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## **CIBER Focus Interview Series**

### **Video Annotation**

**Aid to Artisans Ghana**

**Link:** <https://www.youtube.com/watch?v=qFvnKmcCE5M>

**Length:** 17:09

**Production Date/Year:** July 24, 2018

**Keyword Topics:** Artisan, Ghana, Crafts

## Guest Info: Bridget Kyerematen-Darko

In an interview with Jimmy Bettcher, Bridget Kyerematen-Darko discusses her work with Aid to Artisans Ghana. Darko is the Executive Director of Aid to Artisans Ghana and Bettcher is a 2012 MBA candidate at the Indiana University Kelley School of Business. Darko, who has worked at Aid to Artisans (ATA) for seventeen years, discusses the organization's mission and core activities as well as its successes and failures, noting that the global recession has adversely affected market demand. Darko also discusses her own background and how she became involved with ATA Ghana. Darko describes how ATA Ghana has changed during the past seventeen years. She discusses her long term strategy for maintaining a sustainable organization and notes the importance of having good board governance and being mindful of organizational finance. ATA Ghana has been successful at leveraging its available funds for growth, and in bridging the gap between tradition and technology to help artisans' product development process. Darko describes the challenges facing the artisan craft industry in Ghana, including performing effective market research, balancing production capabilities with market needs, and analyzing competitors. Finally, Darko offers advice to American companies interested in partnering with ATA Ghana and reflects on her collaboration with MBA student consultants at Kelley.

## Video Summary/Synopsis:

0:45 - Darko explains what Aid to Artisans Ghana is and what it does.

1:45 - Darko shares some of the success stories from her time working for Aid to Artisans Ghana

3:26 - Darko explains how she began to be involved with Aid to Artisans.

5:21 - Darko expounds on how she has seen the organization change and grow over the course of her 17 year tenure there.

11:07 - Darko outlines what she sees as the biggest challenges facing the craft industry in Ghana.

13:20 - Darko gives her advice for how American businesses can become involved and possibly partner with Aid for Artisans Ghana.

15:15 - Darko shares her experience working with MBA students at Indiana University.

## Standards:

### 7th Grade Social Studies

- **7.1.3**
  - Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.
- **7.1.14**
  - Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.
- **7.1.15**
  - Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.
- **7.2.5**
  - Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.
- **7.4.1**
  - Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.

- 7.4.2
  - Illustrate how international trade requires a system for exchanging currency between and among nations.
- 7.4.5
  - Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital.

### Economics

- E.1.2
  - Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.
- E.1.5
  - Define scarcity and explain how choices incur opportunity costs and tradeoffs.
- E.1.6
  - Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.
- E.1.9
  - Diagram and explain the circular flow model of a market economy.
- E.5.2
  - Recognize that a country's overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.

### Global Economics

- GE-3.7
  - Describe and evaluate how businesses are formed, operated, and funded.
- GE-4.1
  - Demonstrate how all countries are interdependent.
- GE-4.2
  - Explain how specialization promotes international trade and how international trade increases total world output.

### Indiana Studies

- IS.4.6
  - Assess the economic impact of Indiana universities on the development of the state's economy.

### Essential Questions:

- What differences exist between developed and developing economies?
- In what ways can countries with developed economies aid countries without them?
- What factors have held some African economies back?

### Depth of Knowledge

- Students will classify developing and developed economies throughout the world.
- Students will implement economic practices into a fake country to help bolster its economy.
- Students will construct business practices for American businesses to get involved with companies such as Aid to Artisans Ghana.

