925-631-) 4358 to set up a confidential appointment to discuss accommodation, policies, guidelines and available services.

Additional information regarding the services available may be found at the following address on the Saint Mary's website:

<http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html>

Once vetted by SDS, if you need course adaptation or accommodations because of your disability, please talk to me before or after class or meet me during my office hours. We will work out the details together.

Weekly Class Schedule, Readings and Assignments

Part 1: How Global is our World?

In this section, you will:

- understand what globalization means, as it is a multi-dimensional concept: economic, political, social, environmental using a variety of theoretical perspectives;
- critically assess the extent of globalization (our world is not as global as the pundits pretend);
- discuss the pros and cons of economic globalization.

1. What is Globalization? (Different Theoretical Perspectives on the Phenomenon)

Video discussion in class: Noam Chomsky's [What Is Globalization?](#)

2. How We Got There: An Overview of the International Political Institutions Enabling Globalization (IMF, World Bank, WTO, UN)

Video discussion in class: [BBC report](#) on the anti-globalization protests and criticisms of the WB and IMF; as well as [Peter Lavelle's CrossTalk debate](#): Does the World Need the IMF?

3. How We Got There: The Process of Globalization (How our World Become Increasingly Interconnect)

To Do prior to this session: Read Thomas Friedman's *The World is Flat, 3.0*: Chapter 2 (Ten Forces That Flattened the World).

Video discussion in class: Thomas Friedman's [Three Eras of Globalization](#)

4. Is Economic Globalization Good or Bad? Who are the Winners and the Losers of our Interconnected World?

To Do prior to this session: Read Dani Rodrick's "Has Globalization Gone Too Far?" *California Management Review* article.

5. How Far We've Come: Is Our World Global, Regional or Local?

To Do prior to this session: Read Pankaj Ghemawat's "Regional Strategies for Global Leadership" and "The Cosmopolitan Corporation" *Harvard Business Review* articles.

Part 2: Global Sustainability Issues and The Role of Business

In this section, you will:

- identify the main global sustainability issues of our times, and their causes;
- understand how business is intimately involved in these global issues (as a cause and/or as a possible solution);
- critically discuss whether solving these global issues should be left to individual initiatives (from firms and NGOs) or whether government initiatives are needed.

6. Global Sustainability Issue #1: Earth Resource Depletion

To Do prior to this session: Read Thomas Friedman's *Hot, Flat and Crowded, 2.0*: Chaps. 4 and 9.

7. Global Sustainability Issue #2: Earth Pollution and Global Pandemics

To Do prior to this session: Read Thomas Friedman's *Hot, Flat and Crowded, 2.0*: Chap. 8.

8. Global Sustainability Issue #3: Climate Change

To Do prior to this session: Read Thomas Friedman's *Hot, Flat and Crowded*, 2.0: Chap. 7.

9. Solutions to Global Sustainability Issues: Individual Approaches (incl. Corporate Sustainability)

To Do prior to this session: Read Thomas Friedman's *Hot, Flat and Crowded*, 2.0: Chap. 3.

10. Solutions to Global Sustainability Issues: Public Policy

To Do prior to this session: Read Richard Asplun's *Profiting From Clean Energy*, Chapter 3, "The Government Push: Strong Enough to Get Clean Energy to Fossil Fuel Parity?".

Part 3: Social Justice, Economic Development and The Role of Business

In this section, you will:

- understand the impact of MNEs on economic development, both in their home countries and host countries, and more precisely under which conditions this impact is positive;
- critically assess the extent of multinational enterprises' social responsibility in conducting their business operations globally, using a variety of theoretical perspectives;
- understand how business can be a driving force of economic development in developing countries by using a Bottom-of-the-Pyramid (BoP) approach;
- discuss whether international business and trade pursued by MNEs must be controlled by government policies.

11. The Impact of MNEs on Economic Development (home country and host country perspectives)

To Do prior to this session: Read Thomas Friedman's *The World is Flat*, 3.0, Chap. 1.

