Discussion draft syllabus to be finalized the first class

San José State University, School of Global Innovation and Leadership
BUS 202 (sections 9 & 20): Managing in the Global Economy, Fall 2015

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Office Hours: Mondays, 5:15-5:45 pm Lucas Business Complex and on campus on Tuesday and Wednesday 5-5:45 pm in BT 453
Class Days/Time: Mondays 8/17-10/10 plus Friday 10/2, all 6-10 pm
Classroom: Lucas Business Complex

Course Description: This course investigates the world economy, including how markets, institutions and organizations vary from country to country, and how global competition, climate change, digital and emerging economics, and shifting from manufacturing to a service economy affect management practice. Prerequisite: Graduate standing and restricted to Business - MBA majors only

Required Texts/Readings:
Textbook: Cullen/Parboteeah - Multinational Management 1285094948 | 9781285094946
4/16/2013 © 2014
6th Edition 768 pages

Other readings are listed in Canvas under discussions. The readings can also be found under modules if the link in the discussion doesn’t work.

University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” Students can miss two classes. They have to withdraw if they are absent more than twice. To compensate for the missed class students must make up the work at another time if they were scheduled for a presentation, for example. The online portion shall be completed regardless of absence. For each absence the student is to write a 1,250 word essay covering an area of interest pertaining to the material covered that class. Failure to submit an acceptable essay results in a deduction of 10% of the grade (one four-hour class=10% of 40 hours for course).

Grading Scale (100 points total): Canvas sometimes does strange things with grades. Just remember that your grade is a simple addition of the points earned. In the end, the points earned out of 100 equal the percentage or grade. If you want to keep a running tab on your percentage just divide your points earned by the points possible; Canvas does this too. I’ll try to keep my systems simple so Canvas provides you with correct information. I round to the nearest whole number using Excel so 89.5=90 but 89.4999=89. I never adjust points unless there is an error. Here is the scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade Letter</th>
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<tbody>
<tr>
<td>94% and above</td>
<td>A</td>
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<tr>
<td>93%-90%</td>
<td>A-</td>
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<tr>
<td>89%-87%</td>
<td>B+</td>
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<tr>
<td>86%-84%</td>
<td>B</td>
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<tr>
<td>83%-80%</td>
<td>B-</td>
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<tr>
<td>79%-77%</td>
<td>C+</td>
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<tr>
<td>Below 77%</td>
<td>F</td>
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Assignments (no exams) | Points (total=100)
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Online topical discussions (250 words weekly with one posting and then a comment on another student’s posting). We do this to replace the two classes we did not schedule. Discussions are asynchronous; course section is not     8 @ 2.5 points each=20
Group work: I’ll give you peer evaluation sheets but if you find that you cannot work with a given group member just tell me and I will work it out. I have to check to ensure that 40% of the grade allocated to group work is not too much. Also, for the student that cannot work in groups due to limited time and availability, the work can be done alone. We will sign up for groups the first day.

Academic integrity: Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays: San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

SJSU Writing Center: The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services: The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling. One former student committed suicide and a number have shown serious problems. Even if problems aren’t evident, the individual may be suffering from stress, substance abuse, lack of sleep, eating disorders and so forth. We all need help from time to time.

<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8/17</td>
<td>Discussion of draft syllabus, Chapter 1</td>
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<tr>
<td>8/24</td>
<td>Chapters 2-3, Topical discussion, Text reflections</td>
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<tr>
<td>8/31</td>
<td>Chapters 4-5, Topical discussion, Text reflections</td>
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<tr>
<td>9/7</td>
<td>Labor Day - Campus Closed</td>
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Fall 2015
In the context of California, there are many farm workers that are exploited. In the Bay Area, some recent immigrants work for family members or within ethnic networks where they might be paid below minimum wage. Although San Jose has a relatively high minimum wage, there are many unknown violations because people have to complain to get regulatory attention. If the individual is working for a family member or within an ethnic network, he or she may not complain.

Discussion 1: Hero’s journey - Read the article by Joyce Osland entitled “Working Abroad: A Hero’s Journey.” We don’t have to go abroad to experience the hero’s journey; it can be anything we regard as transforming and challenging. For some it could be learning to fly an airplane, moving to a new city for a new job, and so forth. For me it was clearly working abroad. I was an immigrant from Norway so we often had Norwegians staying in our home while they attempted to find their way in the US. Somehow this made me interested in working abroad. Joyce Osland, my wife of 44 years (on 10/16/14) also shared this desire to work abroad. We spent around 13 years living and working abroad in Latin America and West Africa. At age 26 I became a manager for a large NGO called Plan International, which proved highly challenging. It also gave me the chance to work with extremely impoverished people in the Third World. Think about your own hero’s journey that you either have undertaken already or plan to do so upon graduation. Share your hopes and concerns in the discussion.