### Additional Links & Related Information

- [Difference Between Developed Countries and Undeveloped Countries](#) - Article
- [Ghana Overview - Article and Economic Statistics](#)
- [Aid to Artisans Ghana Facebook](#) - Company Page



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Bias and Representation in Artificial Intelligence**

**Link:** <https://www.youtube.com/watch?v=e2i1iADw7A0>

**Length:** 18:17

**Production Date/Year:** December 5, 2018

**Keyword Topics:** Artificial Intelligence, Representation, Bias, STEM, Discrimination,

## Guest Info: Dr. Timnit Gebru

Dr. Timnit Gebru recently began working as a Research Scientist at Google AI after completing her post-doc research in the Fairness Accountability Transparency and Ethics group at Microsoft Research. Her research currently targets ethical considerations of data mining projects and methods to audit and mitigate bias. Dr. Gebru received her Ph.D. from the Stanford Artificial Intelligence Laboratory and her work has been featured in the New York Times, Economist, and MIT Tech Review. She is the co-founder of Black in AI, where she works to both increase diversity in the artificial intelligence field and reduce the negative impacts of racial bias in data.

## Video Summary/Synopsis:

1:53 - Gebru displays her findings of racial bias being present in facial recognition software/artificial intelligence and what greater effects this may have on society.

4:20 - Gebru hypothesizes the reasons why these discrepancies in artificial intelligence occur.

5:42 - Gebru discusses whether there are other areas of A.I. outside of facial recognition software that are being affected by inherent racial bias.

7:10 - Gebru outlines what can be done going forward to reduce the issue of racial bias in artificial intelligence software.

10:12 - Gebru explains what her Black in AI organization does and how it started.

14:32 - Gebru explains the effects that a lack of representation has had on the STEM field while going on to explain what the business community can do to help make change.

## Standards:

- **Geography and World History**
- **GHW.3.5**
  - Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.
- **GHW.6.3**
  - Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.

## Ethnic Studies

- **ES.1.3**
  - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.3.1**
  - Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.

## Psychology

- **P.7.6**
  - Explain how stereotypes, prejudice, and discrimination influence behavior.

### Sociology

- **S.5.1**
  - Distinguish between biological (ascribed) status and socially assigned gender roles.
- **S.5.2**
  - Explore how gender role socialization occurs.
- **S.5.3**
  - Explore sexism in language.
- **S.5.4**
  - Describe the functional explanation of gender role socialization and contrast it with the conflict explanation.
- **S.5.5**
  - Explore how gender roles differ in different societies and how they change over time.
- **S.5.6**
  - Examine gender roles from the functionalist, the interactionist, and the conflict perspectives.

### U.S. History

- **USH.7.1**
  - Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
- **USH.7.4**
  - Describe developing trends in science and technology and explain how they impacted the lives of Americans during the period 1960-1980.
- **USH.7.6**
  - Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.

### Essential Questions:

- How does artificial intelligence discriminate against people of color?
- What are ways in which technology may be improved to stop discriminating against people who are not white?
- What actions are taking place currently to address the issue?
- How can students help affect change regarding discrimination in STEM fields?
- How does lack of representation negatively affect minority groups?
- **Depth of Knowledge:**
- Students will understand how discrimination negatively effects people of color in STEM.
- Students will apply the studies done by Dr. Timnit Gebru to historical examples of hidden discriminatory policies or examples.
- Students will analyze the impact that representation in positions of power affects minority groups.
- Students will create an ad campaign targeting minority groups to choose STEM fields.

### Additional Links & Related Information:

- [Last Week Tonight "Facial Recognition"](#) - Video (\*\*Must be edited to remove inappropriate language)
- [Women, Minorities, and Persons with Disabilities in Science and Engineering](#) - Statistics

- [Here's What Happened when Black Politicians Held Power](#) - Article





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## **CIBER Focus Interview Series**

### **Video Annotation**

**Business and Trade in China with Craig Seidelson**

**Link:** <https://www.youtube.com/watch?v=BKC39oy2mPk>

**Length:** 24:26

**Production Date/Year:** June 19, 2020

**Keyword Topics:** China, Trade, Unions, Hong Kong, Developing Country,

## Guest Info:

Dr. Craig Seidelson has spent 20 years in manufacturing. During that time he spent 16 years in China building and managing factories. As a Professor of Operations and Supply Chain Management, he teaches about logistics, quality and manufacturing. He routinely consults and presents on these topics at conferences around the world. A big part of Dr. Seidelson's work involves bringing together US and Chinese businesses through his work as Vice Chairman of the Board of the America-China Society of Indiana. His contributions in China have been recognized with an honorary professorship at Changsha University of Science and Technology.

