

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO  
Joseph M. Bryan School of Business and Economics

**MGT 304**  
**ADVANCED ISSUES IN INTERNATIONAL BUSINESS**  
**Spring 2017**

Professor	Dr. Vas Taras
Office	349 Bryan
Office phone	336-256-8611
E-mail	v_taras@uncg.edu
Time/Location	online
Communication:	Face-to-face by appointment; email/phone: any time
Office hours:	M/W, 12 noon – 1 pm, or by appointment, or call



### COMMUNICATING WITH THE INSTRUCTOR

- Email is the only official mode of communication.
- When emailing me, please add “MGT-304” in the subject header. Two reasons for that: (1) my spam filter won't put any emails in the junk mail folder if the subject contains “MGT-304” and (2) I need a keyword to filter and delete messages from my sent email folder after the semester is over; without a standard keyword, many messages are overlooked and spam my email account forever.

### PREREQUISITES

- There are no course prerequisites. It is strongly recommended, however, that MGT-301 is taken before MGT-304

### REQUIRED COURSE TEXTBOOK

- Tarique, D. Briscoe, R. Schuler (2016) International Human Resource Management: Policies and Practices for Multinational Enterprises, 4<sup>th</sup> or 5<sup>th</sup> Edition, Routledge

Feel free to order the 4<sup>th</sup> edition. The 5<sup>th</sup> and the 4<sup>th</sup> editions cover exactly the same list of topics. The 5<sup>th</sup> edition contains updated statistics and new cases and examples, but as far as the core concepts, the changes are minimal. So for the latest information get the 5<sup>th</sup> edition, but if you want to save money, 4<sup>th</sup> edition will suffice.

- D. Briscoe, R. Schuler and I. Tarique (2012) International Human Resource Management: Policies and Practices for Multinational Enterprises, 4<sup>th</sup> Edition, Routledge.

### RECOMMENDED OPTIONAL READINGS FOR KEENERS

- Cairns, G. and Sliwa, M. (2008), A Very Short, Fairly Interesting and Reasonably Cheap Book about International Business, London: Sage
- Friedman, T., Mandelbault, M. (2008) “That Used to be Us: How America Fell Behind in the World It Invented and How We Can Come Back”, New York: Farrar, Straus and Giroux.

### CANVAS

Canvas (<https://uncg.instructure.com>) is used to post course materials and grades.

To avoid confusion, all materials, including course syllabus, grades, assignments, and readings, are posted in the “Files” section rather than in designated subfolders.

### COURSE OBJECTIVES and COURSE OVERVIEW

Official “dry” summary:

- Understand and manage the realities and trends in MNEs/SMEs
- Provide opportunities to develop your “cultural intelligence”
- Know and understand the internal and external realities and trends that are important to MNEs/SMEs and Global Management
- Know and understand the use of International Management policies and practices
- Understand the linkages between MNEs/SMEs and IHRM
- Management in cross-border Mergers and Acquisitions and International Joint Ventures

- Share ideas, perspectives and suggestions on all issues

### What this course is really about:

The objective of this course is to cover special International Business and Management issues not covered in MGT-301. It is also a more practice-oriented course. In MGT-301, the main question was “How things are/work?” In MGT-304, the question is more “What should I do and How?”

The course will revolve around two blocks of questions faced by people doing business internationally:

1. I am going overseas (as an employee, manager, or entrepreneur) or sending my employee overseas:
  - a. Why would you want to go there?
  - b. Where would you go and why?
  - c. What do I need to do to go?
  - d. How will I handle my personal finance and banking issues?
  - e. How will I handle my company finance and banking issues?
  - f. How do I settle, integrate and be happy there?
  - g. How do I recruit, hire, evaluate, compensate, and fire people there?
  - h. Returning back: now what?
2. I want to hire a foreigner to work for me here or invite a business partner to visit me here:
  - a. Why would I want to hire a foreigner?
  - b. Where would I look for employees/business partners overseas?
  - c. What would it take to get them here?
  - d. How doing business internationally (foreign employees, partners) affect my company (taxes, reporting, etc.)
  - e. It's not going well, how do I get out of this arrangement?

