

Course title:	Global Issues and Macroeconomics		
Course code:	BA561	Credits:	
Term/period:	2020 Period 7	Class location:	Online – Zoom
Course duration:	2 Nov 2020-16 Dec 2020	Class times:	M, W; 12:00pm – 2:00pm
Division:	Marketing	Program:	FT MBA

INSTRUCTOR INFORMATION

Instructor: Dr. Murali Chandrashekar
Email: murali@sauder.ubc.ca Office hours: By appointment

Teaching assistant: Kouther Noureddine
Email: k.noureddine@alumni.ubc.ca

Teaching assistant: Harshal Mehta
Email: harshalmehta03@gmail.com

COURSE DESCRIPTION

The performance of firms and the quality of life is inexorably shaped by the macroeconomic environment in which we all operate. The global economy continues to face a number of serious challenges – messy and ‘wicked’ problems – that require the involvement of multiple stakeholders in the macro economy (across business, government and civil society), each with different motivations and constraints, low decision-making authority, and the potential for high conflict across stakeholders in approach, strategic decision-making, and implementation. This course will engage with global issues that require strategic thinking to generate solutions, including pandemics, homelessness and affordable housing, universal health care, food security and sanitation, poverty and inequality, the exhaustion of non-renewable resources, depletion of the environment and climate change, and systemic problems associated with the inability to leverage financial markets to generate sustainable resources.

COURSE FORMAT

Class interactions will take place virtually on ZOOM, and the language of instruction and interaction will be English. Class materials – text, reports, videos, etc. – will be posted on CANVAS.

Each session will be 90-120 minutes long, and will be facilitated by mini-lectures from subject matter experts, conversations with practitioners, discussion forums triggered by cases and other leading performance examples related to the global issues addressed in this class. Class interactions will be facilitated by the course Teaching Assistants.

LEARNING OBJECTIVES

Upon completion of BA 561, students should be able to

- Articulate key global issues shaping the global economy
- Describe the holistic and integrated nature of macroeconomic resilience needed to address global issues
- Describe the work conducted in remote and borderless teams to design collaborative approaches involving business, government and civil society to enhance the impact of macroeconomic policies in addressing global issues

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Class participation	10%
Team-based case write-ups (2)	20%
Team-based “Global Issues Challenge” interim report	15%
Team-based “Global Issues Challenge” final report	30%
Peer evaluation	15%
Individual course reflections	<u>10%</u>
Total	<u>100%</u>

Details of Assessments

Class participation

It is important that students bring their experience and knowledge into the class. Students are expected and encouraged to effectively participate. Participation will be computed from in-class participation and participation in discussion forums related to the class. Students are also expected to actively engage in class discussions, raising points and building on points raised by their peers, as well as bringing their experience and knowledge to class. Regular and punctual attendance is important.

Class participation is vital to the success of this class – the quality of the discussion is basically in your hands. I also believe that what you get out of this course is eventually fairly correlated with what you put in; I merely seek to introduce you to various facets of this important area.

In order to stimulate discussion, I will randomly call upon individuals while ensuring that discussion is widespread and not dominated by a few.

I am guided by the following principles: (a) respect for other’s views, (b) exhibit a strong commitment to honesty and integrity, and (c) remain open to taking risks and stretching oneself to try new ideas and concepts.

As in other classes, class participation is not to be confused with quantity of participation or mere physical presence. What matters is the quality of participation, and I use several criteria to judge this quality. For example:

- Is careful thought given to the facts in the case or does it merely repeat them?
- Is the comment timely and linked to the comments of others?
- Does the comment move the discussion by adding a new perspective?
- Does the comment indicate a lack of preparation?
- Does the comment reflect a concern for maintaining a constructive and comfortable classroom atmosphere?

Team-based case write-ups

In this course, you will be exposed to two cases. Each of you individually is expected to have read each case and be prepared to discuss your views on the case during class discussion. You can expect to be cold-called or asked to role-play a particular perspective to enhance the quality of the class discussion.

In addition, each team will prepare an action memo for the two cases and submit it on CANVAS. We will form teams and assign teams to cases on the first day of class.

The case write-up will be in the form of a decision memo – an action-oriented write-up, rather than a general, proscriptive, or textbook-like discussion. To enhance this focus, it is important that in the early part of this memo you list your recommendations.

Your write-up should be typed, double-spaced (12-point font and 1" margins), and no longer than TWO (2) pages, exclusive of special exhibits and appendices. Note that the appendix is not merely a reservoir for supplemental text material. Exhibits should be clearly labeled and understandable. As the skeleton of your memo, exhibits need to broach the future as well as the past and present. Please do not waste time summarizing the case text. Finally, while there is always a need for more information, do not write a research proposal! Indicate what information you would like and its purpose.

This component of the assessment is to enhance your ability to analyze a situation and offer recommendations for action. It calls for synthesis of information, generation of alternative courses of actions, development of criteria against which the actions are to be chosen, and then making a decision in the face of uncertainty. It calls for application of concepts from this class and the entire MBA program to a specific real-world problem, and then requires you to communicate your ideas in written format in a persuasive manner.

Global issues challenge

A significant learning platform in this course is the Global Issues Challenge. Students will work in teams to engage with a challenge posed by one of the course partners. The challenge, presented as 'raw' cases, will cover various issues, and will require students to adopt a holistic and integrated perspective while addressing the dilemma.

The situations presented in the class have yet to be solved. Students will be asked to draw on their disciplinary knowledge and experiences, and work with colleagues to develop new and innovative approaches to addressing these situations. In the spirit of continuous improvement, students are expected to offer constructive feedback on the course structure and materials, giving students in this next cohort the opportunity to continue to shape the course and related efforts for the future.

On Dec 2, 7, 9 and 13 teams will make a 15 min presentation to the rest of the class on your key recommendations.

Teams will be required to submit a report (can be in the form of a slide deck) one day in advance of your presentation.

We will discuss the project in detail at the first class meeting on Nov 2.

Peer evaluation

The focus of the peer evaluation is to assess contribution of each team member to the team, related to case memo preparation and the team project. A form will be made available early in the course.

Individual course reflection

A reflection memo on how the learning from this course might apply to your career. 1-2 pages will be sufficient.

LEARNING MATERIALS

Learning materials will be posted on the course CANVAS site.

Link to acquire course pack (with readings and cases) is posted on the course CANVAS site.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe,

jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

TENTATIVE COURSE SCHEDULE

Class	Date (2020)	Topic	Guest speakers
1	2 Nov	Course intro	
2	4 Nov	Fiscal policy, poverty and climate	Sheela Patel (Global Commission on Adaptation) Bernhard Barth (UN Habitat)
3	9 Nov	Global & national policy impacts of COVID; Urban China	Yves Tiberghien (UBC)
4	13 Nov	Food security, labour markets and migration,	Richard Barichello (UBC)
5	16 Nov	Pandemics and universal health care	Peter Berman (UBC)
6	18 Nov	Equity	Erin Miyazaki (Mithun) Kelly Worden (U.S. Green Building Council)
7	23 Nov	Covid recovery and community engagement	Steve Johnston (Community Impact Real Estate)
8	25 Nov	Homelessness	Penny Gurstein (UBC)
9	30 Nov	No class	
10	2 Dec	Final presentations	Teams 1-4
11	7 Dec	Final presentations	Teams 5-8
12	9 Dec	Final presentations	Teams 9-12
13	14 Dec	Final presentations	Teams 13-16