## Video Summary/Synopsis:

1:40 - Seidelson discusses how China's government controls and manages business on a local, national, and international scale.

5:00 - Seidelson discusses the concept of government oversight of business in China, including the relationship between unions and government and the concept of national standards for business practices.

8:30 - Discusses the protests in Hong Kong and how that impacts business investment.

13:18 - Discusses common misconceptions regarding international trade in/with China.

22:08 - Seidelson discuss his new book *Operations Management in China*

## Standards:

### 7th Grade Social Studies

- **7.1.14**
  - Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.
- **7.2.2**
  - Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. Examples: Japan, North Korea, India, South Africa, and China.
- **7.2.3**
  - Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.
- **7.4.1**
  - Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific. Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.
- **7.4.2**
  - Illustrate how international trade requires a system for exchanging currency between and among nations.
- **7.4.3**
  - Trace the development and change over time of the economic systems (traditional, command, market and mixed) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time.
- **7.4.4**

- Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.
- **7.4.5**
  - Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital.
- **7.4.6**
  - Identify ways that societies deal with helpful and harmful externalities (spillovers) in Africa, Asia or the Southwest Pacific.

## Global Economics

- **GE-1.3**
  - Explain incentives and how they affect choice.
- **GE-1.4**
  - Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, trade offs, unemployment, productivity, and growth.
- **GE-2.3**
  - Evaluate the strengths and weaknesses of various economic systems.
- **GE-2.4**
  - Explain the fundamental role of government in the various economic systems.
- **GE-2.7**
  - Explain and evaluate how and why governments control businesses and individuals through laws and taxes
- **GE-3.4**
  - Describe different types of competitive structures in economic systems
- **GE-3.5**
  - Explain the role and effect of labor unions, nonprofit organizations, and cooperatives in a given economy
- **GE-4.1**
  - Demonstrate how all countries are interdependent
- **GE-4.3**
  - Explain how governments and cartels/syndicates influence world trade
- **GE-6.2**
  - Explain the roles and functions of the World Bank, the International Monetary Fund (IMF), and other international banking/financial institutions.

## Economics

- **E.2.4**
  - Identify factors that cause changes in market supply and demand and how these changes affect price and quantity in a competitive market.

## World History

- **WH.5.9**
  - Compare and contrast the responses of China and Japan to challenges by Western imperial powers.
- **WH.6.7**

- Describe the paths to decolonization and independence from colonial rule in Asia, Africa, and the Middle East.
- **WH.6.9**
  - Trace the rise of communism in China including its foundations, the Cultural Revolution, and modern day developments.
- **WH.6.10**
  - Describe and analyze the global expansion of democracy and globalization in the late 20th century.

### Essential Questions:

- Should the government be more or less involved in the economy?
- How should the government regulate business in its country? With international businesses?
- How do current events have an effect on international business (such as Hong Kong protests and COVID-19)?

### Depth of Knowledge:

- Students will be able to understand the importance of international business relations.
- Students will compare and contrast the positive and negative aspects of business in a capitalist system.
- Students will determine the effects that major current events like COVID-19 and Hong Kong protests have on business relations worldwide.

### Additional Links & Related Information:

- [China, Trade, Outsourcing, and Jobs](#) - Article
- [A Chinese Approach to Business Management](#) - Article
- [Latest Data Shows Protests Suckign the Life out of Hong Kong Economy](#) - Article
- [Hong Kong's Huge Protests: Explained](#) - Video



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Color Balance in Product Development and Media**

**Link:** [https://www.youtube.com/watch?v=NKoy2dtur\\_U](https://www.youtube.com/watch?v=NKoy2dtur_U)

**Length:** 22:06

**Production Date/Year:** January 9, 2019

**Keyword Topics:** Race, Media, Color Complex, Cognitive Equity

## Guest Info: Dr. Lorna Roth

Dr. Lorna Roth is Professor Emerita of the Communication Studies Department at Concordia University in Montreal, Canada. She focuses her research and teaching on international communication, indigenous television, oral histories, and the relationship between media and race. Her most recent effort, "The Colour Balance Project," investigates racialized imagery and skin color representations in consumer products and media.