### COURSE FORMAT

This is an online course.

Instructor → Students

- All materials will be posted in Canvas (syllabus, slides, exam reviews at the beginning of the semester, other materials as we move along)
- To match your personal learning style, all course content will be available in text, video and audio format. This way, you can read, watch or listen to the lectures – whatever fits your lifestyle.
- The textbook contains the most detailed information, but the slides are deliberately made wordy so that they provide enough information to comprehend the material and be used for a quick but thorough review and preparation for tests.

Students → Instructor

- There will be two non-cumulative exams and six take-home assignments.

Students ↔ Instructor

- For two-way communication, I will hold optional virtual office hours and exam review sessions.
- You are also welcome to stop by my office or call me: I am in most of the days from about 8 am till about 5 pm.

### POWER POINT PRESENTATIONS (PPTs)

The PPTs are posted in Canvas, by chapter. Given that this is an on-line course, I deliberately designed them to be wordy so that slides resemble a textbook rather than just offer a bullet list of issues covered in the presentation.

This way, PPTs could be used not only as a technological enhancer of my presentations, but also as a supplement to or a condensed version of the textbook. Unlike the traditional brief “issue list” slides, my wordy “textbook” slides could be comprehended by students or used for a quick yet thorough and detailed review of the course materials before the exam.

I constantly strive to improve the slides; thus updates are possible. Check for an updated version before each class and before exams. Substantial changes are very unlikely, but I may include additional examples or better explanations of the concepts.

### VIDEO AND AUDIO LECTURES

For those of you who prefer a face-to-face contact, there are video lectures. Canvas limits the total size of content to 100Mb, so I can't post high-resolution video lectures there. Instead, I've uploaded the video lectures to YouTube. You can stream them, or download the files using this service <http://getfbstuff.com/> to watch them off-line.

Also, the video lectures are designed in a way that you can just listen to them. The video stream helps as it allows you to see my "talking head", plus the many charts, graphs, pictures and video clips. However, simply listening to them should give you 99% of the content. So if you commute a lot, or go to the gym or work in a backyard garden a lot, you can just listen to my video lectures as you do other physical work. It's best, of course, to watch the video lectures, take notes and jot down your questions, but if you have time only for listening, that should work, too.

While video lectures cannot fully replace true in-class lectures, this is as close as we can get in an on-line course to face-to-face interaction. I also tried live video conferences/lectures, but those don't work as well as the technology always doesn't work for a sizable portion of the class. Most importantly, the recorded lectures give you the scheduling flexibility – you can watch them at your (not mine) convenience.

Also note, I've considered creating more entertaining video lectures (Discovery Channel style or Whiteboard Animation style). Those will be more fun to watch, but in a test run they turned out to be not the best option. A simpler "talking head" video with the slides in the background turned out to be much more convenient for studying. The students have the same set of slides, can make notes if needed, and most important, my "wordy" slides seem to be very convenient to use as class notes. If we have a "documentary" type film for each lecture, it will make it very difficult to connect the video content to the class notes and will make it virtually impossible to quickly review the lecture when preparing for the test. So at least for now we'll stick with the simpler traditional video lectures. However, if any of you could help me create professional-quality video lectures, talk to me. Generous bonuses will be available for your help.

### Should you watch/listen to the video/audio lectures?

Yes, you should. Although the textbook does a great job explaining the materials and my slides are detailed enough to fully understand the material, the video/audio lectures provide even more information and would be beneficial if you want to learn more and prepare better for the homework assignments and exams. Moreover, to encourage you to review the video/audio lectures, I incorporated 3 sample questions in each lecture. The format and difficulty of these questions are similar to those you will see on the exam in terms of format and difficulty. These sample questions will not be shared in the text-format materials (not included in the text-only slides, only in video/audio lectures).