Discussion 2: Globalization - pros and cons - We were told that globalization would be beneficial to all. Certainly China and other exporting nations that provided cheap labor prospered. Germany did as well since it has such a strong manufacturing sector.

In the US, investors have clearly benefited but it’s not as apparent with lower income workers. Sure we can buy clothing very inexpensively but many manufacturing jobs have been lost. We are still strong in high end manufacturing.

US agriculture has done well in many instances since high demand for soy beans, corn, wheat, milk, and assorted commodities has enabled farmers to prosper. Where they can't compete, we protect them as is true of grains, sugar and cotton, to the detriment of poor countries.

Culturally globalization has enabled us to become more diverse but the turmoil in the Middle East continues to show that not all countries were ready to be part of an interdependent world.

What do you think? How has globalization worked? Who has it benefited? Who has it harmed? How have you been affected? Read the article by Joyce Osland in Canvas.

Discussion 3: Stakeholder analysis - It is often said that globalization creates interdependence between different countries and their populations. This is also true of a company and its stakeholders. Read the case study on Aracruz, which is attached and can also be found in modules. It had what appeared to be legal property rights to the land the Native Americans were claiming. Both sides, the protesters and the company, were interdependent. Aracruz needed their labor and they needed the jobs provided by the company. The government needed the exports developed by the company and the jobs the company created. When viewed from the interdependent view, what should Aracruz do to work effectively with its stakeholders? Or, should it claim the land as its property and deal with the protesters as outlaws and squatters?

Discussion 4: Medical tourism - When I lived in Costa Rica from 1989-1992 I had dental work done that would have cost close to $10,000 in the US. I paid $1,100. Now people routinely go abroad for fertility treatments where Indian women serve as surrogates at prices far cheaper than the US. Plastic surgery, heart operations, and all manner of surgical intervention can be had abroad for far less than in the US. Do you know of anyone that engaged in medical tourism? How did it go? If you could pay $10,000 abroad for a procedure that would be far more expensive in the US would you go abroad? Read the attached case called Rent A Womb - what concerns would you have about surrogacy in India?

Discussion 5: Internationally human trafficking is a large problem. There are reportedly more slaves now than there ever have been. There are also many young people that wind up working off debts or working below minimum wage jobs.

In the context of California, there are many farm workers that are exploited. In the Bay Area, some recent immigrants work for family members or within ethnic networks where they might be paid below minimum wage. Although San Jose has a relatively high minimum wage, there are many unknown violations because people have to complain to get regulatory attention. If the individual is working for a family member or within an ethnic network, he or she may not complain.
The massage business is somewhat unique to San Jose in that the authorities have made a conscious decision not to police prostitution vigorously. This could change at any time but when I spoke to the vice squad, the respondent said the police were stretched too thin to focus on prostitution.

There are clearly prostitutes that advertise online that choose to supplement their income with the sex trade. They might have jobs during the day but opt to earn more money with sex. On the other hand, there are many prostitutes that have limited English skills or poor job prospects and turn to the sex trade because they can make money. Determining who is trafficked and who is making a conscious decision can be difficult.

Read the attached case entitled “Human Trafficking: Plan Togo’s Dilemmas” and decide what you think Plan International should do to integrate the returned trafficking victims into society again. I worked for Plan International for 10 years before I became a professor. You need not answer all the questions listed at the end but you can use them for discussion if you like.

Some web sites that deal with trafficking include the following:

http://www.rollingstone.com/politics/news/5-things-you-didnt-know-about-human-trafficking-20140819 (Links to an external site.)

http://thecoveringhouse.org/act/resources-2/sex-trafficking-statistics-source-documentation/ (Links to an external site.)


http://www.theguardian.com/uk/2009/oct/20/trafficking-numbers-women-exaggerated (Links to an external site.)

http://www.state.gov/j/tip/rls/tiprpt/countries/2014/226844.htm (Links to an external site.)

How do we know who is a victim of trafficking and who is not? Clearly some immigrant women are tricked into coming to the US or Europe and then only offered the sex trade as work. On the other hand, others could make minimum wage at Walmart but choose the sex trade so they are not trafficked.

http://www.state.gov/j/tip/rls/tiprpt/countries/2014/226844.htm (Links to an external site.)

Discussion 6: Disability - The US and Europe have gone to great lengths in some sectors to integrate the disabled into schools, universities and employment. This is not necessarily true in other countries such as Mexico. Read the case entitled "Movimiento Congruencia: Serving Mexican Workers with Physical Disabilities." Answer the questions at the end of the case and reflect on how the disabled should be treated abroad in countries lacking the resources that the US and Europe have.