## Video Summary/Synopsis:

1:25 - Roth elaborates on the details of the Color Balance project, delving into how racial bias influences consumer products and vice versa. Roth gives some historical examples of how "flesh" color has influenced certain products.

7:07 - Roth explains the broader societal effects decisions regarding color in consumer products have had on individuals of specific racial groups. Roth further explains the "color complex" and how this applies within and out of racial groups.

13:09 - Roth explains the concept of "cognitive equity" and how this may help remove skin color bias.

## Standards:

### Ethnic Studies

- **ES.1.2**
  - Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.
- **ES.1.3**
  - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.2.3**
  - Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, and forcible) as a response to the dominant culture of the time.
- **ES.2.4**
  - Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.
- **ES.4.2**
  - Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.

### Indiana Studies

- **IS.1.23**
  - Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.

### Psychology

- **P.7.4**
  - Explain the concepts of groupthink and group polarization.
- **P.7.6**

- Explain how stereotypes, prejudice, and discrimination influence behavior.

### Global Economics

- **GE-5.6**
  - Research the structure of financial institutions and analyze the consumer and commercial products offered

### Economics

- **E.2.2**
  - Recognize that consumers ultimately determine what is produced in a market economy.

### Essential Questions:

- How can products be racially biased?
- How do consumers influence racial bias in the products they purchase?
- What effects do racially biased products have on members of racial minority groups?
- What is cognitive equity and how can this help remove skin color bias?

### Depth of Knowledge

- Students will be able to describe how specific consumer products contain certain racial biases.
- Students will examine the history of certain products and the racial biases they have.
- Students will recreate a popular consumer product and form it into a product that does not have skin color bias.

### Additional Links & Related Information

- [Band-Aid Adds Non-White Skin Tone Bandages After a Previous Failed Attempt](#) - Article
- [Crayola Skin Tone Crayons](#) - Video
- [Racial Bias Built into Photography](#) - Article/Photos



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Economic Growth in Indonesia**

**Link:** [https://www.youtube.com/watch?v=DFK3c\\_YZjDM](https://www.youtube.com/watch?v=DFK3c_YZjDM)

**Length:** 13:23

**Production Date/Year:** September 27, 2018

**Keyword Topics:** Indonesia, Economic Growth, Entrepreneur



## Guest Info: Shoeb Kagda

Shoeb Kagda is an Indonesia-based entrepreneur and media consultant specializing in co-creating content. He's the founder of several businesses including Globe Asia, Indonesia's first magazine published in English, as well as Synthesis Indonesia, a media and political consulting firm. Four years ago Shoeb also founded the Indonesia Economic Forum which is a platform for leaders to explore the opportunities for economic growth within the Southeast Asian region. He graduated from Indiana University with majors in political science and journalism.

## Video Summary/Synopsis:

1:30 - Kagda describes what is important for the world to understand about Indonesia's history and recent economic rise.

3:11 - Kagda explains what factors may help the Indonesian economy continue to grow.

4:30 - Based on his entrepreneurial experience, Kagda divulges what he sees as some of the best areas for business opportunities in Indonesia.

6:36 - Kagda describes some of the key barriers to business entry in Indonesia and how the country may overcome them.

8:31 - Kagda tells how Indonesia is approaching development and integration throughout the region of Southeast Asia and what effect he expects the Indonesian presidential election to have on this.

## Standards:

### 7th Grade Social Studies

- **7.1.11**
  - Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.
- **7.4.1**
  - Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.
- **7.4.2**
  - Illustrate how international trade requires a system for exchanging currency between and among nations.
- **7.4.4**
  - Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.

### Geography and World History

- **GHW.4.1**
  - Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.