### LETTER GRADE SCALE\*

98 and up	A+	84 – 87	B	65 – 69	C-
95 – 97	A	80 – 83	B-	58 – 64	D+
92 – 94	A-	75 – 79	C+	51 – 57	D
88 – 91	B+	70 – 74	C	0 – 50	F

### COURSE GRADE COMPOSITION\*

Exam 1 (covers materials from chapters 7, 8, 9):	35
Exam 2 (non-cumulative, covers materials from chapters 6, 10, 11, 12):	35
6 THAs, 5% each	30
<b>Total:</b>	<b>100</b>
Course improvement bonus (more details below), 0.1 per idea/correction	1
"Green question bonuses, up to 0.25 points per chapter	1.75
<b>Theoretical course maximum:</b>	<b>103+</b>

\* To translate numeric grades into letter grades, final grades will be rounded to the nearest integer (no decimals).

The grades are posted in an Excel file in Canvas in the Files section. An Excel file, rather than the Canvas' grade center is used as Excel gives students more flexibility (shows grade distribution, allows to "play" with the numbers to determine what grade is needed on the remaining exams to receive a desired course grade, etc.). The file is regularly updated, usually shortly after each lecture. **The date in the file name shows when it was updated the last time.**

## EXAMINATIONS

There will be two non-cumulative exams. Each exam will include only multiple-choice questions. The exams will be posted on CANVAS and will be made available as per the schedule provided at end of this document.

## TAKE-HOME ASSIGNMENTS (THAs)

The third portion of the semester will be devoted to a review of some of the most controversial issues in international business; things like immigration, job outsourcing, or free market vs. planned economy comparison. You will be provided with a short (15-17 min) video on each of the topics and then asked to lay out the arguments of each side in the debate. You will not be asked to share your own opinion and will not be evaluated based on your own views. You will just need to know what each side has to say. There is actually a good chance you will be much less confident about your stance on the issue after you have learned more about it. You will learn that many of these issues are not black and white, not the absolute good and evil, but rather shades of grey.

### *THA grading procedures*

Since completion of THA's is not timed, it is expected that your answers are nearly perfect (all relevant points identified, no irrelevant points included, clear, to the point).

Generally, answers to each THA question will be rated as

- excellent (full credit for the corresponding question),
- good (half credit for the corresponding question), or
- poor (zero credit for the corresponding question).

## GREEN QUESTION BONUSES

For each lecture, the Syllabus provides 3-5 discussion questions (in green). As an optional bonus, I offer 0.25 points added to your total course grade if submit your answers to those green questions. This way, I will know you're staying on schedule and putting in a good effort into staying on top of the course materials.

## COURSE IMPROVEMENT SUGGESTIONS, 0.1 PER READING UP TO 1 POINT TOTAL

To improve course quality, bonuses will be given for suggestions on how this course could be improved, such as

- Corrections of grammar errors and poor wording in the slides, THAs, and this syllabus. Just email me the correction and I will give you a 0.1 bonus per correction – believe me, there are enough of them in the course documents.
- Suggestions for course assignments, exam questions, activities, etc. (up to 1 point). To receive a bonus, students must present well developed alternative assignments, test questions, or the like, with instructions and suggested grading scheme.
- Links to relevant news stories, videos, and other resources, 0.1 points per relevant link.

## DEFERRING EXAMS OR ASSIGNMENTS

Deferring exams or assignments may be allowed in cases of illness, domestic affliction, religious conviction or emergencies. Proper documentation must be submitted.

## ACADEMIC ACCOMMODATION

The Disability Resource Services provide accommodations to students with documented disabilities. It is the student's responsibility to request an academic accommodation. I will be happy to accommodate in any possible way.

## HONOR CODE

- By virtue of registering for this course, students must conform to all existing principles found in UNCG's Academic Integrity Policy and the Student Code of Conduct. Further details may be found at the following sites: <http://academicintegrity.uncg.edu/complete/>; <http://studentconduct.uncg.edu/policy/code/>
- You are required to know and abide by the Honor Code in all matters concerning this course. Please submit all written work with the word "Pledged" followed by your signature indicating that you prepared the work in accordance with the Honor Code and in accordance with any other specific instructions relevant to that assignment.

- This pledge will also indicate that you have not used information (oral or written), materials, or briefs prepared by or given by current or former students in my classes or students in other classes or online paper-writing services.
- Violations of the Honor Code will be severely prosecuted.

