

IB 404 – CONTEMPORARY ISSUES IN INTERNATIONAL BUSINESS

Fall 2021

Section 1: Tuesday and Thursday 10:35-11:50; 106 Forest Resources Building

Section 2: Tuesday and Thursday 12:05-1:20; 112 Forest Resources Building

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Office Hours: On Zoom - email me to schedule

IMPORTANT SYLLABUS INFORMATION

This syllabus is accurate as of August 23, 2021. Given possible changes that may impact the fall semester in light of COVID-19, **this syllabus is subject to change**. Changes to schedule, readings, assignments, and other aspects of this course will be communicated on Canvas. This course is designed for an in-person classroom format. If the class can no longer meet in-person due to state or university policy, we will meet on Zoom at normally scheduled times. Please attend only the section for which you are registered.

For classes where we will need to meet on Zoom, the course link is:

Section 1: <https://psu.zoom.us/j/95139706286>; Section 2: <https://psu.zoom.us/j/98268560995>

For office hours, please use: <https://psu.zoom.us/j/95354666049>

HEALTH AND SAFETY

It is essential that all of us are committed to proper health and safety procedures if the delivery of this course in the “in-person” instructional mode is to be successful. Consequently, when we meet in-person:

- 1) Everybody must wear a face mask to cover the nose and mouth at all times while in this classroom - no exceptions;
- 2) No eating or drinking is allowed, except for water (straws are preferred so as to minimize movement and touching of masks);
- 3) For everyone’s safety, if you are feeling ill, and especially if you are experiencing COVID-19 symptoms or have been in contact with someone who has symptoms or tests positive, please stay at home. We can go over missed class material during office hours on Zoom;
- 4) Failure to follow these and other relevant [Penn State COVID-19 health and safety guidelines](#) is a conduct violation, and violations will be referred to the Office of Student Conduct.

These guidelines are meant to keep everyone on campus and in the community safe and healthy. Adhering to these policies helps everyone get back to the campus life we want to have. I also want to be clear that, while I hope that this course can be taught “in-person” through the semester, **I reserve the right to move up to seven of our 30 class meetings to “remote” instruction at any time, as per university policy.**

COURSE OVERVIEW

This course examines broad changes in the international environment at the economic, political, cultural, technological, environmental, and social levels, and provides for a discussion of the implications of these changes for the business community. The course uses an interdisciplinary approach to explore the dynamics between international businesses/multinational enterprises (MNEs) and the world in which they operate. In addition, students will obtain familiarity with contemporary global issues. While the substance of the course revolves around current issues in international business, the approach taken is one of developing critical thinking, oral communication, and written communication skills. Thus, there will be ample opportunities to discuss your thoughts and questions about the material in class, weekly quizzes, and essay-based exams. Please note: This course has a heavy reading load.

GRADING

Grades for the course will be determined as follows:

Participation	80 points
Weekly Quizzes (best 10 quizzes; 10 points each)	100 points
Exam #1	60 points
Exam #2	60 points
Team paper: Emerging market companies	30 points
Team presentation: Emerging market companies	20 points
Team paper: <i>National Geographic</i>	30 points
Team presentation: <i>National Geographic</i>	<u>20 points</u>
	400 points
A >370 points	
A- 358-370 points	C+ 306-317 points
B+ 346-357 points	C 278-305 points
B 330-345 points	D 240-277 points
B- 318-329 points	F <240 points

Weekly Quizzes

There will be a quiz almost every week based on readings assigned since the prior quiz and articles selected from *The Economist*. Thus, each quiz usually will be based on two classes worth of readings. Each week we will read about five articles from *The Economist* selected by students and me. Please note the quiz dates in the syllabus. Changes to quiz dates will be posted on Canvas. We will begin these class days with a quiz followed by discussion for the remainder of the class time.

Please arrive at class promptly. There will be 13 scheduled quizzes over the course of the semester. Your ten best quiz grades will be used to determine your overall quiz grade.

Consequently, there will be **no makeups** for quizzes due to brief illnesses, job interviews, family emergencies, or similar brief absences.

Exams

There will be two exams: **Tuesday, October 5** and **Thursday, November 18**. Please plan accordingly. If conditions necessitate, the exams may become take-home paper assignments.

Team Paper on Emerging Market Companies

Read “The New Mission for Multinationals” article by Santos and Williamson on Canvas. Then select a company headquartered in an emerging market (but not a subsidiary of a Western MNC) not profiled in the article that you believe has a good global strategy or has successfully defended its home market from Western MNCs. Write a 1,000-word paper (about four double-spaced

pages) excluding references describing the strategy and what Western MNCs can learn from this company. This assignment will require some research. It is due on Canvas prior to our **Tuesday, October 19** class. Each team will make a presentation in that class.