- **GHW.4.3**
  - Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps.
- **GHW.4.5**
  - Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.
- **GHW.8.1**
  - Use maps to show the location and distribution of Earth's resources and analyze how this distribution affects trade between and among countries and regions.
- **GHW.9.2**
  - Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.

### Global Economics

- **GE-1.4**
  - Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth
- **GE-1.6**
  - Explain measures of a country's economic performance such as Gross Domestic Product (GDP), unemployment, and inflation
- **GE-4.1**
  - Demonstrate how all countries are interdependent
- **GE-4.2**
  - Explain how specialization promotes international trade and how international trade increases total world output

### Essential Questions:

- How can smaller developing countries build their economies on the world stage?
- What are factors that help grow an economy?
- What impact has European colonialism had on the economy and culture of Indonesia?

### Depth of Knowledge

- Students will classify developing and developed economies throughout the world.
- Students will implement economic practices into a fake country to help bolster its economy.
- Students will evaluate the impact that European imperialism has had on Indonesia's history and present.

### Additional Links & Related Information

- [Colonial Period of Indonesia](#) - Article with Images
- [Difference Between Developed Countries and Undeveloped Countries](#) - Article
- [Indonesia Economy Statistics](#) - Statistics from the World Bank



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Economic Transformation in Brazil with Professor Erica Kovacs**

**Link:** <https://www.youtube.com/watch?v=HNoOUK4mPO>

**Length:** 11:50

**Production Date/Year:** August 29, 2019

**Keyword Topics:**

Brazil, Brazil's 2014 Recession, Study Abroad Programs

## Guest Info:

Erica Kovacs is a Clinical Assistant Professor in the Management & Entrepreneurship Department at the Kelley School of Business. She received her PhD degree in business from UFPE (Brazil). Erica has worked in multinational firms such as Philips and Rayoac, focusing on international business and strategy.

Today we'll discuss Brazil's economy, as well as Professor Kovacs' recently taught Global Business Immersion course for Kelley undergraduate students focusing on transformation and economic growth in Brazil. At the conclusion of the spring course, the group travelled to São Paulo and Rio de Janeiro giving Kelley students an authentic and meaningful global business experience.

## Video Summary/Synopsis:

Introduction of Guest - :45

Overview of Brazil's current economy - 2:00

Trip with Undergraduate students to Brazil - 4:45

Feedback from students - 7:40

Why does Global Business matter? - 8:50

## Standards:

### Global Economics

- **GE-1.6**
  - Explain measures of a country's economic performance such as Gross Domestic Product (GDP), unemployment, and inflation
- **GE-2.1**
  - Describe the various economic systems
- **GE-2.2**
  - Identify questions that must be answered by any economic system and how they are categorized by how they answer the basic economic questions
- **GE-2.4**
  - Explain the fundamental role of government in the various economic systems
- **GE-6.5**
  - Explain how the value of money and the exchange rate influence the standard of living in an economy
- **GE-7.2**
  - Identify and assess personal interests, abilities, life goals, and possible career choices

### Economics

- **E.1.7**
  - Describe and compare the various economic systems (traditional, market, command, mixed); explain their strengths and weaknesses.
- **E.2.6**
  - Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.
- **E.4.1**

- Explain the roles of government in a market economy.
- **E.4.6**
  - Explain how costs of government policies may exceed benefits because social or political goals (rather than economic efficiency) are being pursued.
- **E.5.1**
  - Explain measures of a country's economic performance such as gross domestic product (GDP), unemployment, and inflation.
- **E.5.2**
  - Recognize that a country's overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.

### Essential Questions:

- How is Brazil's economy unique?
- What challenge has the economy of Brazil faced in recent years? What has contributed to these challenges? What has been done to try to improve the economy?
- What type of experiences can build upon a student's knowledge of International Business?

### Depth of Knowledge

- Students will be able to explain recent trends in the Brazilian economy.
- Students will be able to identify how Brazil has responded to its recession and the politics behind the response.
- Students will be able to explain how study abroad programs can increase student knowledge of international business.