#### **FACULTY – STUDENT GUIDELINES**

The Bryan School has adopted a set of faculty and student guidelines. Please read them at:  
[www.uncg.edu/bae/faculty\\_student\\_guidelines.pdf](http://www.uncg.edu/bae/faculty_student_guidelines.pdf)

**TENTATIVE COURSE SCHEDULE, SUBJECT TO CHANGE - CHECK FOR UPDATES FREQUENTLY!!!**

Color code:

**Red – Exams, assignments due**

**Green – Main questions for the lecture, submit answers for bonus**

Timing	Topic	Details
Week 1 Jan 17-20	Introduction	Review Course materials. No assignments. Video Introduction to be posted Thursday, January 16 <a href="https://youtu.be/6uiw5gMchbw">https://youtu.be/6uiw5gMchbw</a>
Week 2 Jan 23-27	Ch. 7 International Employee Relations	Video Lecture <a href="http://youtu.be/-8ZZnULcy4Y">http://youtu.be/-8ZZnULcy4Y</a>  “Green” question bonus (submit via CANVAS, 1 page/question max), 0.1 points: <ul style="list-style-type: none"> <li>• How does labor union membership vary around the world?</li> <li>• How unions can affect operations of MNEs?</li> <li>• Unionization rate is on the rise in China. Is it good or bad for China and why?</li> </ul>
Week 3 Jan 30-Feb 3	Ch. 8 International Workforce Planning and Staffing	Video Lecture: <a href="http://youtu.be/5wHGAh5fOF4">http://youtu.be/5wHGAh5fOF4</a>  “Green” question bonus (submit via CANVAS, 1 page/question max), up to 0.1 points: <ul style="list-style-type: none"> <li>• Why is planning and forecasting a global workforce so difficult?</li> <li>• If Yum Yum were to open a fully-owned restaurant in China, of the international assignment options listed on pp. 210-212, which 3 would be most suitable for Yum Yum and why?</li> <li>• What are the trends over the next decade in global staffing for many MNEs?</li> </ul>
Week 4 Feb 6-10	Ch. 9 International Recruitment, Selection, and Repatriation	Video Lecture: <a href="https://youtu.be/3sPU7I4pESg">https://youtu.be/3sPU7I4pESg</a> If does not work, use this link: <a href="https://vimeo.com/153768279">https://vimeo.com/153768279</a> If the link does not work, you can download the original file <a href="#">here</a> .  “Green” question bonus (submit via CANVAS, 1 page/question max), up to 0.1 points: <ul style="list-style-type: none"> <li>• What recruitment methods that are popular in the US may not work or may not be available in China? Why?</li> <li>• When recruiting a person for international assignment, what qualities will you be looking for in the candidates and why?</li> <li>• How will you assess whether or not the candidate has the qualities listed above?</li> </ul>
Exam	Exam 1	Chapters 7, 8, 9 Exam window: Sat, Feb 11, 12:00 noon – Tue, Feb 14, 11:59 pm You’ll have 75 minutes to complete the test once you start. 35% of the total course grade. Go to Canvas to complete the test.