Team Paper and Presentation on National Geographic Article

International business is among the most interdisciplinary fields of study. To emphasize this point, each team will select one article from *National Geographic* magazine from a list of appropriate articles posted on Canvas. The analysis of the article, which should be about five (double-spaced, normal margins) pages in length, should summarize the article, and (most importantly) relate it to concepts and topics discussed in class. Teams will make brief presentations to the class on **Tuesday, December 7** and **Thursday, December 9**. The paper is due by 5:00 pm Tuesday, **December 14**.

Attendance and Participation

Attendance is expected and required. However, attendance by itself is insufficient to earn a high grade for “attendance and participation.” You are encouraged to participate actively in this course, but I also will randomly call on students. It is my intention that the course be as discussion-oriented as possible, with minimal lecturing. Thus, it is your responsibility to come to class prepared so that you can ask questions about the material you have read, state your opinions on the subject matter, engage your colleagues in discussion, and contribute to in-class activities (including written work). Each week, about five designated students will recommend *Economist* articles (posted on Canvas) for the rest of the class to read and then discuss in class (usually on Thursday). Failure to submit articles in a timely manner will adversely affect participation grades.

In-Class Professionalism

A cell phone is not necessary for success in this course. Therefore, please remove them from tables and place them where they will not pose a distraction. Also, please try to avoid leaving the room during class time unless absolutely necessary. The opening and closing of doors can be disruptive to me and to other students. While I would prefer students come to class late rather than not at all, please try to arrive on time and leave early only if absolutely necessary. Class discussions may include topics that are controversial in nature. Please be courteous to your colleagues and respect different opinions and points of view. **Lack of professionalism in the classroom will adversely affect participation grades.**

READINGS

The readings below are subject to change. When in doubt, complete the readings posted on Canvas for any given class day. All readings are available on Canvas. Student subscriptions to 12 weeks of *The Economist* are \$19 (digital) or \$24 (print plus digital) available at (<https://subscribenow.economist.com/na-us/annual50-student/>)

TENTATIVE COURSE SCHEDULE AND READING ASSIGNMENTS

August 24

Introduction and Overview

Liz Wolgemuth. (2010) “What the Resumes of Top CEOs Have in Common,” *US News and World Report*, May 21.

Paul M. Kellermann. (2021) "What is Penn State Thinking?" *The Atlantic*, August 12.

August 26

Globalization: The Flat World

Thomas L. Friedman. (2005) “It’s a Flat World, After All,” *New York Times Magazine*, April 3, pp. 32-37.

August 31

Globalization: Challenging the Flat World

Pankaj Ghemawat. (2007) “Why the World isn’t Flat,” *Foreign Policy*, Mar/Apr, pp. 54-60.

Henry Farrell and Abraham Newman. (2020) “The Future of Globalization,” *Foreign Policy*, Summer, pp.40-45.

Ruchir Sharma. (2021) “The Resurgence of the Rest,” *Foreign Affairs*, May/June, pp. 102-115.

September 2: *Quiz #1*

Creating a Liberal World Order

Jeremy Adelman. (2015) “What Caused Capitalism? Assessing the Roles of the West and the Rest,” *Foreign Affairs*, May/June, pp. 136-144.

Daniel Deudney and G. John Ikenberry. (2018) “Liberal World,” *Foreign Policy*, July/August, pp. 16-24.

September 7

Globalization: For Whose Benefit?

Amartya Sen. (2002) “How to Judge Globalism,” *The American Prospect*, Winter, pp. A2-A6.

Robin Varghese. (2018) “Marxist World,” *Foreign Affairs*, July/August, pp. 34-42.

September 9: *Quiz #2*

Inequality

François Bourguignon. (2016) “Inequality and Globalization: How the Rich get Richer as the Poor Catch Up,” *Foreign Affairs*, January/February, pp. 11-15.

Nancy Birdsall. (2016) “Middle-Class Heroes: The Best Guarantee of Good Governance,” *Foreign Affairs*, March/April, pp. 25-32.

September 14

In Defense of the State

Stephen Kotkin. (2018) “Realist World,” *Foreign Affairs*, July/August, pp. 10-15.

Randall Schweller. (2018) “Three Cheers for Trump’s Foreign Policy,” *Foreign Affairs*, September/October, pp. 133-142.

September 16: *Quiz #3*

Globalization: Relationships with Instability

Benjamin Barber. (1992) “Jihad vs. McWorld,” *The Atlantic*, March, pp. 53-64 (stop at “The Confederal Option”).