### Additional Links & Related Information

- **The World Bank - Brazil**
  - <https://www.worldbank.org/en/country/brazil/overview>
- **World FactBook - Brazil**
  - <https://www.cia.gov/library/publications/the-world-factbook/geos/br.html>



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Empathy and Migration in the West**

**Link:** <https://www.youtube.com/watch?v=IPM2sbrgzrg>

**Length:** 14:29

**Production Date/Year:** October 1, 2018

**Keyword Topics:** Migration, Empathy, Germany, Immigration, Migration, Syria, Refugee, Refugee Crisis, Political Parties, Political Polarization, Polarization

## Guest Info: Fritz Breithaupt

Dr. Breithaupt is provost professor of Germanic Studies, adjunct professor in Comparative Literature, and affiliated professor of Cognitive Science at Indiana University. He has a PhD from Johns Hopkins University, served as the director of the West European Studies Institute, was a co-founder of an official EU-Center of Excellence at IU, served as interim Dean of Hutton Honors College, and currently directs IU's Experimental Humanities Lab. Dr. Breithaupt is known for his research in the fields of empathy, human narratives, and moral reasoning. His most recent publication, "The Dark Sides of Empathy," takes a closer, more nuanced look at what drives human empathy for one another, and some of the underlying effects of this phenomenon around the world. He is also a frequent columnist for Die Zeit in Germany.

## Video Summary/Synopsis:

1:45 - Breithaupt explains the dark side of empathy, explaining its association with self-loss and how it may even be negative for those empathized with.

4:18 - As a result of the recent migration and refugee crisis, Breithaupt explains the impact that empathy has had on Germany Chancellor Angela Merkel's immigration policies as well as other border states in Europe.

8:57 - Breithaupt discusses how the dark side of empathy has helped proliferate divisiveness in today's political landscape and how it may help close the political ideological gap going forward.

11:48 - Breithaupt gives his advice for how to prevent unintended consequences of empathy, especially in regard to dealing with diverse groups or working internationally.

## Standards:

### Ethnic Studies

- **ES.1.3**
  - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.2.1**
  - Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- **ES.2.2**
  - Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- **ES.2.3**
  - Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.3.2**
  - Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.
- **ES.4.2**
  - Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.

### Geography and World History

- **GHW.3.2**
  - Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.
- **GHW.3.3**
  - Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.
- **GHW.3.4**
  - Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.
- **GHW.3.5**
  - Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.
- **GHW.7.1**
  - Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.
- **GHW.7.2**
  - Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.

#### **United States Government**

- **USG.3.15**
  - Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system.
- **USG.4.2**
  - Describe how different governments interact in world affairs.
- **USG.4.6**
  - Identify and describe strategies available to the United States government to achieve foreign policy objectives.
- **USG.4.8**
  - Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world.
- **USG.4.9**
  - Discuss specific foreign policy issues that impact local community and state interests.
- **USG.5.1**
  - Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.

#### **Indiana Studies**

- **IS.1.10**
  - Summarize the impact immigration had on social movements of the era including the contributions of specific individuals and groups.
- **IS.3.7**
  - Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups have had, have, and will have on Indiana.
- **IS.4.9**



- Examine the migration of groups to Indiana for economic opportunity.

## Psychology

- **P.4.9**
  - Discuss the obstacles and strategies involved in problem solving.
- **P.7.4**
  - Explain the concepts of groupthink and group polarization.
- **P.7.6**
  - Explain how stereotypes, prejudice, and discrimination influence behavior.

## United States History

- **USH.2.5**
  - Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- **USH.3.9**
  - Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
- **USH.7.7**
  - Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
- **USH.9.5**
  - Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.

## World Geography

- **WG.2.2**
  - Give examples and analyze ways in which people's changing views of places and regions reflect cultural changes; understand how people's views of physical features influence and are influenced by human behavior.
- **WG.4.3**
  - Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time.
- **WG.4.4**
  - Evaluate the impact of human migration on physical and human systems.

## World History

- **WH.6.11**
  - Investigate current global issues such as terrorism, genocide, and environmental issues.