Week 5 Feb 13-17	Ch. 10 International Personnel Training and Development	<p>Video Lecture: Part 1: <a href="http://youtu.be/DDufgtctr6c">http://youtu.be/DDufgtctr6c</a></p> <p>“Green” question bonus (submit via CANVAS, 1 page/question max), up to 0.1 points:</p> <ul style="list-style-type: none"> <li>• What are the challenges of training an international workforce?</li> <li>• If you were going on an international assignment, what kind of training would you like to receive?</li> <li>• How would you measure whether or not the training was successful?</li> </ul>
Week 6 Feb 20-Feb 24	Ch. 11 International Compensation, Benefits and Taxes	<p>Video lecture: <a href="http://youtu.be/dAr1fR_YJmo">http://youtu.be/dAr1fR_YJmo</a></p> <p>“Green” question bonus (submit via CANVAS, 1 page/question max), up to 0.1 points:</p> <ul style="list-style-type: none"> <li>• What are the differences between global remuneration and international assignment compensation?</li> <li>• How are equity compensation plans affected when used as incentive compensation with employees from different countries in an MNE?</li> <li>• What are the advantages and disadvantages of the common international assignment compensation systems?</li> <li>• What different tax approaches can be used by MNEs for international assignment compensation?</li> </ul>
Week 7 Feb 27-Mar 3	Ch. 6. International employment Law, Labor Standards, and Ethics	<p>Video Lecture: <a href="http://youtu.be/IRn5irz9dK0">http://youtu.be/IRn5irz9dK0</a></p> <p>“Green” question bonus (submit via CANVAS, 1 page/question max), up to 0.1 points:</p> <ul style="list-style-type: none"> <li>• Pro’s and con’s of different legal systems</li> <li>• What supra-national organizations do you know that affect international business operations, and what each of them does?</li> <li>• What are the main differences in employment visa regulations across countries?</li> <li>• What are the main difference in employee protection, benefits, and termination across countries?</li> </ul>
Week 8 Mar 6-10	Ch. 12 Performance Management	<p>Video Lecture: <a href="https://youtu.be/iGXFhhn5zuA">https://youtu.be/iGXFhhn5zuA</a></p> <p>“Green” question bonus (submit via CANVAS, 1 page/question max), up to 0.1 points:</p> <ul style="list-style-type: none"> <li>• What are some of the international differences in employee feedback management?</li> <li>• How the definition and understanding of “employee performance” differs across cultures?</li> <li>• How “performance”, “success”, and “failure” are usually defined in the context of expatriation?</li> </ul>
Mar 11-19	Spring Break	
Exam	Exam 2	<p>Chapters 6, 10, 11, 12</p> <p>Exam window: Sat, Mar 18, 11:59 am – Wed, Mar 22, 11:59 pm</p> <p>35% of the total course grade</p> <p>You’ll have 90 minutes to complete the test once you start.</p> <p>35% of the total course grade.</p> <p>Go to Canvas to complete the test.</p>

<p>Week 10 Mar 20-24</p>	<p>THA1 Job outsourcing</p>	<p><b>The Big International Business Controversies: Job Outsourcing</b> Due Mon, Oct 31, 11:59 pm.</p> <p>Following exam 2, you will be provided with a set of materials (lecture slides, video lecture, optional regains) and asked to prepare a take-home assignment (THA) based on the materials.</p> <p>The main questions you will have to answer will include:</p> <ul style="list-style-type: none"> <li>- Why the debate on the economic effects of job outsourcing?</li> <li>- Main arguments of the opponents of job outsourcing?</li> <li>- Main arguments of the proponents of job outsourcing?</li> <li>- Proposed ways to deal with the issue?</li> </ul> <p>You will not be asked to provide your opinion, just the list of main arguments with your review of truths and myths behind each of them.</p> <p><b>5% of the total course grade.</b> <b>The assignment will be available on Canvas after Exam 2 closes.</b></p>
<p>Week 11 Mar 27-31</p>	<p>THA2 Immigration</p>	<p><b>The Big International Business Controversies: Immigration</b> Due Mon, Nov 7, 11:59 pm.</p> <p>Following exam 2, you will be provided with a set of materials (lecture slides, video lecture, optional regains) and asked to prepare a take-home assignment (THA) based on the materials. If you took my MGT-301, the format will be very similar to my regular THAs.</p> <p>(20%) 1. Please summarize in a few words the issue of the economic effects of immigration in the U.S.?</p> <ul style="list-style-type: none"> <li>- What all the fuss is about?</li> <li>- A brief history of the issue?</li> <li>- How big and wide spread is the problem?</li> <li>- Where the immigrants are believed to be coming from?</li> <li>- What industries are the most affected (jobs "stole" or created)?</li> </ul> <p>Better answers will included some statistics - just search on the Internet for relevant figures, make sure to cite sources.</p> <p>(20%) 2. Please summarize the arguments of the opponents of immigration. Why immigration is believed to be BAD for the U.S.?</p> <p>(20%) 3. Please summarize the arguments of the supporters of immigration. Why immigration is believed to be GOOD for the U.S.</p> <p>(20%) 4. How is emigration (relocation of people from other countries to the U.S.) is taken in those "other" countries? The stereotype is that people from "developing" countries come to the U.S. and "steal" jobs that Americans used to have. How is this process viewed in those "developing" countries?</p> <p>(20%) 5. If you were in charge, how would you address the issue? What policies would you implement to improve the situation? How would you change the U.S. immigration laws to make American better off?</p> <p>Bullet-list format for key points preferred, if applicable.</p> <p><b>5% of the total course grade.</b> <b>The assignment will be available on Canvas after Exam 2 closes.</b></p>