Amy Chua. (2018). “Tribal World,” *Foreign Affairs*, July/August, pp. 25-33.

September 21

Emerging Market Companies

José F.P. Santos and Peter J. Williamson. (2015) “The New Mission for Multinationals,” *MIT Sloan Management Review*, 56 (4), Summer, pp. 44-54.

Victoria de Grazia. (2016) “Having it All: A History of Global Consumption,” *Foreign Affairs*, July/August, pp. 187-191.

September 23: *Quiz #4*

Globalization: The Role of Government

John Micklethwait and Adrian Wooldridge. (2014) "The State of the State," *Foreign Affairs*, July/August, 118-132.

Foreign Policy. (2020) "The Future of the State," Summer, pp. 7-10.

September 28

Models of Capitalism

Ian Bremmer. (2014) "The New Rules of Globalization," *Harvard Business Review*, January-February, pp. 103-107.

Branko Milanovic. (2020) "The Clash of Capitalisms," *Foreign Affairs*, January/February, pp. 10-21.

September 30: *Quiz #5*

Competition Among Models of Capitalism

Shannon K. O'Neil. (2021) "Protection Without Protectionism," *Foreign Affairs*, January/February, pp. 150-160.

October 5

Exam #1

October 7

Labor

Bruce Western and Jake Rosenfeld. (2012) "Workers of the World Divide," *Foreign Affairs*, May/June, pp. 88-99.

The Economist. (2016) "America and the World: Trade at what Price"? 2 April.

Rachel Vogelstein. (2018) "Let Women Work: The Economic Case for Feminism," *Foreign Affairs*, January/February, pp. 118-124.

October 12: *Quiz #6*

Education

Jal Mehta. (2013) "Why American Education Fails," *Foreign Affairs*, May/June, pp. 105-116.

Jim Yong Kim. (2018) "The Human Capital Gap," *Foreign Affairs*, July/August, pp. 92-101.

October 14: *Quiz #7*

Integrating Labor and Education Policy

Gordon H. Hanson. (2021) "Can Trade Work for Workers?" *Foreign Affairs*, May/June, pp. 20-27.

Katherine S. Newman and Hella Winston. (2017) "Make America Make Again: Training Workers for the New Economy," *Foreign Affairs*, January/February, 114-121.

October 19

Team Presentation and Paper on Emerging Market Companies

October 21: *Quiz #8*

Globalization: Negative Flows

Sarah Chayes. (2017) "Kleptocracy in America: Corruption is Reshaping Governments Everywhere," *Foreign Affairs*, September/October, pp. 142-150.

Christina Stringer and Snejina Michailova. (2018) "Why Modern Slavery Thrives in Multinational Corporations' Value Supply Chains," *Multinational Business Review*, 26 (3), pp. 194-206.

October 26

Technology and Globalization

Kevin Drum. (2018) "Tech World," *Foreign Affairs*, July/August, pp. 43-48.

Christina Larson. (2018) "Closing the Factory Doors," *Foreign Policy*, July, pp. 32-33.

October 28: *Quiz #9*

Demographics

Paul Taylor. (2017) "Here's Looking at You, 2050," *Foreign Policy*, January/February, pp. 30-37.

November 2

Demographics

Zachary Karabell. (2019) "The Population Bust," *Foreign Affairs*, September/October, pp. 216-221.

Nicholas Eberstadt. (2019) "With Great Demographics comes Great Power," *Foreign Affairs*, July/August, pp. 146-157.

November 4: *Quiz #10*

Urbanization

Jonathan Kalan. (2014) "Think Again: Megacities," *Foreign Policy*, May/June, pp. 69-73.

November 9

Global Health

Thomas Bollyky. (2018) "Health without Wealth," *Foreign Affairs*, November/December, pp. 168-178.

William C. Hsiao. (2020) "How to Fix American Health Care," *Foreign Affairs*, January/February, pp. 96-106.

November 11: *Quiz #11*

Environment

Joshua Busby. (2018) "Warming World," *Foreign Affairs*, July/August, pp. 49-55.

Marcia Angell. (2016) "Beleaguered Planet," *American Prospect*, Spring, pp. 91-94.

November 16

Energy and Environment

Rebecca Henderson. (2020) "The Unlikely Environmentalists: How the Private Sector can Combat Climate Change," *Foreign Affairs*, May/June, pp. 47-52.

Brian Deese. (2017) "Paris isn't Burning: Why the Climate Agreement will Survive Trump," *Foreign Affairs*, July/August, pp. 83-92.

William Nordhaus. (2020) "The Climate Club: How to Fix a Failing Global Effort," *Foreign Affairs*, May/June, pp. 10-17.