12. Which Form of International Trade is Just: Protectionism, Free Trade or Fair Trade?

To Do prior to this session: Read Thomas Friedman's *The World is Flat*, 3.0, Chap. 5.

13. The Social Responsibility of MNEs

To Do prior to this session: Read Rosabeth Moss Kanter's "It's Time to Take Full Responsibility" *MIT Sloan Management Review* article.

14. Just Profits: The Bottom-of-the-Pyramid approach

To Do prior to this session: Read CK Prahalad and Stuart Hart's "The Fortune at The Bottom of the Pyramid" *Strategy + Business* article.

Video: CK Prahalad, on [Development Through Enterprise](#).

Part 4: Leadership in a Global World

In this section, you will:

- develop cultural awareness and sensitivity;
- develop a global mindset;
- understand the leadership qualities required to successfully complete a global project.

15. Developing a Global Mindset

To Do prior to this session: Read Stephen Rhinesmith's *A Manager's Guide to Globalization*, Chap. 2 ("Global Mindset and Global Management Skills").

To Do prior to this session: Prepare a team oral presentation with a Powerpoint file on a Foreign country (see below for guidelines).

16. Leading for Global Change

To Do prior to this session: Read Thomas Friedman's *Hot, Flat and Crowded, 2.0*: Chap. 10.

To Do prior to this session: Read Daniel Isenberg's "The Global Entrepreneur" *Harvard Business Review* article.

Video: Dov Seidman (CEO of LRN), on [Inspirational Leadership and Sustainable Values](#).

Guidelines for the Global Leadership Project

You will hand in a written report of about 5 typed pages (+/- 1 page).

You must include an end bibliography referencing your sources using the APA style. St Mary's College Library offers a more detailed summary of the APA style at the following address:

<http://library.stmarys-ca.edu/subjects/general/citing/apa.pdf>

Your tasks include:

- Identify a global social/environmental issue, which involves business (e.g. business is the cause of the social issue, or a possible solution, or the global issue impacts business);
- Once you have identified a global issue, you must analyze its cause(s) and effects (Bad? Good? What extent? On whom?) using a variety of perspectives (economic, social, cultural, political) and theories (when applicable);
- Recommend possible solutions(s);
- Pick a solution, which you could become involved in, and articulate how you could lead initiatives to implement this solution in collaboration with business;
- Explain how your solution is realistic, feasible, effective.

Example 1: Regarding the issue of Climate change, one solution is to decrease our carbon emissions. This can be achieved by changing our eating habits. You could propose changes in food products offered by food companies and restaurants in order to lower carbon emissions.

Example 2: You could advocate changes to the College's endowment investment policies toward more investment in sustainable and responsible businesses and divestment from un-sustainable businesses: see the work of the [Responsible Endowment Coalition](#).

Guidelines for the Foreign Country Oral Presentation

This assignment will be done in teams of 2 students. Each student will prepare an 8-minute oral presentation, using PowerPoint.

Your task: You are preparing for a business trip to a foreign country of your choice (each student team must pick a different country outside of North America) where you will need to interact extensively with local professionals. Therefore, you need to collect, prior to your departure, information regarding the local culture, politics, economic issues, religious beliefs and particularly how they impact one's behavior in the country as well as local business habits. A colleague recommends several websites, including:

- the Center for Intercultural Learning's "Country Insights" (<http://www.intercultures.ca/cil-cai/countryinsights-apercuspays-eng.asp>)
- Kwintessential (<http://www.kwintessential.co.uk/resources/country-profiles.html>)
- Executive Planet (http://www.executiveplanet.com/index.php?title=Main_Page)
- St. Mary's library database [go to Stat USA then to National Trade Data Bank (NTDB) then click on Market and Country Research and then click on County Background notes.]

(Feel free to research additional sources of information on your country of choice).

Prepare an oral presentation describing the most important cultural and other characteristics that may affect business interactions and consumer behavior in this country.