<p>Week 12 Apr 3-7</p>	<p>THA3 International Differences in Decision Making</p>	<p><b>The Big International Business Controversies: Of Course I should Make My Decisions, or should I?</b></p> <p>Due Mon, Nov 14, 11:59 pm.</p> <p>You will be asked to watch this video: <b>TED: Sheena Iyengar, The art of choosing</b> <a href="http://youtu.be/IDq9-QxvsNU">http://youtu.be/IDq9-QxvsNU</a></p> <p>(10%) 1. Please list the main types of approaches to decision making. How decisions CAN be made and what CAN influence the decision making process?</p> <p>(25%) 2. Please describe the views and assumptions about a "good" decision making process in the West.</p> <p>(25%) 3. Please describe the views and assumptions about a "good" decision making process in the East. Who should be making the decision and how the process should go, as believed by the majority of the people in the East?</p> <p>(40%) 4. How these differences can play out in the multicultural workplace? Why should businesses worry about these differences?</p> <p>Please note, while #1 is largely a definition/theory question, and #2 and 3 are answered for you in the video and the slides, # 4 actually requires some thinking and therefore is worth 40% of the entire assignment.</p> <p><b>5% of the total course grade.</b> <b>The assignment will be available on Canvas after Exam 2 closes.</b></p>
<p>Week 13 Apr 10-14</p>	<p>THA4 Free Market is Better than Planned Economy, or is it?</p>	<p><b>The Big International Business Controversies: Of Course Free Market is Better than Planned Economy, or is it?</b></p> <p>Due: Mon, Nov 21, 11:59 pm</p> <p>You will be asked to watch this video: <b>TED: Eric X. Li, A tale of two political systems</b> <a href="http://youtu.be/s0YjL9rZyR0">http://youtu.be/s0YjL9rZyR0</a></p> <p>Additionally, a review of pro's and con's of Free Market, vs. Planned Economy systems will be provided to you in a form of a video lecture and slides.</p> <p>Based on these materials, you will be given a THA that asks you:</p> <p>(10%) 1. Please provide a list of main types of a). economic systems and very briefly describe the key characteristics of each of them. b) political systems and very briefly describe the key characteristics of each of them.</p> <p>(20%) 2. The "common wisdom" seems to be that free-market economy and democracy are a better choice. What are the arguments of the supporters of this approach?</p> <p>(50%) 3. In the video you watched, the speaker was trying to prove the previous point "not entirely correct." He wasn't saying it was wrong, just that it may not always be right. Earlier, Jackie Chan, a movie super star got it trouble by saying that in some countries a planned economy, mildly authoritarian regime may be</p>