November 18

Exam #2

November 30

Global Governance: Quiz #12

Michael Yaziji and Jonathan Doh. (2009) "Chapter 8: Globalization, Multinationals and NGOs: The Next Wave," In *NGOs and Corporations: Conflict and Collaboration* (Cambridge: Cambridge University Press), pp. 146-161.

December 2: Quiz #13

Applying What We Have Learned

Readings to be determined

December 7

Team National Geographic Presentations

December 9

Team National Geographic Presentations

December 14

Team Papers Due by 5 pm

ACADEMIC INTEGRITY

At the core of the University are the Penn State Values: <https://universityethics.psu.edu/penn-state-values>. The Values are our shared ideals about how people should act toward one another, the standards to which we hold ourselves, and those beliefs we find important. While aspirational in nature, the Penn State Values articulate our ethical principles and should guide our actions and decisions as members of the Penn State community, including in this course.

According to the Penn State Principles and University Code of Conduct:

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. According to the University's Code of Conduct, you must neither engage in nor tolerate academic dishonesty. This includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, or work previously used in another course without informing the instructor, or tampering with the academic work of other students.

- Any violation of academic integrity will be investigated and, where warranted, corrective academic and/or disciplinary action will be taken. For every incident where a penalty is assessed, an Academic Integrity Incident Report form must be filed. The form can be found on the Smeal College Honor and Integrity website: <https://www.smeal.psu.edu/integrity>. This form is to be used for undergraduate courses. The report must be signed and dated by both the instructor and the student, and then submitted to Monica Snyder, 202 Business Building.

- **University Policy G-9**

"Once a student has been informed that academic misconduct is suspected, the student **may not drop the course** during the adjudication process. The Dean of the College (UP) and/or the

Chancellor (campuses) or his or her representative is responsible for notifying the Office of the University Registrar when academic misconduct is suspected in a course. Any drop or withdrawal from the course during this time will be reversed. A student who has received an academic sanction as a result of a violation of academic integrity may not drop or withdraw from the course at any time. These drop actions include regular drop, late drop, withdrawal, retroactive late drop and retroactive withdrawal. **Any such drop action of the course will be reversed.** This drop policy may be superseded in exceptional circumstances (i.e. trauma drop). In these cases, the Office of Student Conduct or the Student Conduct designee will confer with the Dean of the College (UP) or the Chancellor (campuses) or his or her representative to determine if the drop is warranted.

University Policy G-9 <http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>

Smeal Honor Code:

We, the Smeal College of Business Community, aspire to the highest ethical standards and will hold each other accountable to them. We will not engage in any action that is improper or that creates the appearance of impropriety in our academic lives, and we intend to hold to this standard in our future careers.

PLAGIARISM / COPYING

All work you submit for grading or academic credit is designed to reflect your knowledge and skill related to the course subject matter. Therefore, unless otherwise indicated, all work submitted is to be done on an individual basis. This includes but is not limited to all exams, quizzes, homework, papers, written assignments, and presentations.

Plagiarism is claiming work as your own that you have copied from another person, whether that other person knows about it or not. This includes copying from web sites without proper source citation and using homework or papers prepared by current or past students whether working as an individual or working in a group / team.

AFFIRMATIVE ACTION & SEXUAL HARASSMENT

The Pennsylvania State University is committed to a policy where all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by Commonwealth or Federal authorities. Penn State does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, gender, sexual orientation, or veteran status. Related inquiries should be directed to the Affirmative Action Office, 328 Boucke Building.

EDUCATIONAL EQUITY/REPORT BIAS

Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the [University's Report Bias webpage](http://equity.psu.edu/reportbias/) (<http://equity.psu.edu/reportbias/>)

COUNSELING AND PSYCHOLOGICAL SERVICES STATEMENT

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The

university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\)](#)

(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Counseling and Psychological Services at [Commonwealth Campuses](#)

(<https://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Students with Disabilities

Penn State and the Smeal College of Business welcomes students with disabilities to all of its classes, programs and events. Student Disability Resources in Room 116 Boucke Building provides a vast array of services for students with disabilities according to mandates under Title II of the ADA amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973. For more information or to meet with a service provider from Student Disability Resources, contact them at (814) 863-1807 (V/TTY) or visit their website at: <http://equity.psu.edu/sdr>

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/applying-for-services> If the documentation supports your request for reasonable accommodations, the Student Disability Resources office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in the course as possible. Adjustments will be made based on the recommendations in the accommodation letter. You must follow this process for every semester that you request accommodations.

PENN STATE HOTLINE

Students can report issues and/or ask questions via phone at 1-800-560-1637 or online at: <https://universityethics.psu.edu/penn-state-hotline>