Discussion 7: FCPA and ethics - Read the attached cases and reflect on what the protagonists should do - A&A in the one (found in modules called A&A and Eric in the other (How much sleaze is too much?).

Discussion 8: Sixth Mass Extinction – Watch https://www.youtube.com/watch?v=T6X2uwlQGQM (Links to an external site.), a video about air pollution in China. One literally risks one’s health and that of one’s family by breathing the air in many cities.

We get discouraged about sustainability. We are in the midst of the 6th Mass Extinction where profound changes are occurring (http://www.usatoday.com/story/tech/2014/07/24/mass-extinction-study/13096445/ (Links to an external site.) and http://www.sciencedaily.com/releases/2014/07/140724171956.htm (Links to an external site.) One author thinks we can recover (http://www.scientificamerican.com/article/fact-or-fiction-the-sixth-mass-extinction-can-be-stopped/ (Links to an external site.)

Another account appeared in National Geographic (http://science.nationalgeographic.com/science/prehistoric-world/mass-extinction/ (Links to an external site.)

The great irony is that humankind has been blessed with the knowledge, ingenuity, drive and technology to create our wonderful lives but also destroy them. We have seen ourselves as masters of the Earth and in the process we have polluted too much, consumed too much, been careless with water, minerals, fish, animals, and so on. Earth will go on but we may not, if we don’t change.

For business people there are lots of opportunities associated with preventing the mass extinction. Renewable energy, battery storage, new sources of protein, better building techniques to conserve energy, recycling and so on. What can we do to prevent the mass extinction and also pursue business opportunities associated with its prevention? What can we do as individuals to make a difference?
Look under modules for pb4book.pdf.

Optional discussions: During the first class, we can replace any of the above with one or more of the following:

Option 1: Walmart & the Norwegian sovereign wealth fund - Some in the US view Walmart with disdain for what critics perceive as unfair labor practices, including low wages, sexism, and anti-union activities. Others criticize the fabulous wealth accumulated by the Walton family. However, many business people see Walmart as a well-run business with sustainable practices that reduce costs, responsive marketing (e.g., organic foods), innovations in getting people in the store (e.g., banking services for poor people, health services and so forth), aggressive pricing, and more.

However, the Ethics Council of the Norwegian sovereign wealth fund, a fabulously wealthy fund for 4.5 million people, perceived Walmart as unethical and dropped it from the portfolio. See attached case.

What do you think? Is Walmart unethical? Do perceptions of ethics vary from northern Europe to the US? If so how?

Option 2: GMOs – Monsanto is sometimes perceived as the most loathed company on earth due to its involvement with a long list of innovations including GMOs. We’ve been using GMOs for decades and have not suffered personally from consumption but agribusiness certainly damages the environment in terms of water pollution, creation of super weeds, soil issues, bee destruction, risks to farm workers and so forth. See the attached case in Canvas. GMOs are an international issue because more GMOs are cultivated abroad than in the US.

Links provided by Hawaii seed experts with extensive GMO knowledge:
https://www.youtube.com/watch?v=xvFD6DRn0Cg&feature=youtu.be (Links to an external site.)
http://www.geneticliteracyproject.org/#link (Links to an external site.)

There is also a good site called GMOAnswers.com

This public debate hosted by NPR in December of 2014 has been mentioned to me by many community members as being something that changed their thought process around GMOs.
http://intelligencesquaredus.org/debates/past-debates/item/1161-genetically-modify-food (Links to an external site.)

GMOs have been used in insulin (all GMO since the early 1980’s) and cheese production (85-90% of hard cheeses use a GMO enzyme since the early 1990’s). It is interesting that most people aren’t concerned about it with these two globally used product of the same science but are worried about corn, soybeans, cotton, canola etc.

For increasing food production/nutrition in developing countries there are a couple of really impactful projects ongoing:

Water Efficient Maize for Africa
http://www.pub.ac.za/files/WEMA.pdf (Links to an external site.)

Golden Rice
http://www.goldenrice.org/Content3-Why/why.php (Links to an external site.)

For looking at complex dilemmas when making decision to use GMOs, the following is useful:

Golden Rice
http://www.pitt.edu/~lmj36/Writing%20Assignment%203.pdf (Links to an external site.)

A good ethical thought process overview
http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentations/genetically-modified-foods.html (Links to an external site.)

Here is a good blog looking at this from a family farmer’s perspective.
https://petersonfarmblog.wordpress.com/2014/09/24/greg-peterson-advocate-for-truth-gmos/ (Links to an external site.)