		<p>preferred. It was obvious, however, that an estimated of 2-4 billion people on this planet (40-60% of the population) actually share these views.</p> <p>What are the arguments of the people who advocate for planned economy non-democratic approach to national development?</p> <p>Note, since #1 is largely a definition, #2 is something you probably know very well without this course, but #3 is unusual and counter-intuitive, is question is worth 50%. To get full credit, you need to provide all key arguments with an explanation why they may have merit.</p> <p>(20%) 4. If you were leading a country, how would you handle it? What approach would you choose? If it depends, please provide details.</p> <p>5% of the total course grade. The assignment will be available on Canvas after Exam 2 closes.</p>
<p>Week 14 Apr 17-21</p>	<p>THA5 Difference between rich and poor is good, or is it?</p>	<p><b>The Big International Business Controversies: A gap between the rich and the poor is good, or is it?</b></p> <p>Due Mon, Nov 28, 11:59 pm.</p> <p>You will be asked to watch this video: <b>Chrystia Freeland: The Truth About the Growing Income Gap</b> <a href="http://youtu.be/tt8uG5XFdKM">http://youtu.be/tt8uG5XFdKM</a></p> <p>Based on the video, you will be given a THA that asks you: Income inequality, what it is and what it should be, is one of the issues where there are staggering differences across countries.</p> <p>In some countries, wealth is very evenly distributed with the country's rich making not much more than the country's poor. In other country, the difference between the rich and the poor is huge, often 1:1,000 or even 1:1,000,000 between the top and the bottom 1%.</p> <p>Everybody agrees that there should be rich and poor, reflecting their different effort and skill, but how much different is where the disagreement arises.</p> <p>Answers to these questions often shape national and even international economic policies and have a profound effect on business.</p> <p>Please review the THA materials on BB and answer the following questions:</p> <p>(30%) 1. Please briefly explain the issue. Better answers would include a review of concepts (what is income distribution and income inequality, how it is measured, and some stats on how is wealth distributed in different countries and how it has been changing over time; if you really want to impress me, google studies that looked at the relationship between income inequality and economic performance).</p> <p>(15%) 2. What is the "left" view of income distribution (prevalent in communist and socialist countries)? How do they believe wealth should be distributed and why?</p> <p>(15%) 3. What is the "right" view of income distribution (prevalent in capitalist countries)? How do they believe wealth should be distributed and why?</p>

		<p>(30%) 4. What is so alarming about the results of the studies that compare what people think the wealth distribution should be, what people think wealth distribution is, and what it actually is? Please briefly summarize the main findings and then briefly explain what that means.</p> <p>(10%) 5. If you were leading a country, how would you handle it? What would be your goal and what policies would you use to achieve it?</p> <p>5% of the total course grade. The assignment will be available on Canvas after Exam 2 closes.</p>
<p>Week 15 Apr 24-28</p>	<p>THA6 The World is Flat, or is it?</p>	<p><b>The Big International Business Controversies: The World is Flat, or is it?</b></p> <p>Due Mon, Dec 5, 11:59 pm.</p> <p>You will be asked to watch this video: <b>TED: Actually, the world isn't flat, Pankaj Ghemawat</b> <a href="http://youtu.be/KPNn880KWfU">http://youtu.be/KPNn880KWfU</a></p> <p>Based on the video, you will be given a THA that asks you:</p> <p>(20%) 1. Many believe (or "know") that the world is globalizing or, in the words of Thomas Friedman, getting "flat" (see his best-seller book titled "The World is Flat").</p> <p>Why should we care? Who should care? What impact globalization (or a lack of thereof) has on business? Why and how doing business in a globalized interconnected world is different from doing business in a parceled world or in an isolated country?</p> <p>(30%) 2. What kind of evidence or indicators are usually presented to support the claim that the world is becoming more interconnected?</p> <p>Present at least 5 key statistics that show that the world is really getting "flat". This will require to, first, think what sort of measures can be used to evaluate how globalized or interconnected the world is (e.g., statistics related to trade, political blocks, technological cooperation) and, second, finding the specific statistics online and presenting here. Please make certain to cite your sources (in most cases, providing URLs will be sufficient).</p> <p>(30%) 3. Apparently, at least some researchers doubt that the world is already "flat." Some claim that the world is not even closely as globalized as most people believe it is. What evidence do the proponents of the "the world is not flat (yet)" use?</p> <p>Present at least 5 key statistics that show that the world is not as interconnected and globalized as many believe it is. Most of the information you can get from the video assigned for this week. However, you may also consider finding additional statistics (optional) online. If you use external sources, please make certain to cite them (in most cases, providing URLs will be sufficient).</p> <p>(20%) 4. So what? If the world is not as "flat" (not as interconnected), what does it mean for business? That is, everyone's talking about globalization and the new rules of doing business. Yet, people still seem to be live very much in their own small worlds and hardly ever reach out beyond their national borders. Why should we care?</p>

		<p>Who should care? What advice would you give to a business manager based on the evidence presented in #3?</p> <p>5% of the total course grade. The assignment will be available on Canvas after Exam 2 closes.</p>
--	--	--