## Essential Questions:

- Why are some nation's governments hesitant to accept refugees and immigrants from certain areas of the world?
- Should the U.S. modify its immigration policies?
- How have political parties in the United States evolved over time?
- Are political parties destroying America?
- How can the political divide be lessened?

## Depth of Knowledge

- Students will examine the history of United States political parties and affiliations.
- Students will debate how North African immigrants can best be accepted into the United States.
- Students will create a new immigration policy based on research of a given country.
- Students will debate a particular issue facing Americans today, regardless of personal belief.

## Additional Links & Related Information

[America's Political Divide, 1994-2017](#) - Chart and Article

[The Independent Article regarding Refugee Crisis](#) - Article and Picture

[Photos from the Frontline of the Syrian Refugee Crisis](#) - Photos

[America's Political Divisions in 5 Charts](#) - Video



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## **CIBER Focus Interview Series**

### **Lesson Plan**

**Lesson Title:** Entrepreneurship in Cuba

**Grade:** Intermediate/Advanced Spanish

**Estimated length of Lesson:** 90 Minutes

## Indiana Standard(s) covered:

### Spanish

- 1C.2I.AL.b - In conversations and discussions, I can understand the main message and supporting details across time frames and moods.
- 2C.CI.A.b - In my own and other cultures, I can reflect on how a variety of practices within familiar and social situations are related to perspectives.
- 3C.IP.I - Intermediate: With limited guidance and support from the teacher, I can access and evaluate complex information and perspectives that are available through the target language and its cultures.
- 3C.MC.I - Intermediate: I can expand my knowledge of other disciplines while using the target language.
- 4C.CC.I - Intermediate: I can explain and provide generic details about differences and similarities between my community and cultures of the target language.

### **Inquiry: (What essential question are students answering, what problem are they solving, or what decisions are they making?)**

- What are the unique experiences Cuban entrepreneurs face when starting and expanding their businesses?

### **Objectives:(What content and skills do you expect students to learn from this lesson?)**

- Students will compare and contrast experiences of entrepreneurs in Cuba and the United States.
- Students will produce a business plan that will take into consideration the unique culture of Cuba.
- Students will pull in content knowledge from other subjects to draw conclusions on life in Cuba.

### **Materials: (What primary sources or local resources are the basis for this lesson?)**

- IU CIBER Focus Videos
  - [Entrepreneurship in Cuba](#) with Reyna Mercedes Hernández Sandoval and Yadira Pintado Lazcano
    - Female Rap Duo La Reyna y La Real
  - [Entrepreneurship in Cuba part 1](#) with Karla Padron Nardiz
    - Executive Producer at Vistar Magazine on Cuban culture
  - [Entrepreneurship in Cuba part 2](#) with Mel Peralta Hernandes
    - Owner and Operator of Toscana Cafe - an Italian restaurant and hostel in Havana
  - [Entrepreneurship in Cuba part 3](#) with Alexis Martinez Suri
    - President and Founder of Havana Vintage Car - tourist taxi service
  - [Entrepreneurship in Cuba part 4](#) with Manuel Antonio Arias Seijas
    - Owner and graphic designer for Disenarte - independent graphic design firm in Havana
  - [Entrepreneurship in Cuba part 5](#) with Augusto Gonzalez
    - Part owner of a family restaurant in Havana

### Activities: (What will you and your students do during the lesson to promote learning?)

1. Read to gain background information: Cuba World Factbook
  - a. <https://www.cia.gov/library/publications/the-world-factbook/attachments/summaries/CU-summary.pdf>
2. Students will watch and discuss the videos provided
  - a. Students will be numbered off and assigned a video to watch. They will need to take notes on what they learn from the entrepreneurs in Cuba.
  - b. Students will then be put into groups of students that watched different videos than they did. They will go around the group and discuss what industry their entrepreneur entered and any challenges/successes they experienced.
3. Students will create own business idea that they would establish in Cuba once the embargo is removed.
  - a. What types of things will you need to consider when starting your business?
  - b. Would your business function any differently than the same business in the United States? Why or why not?
    - i. How would owning a business in a Communist state create challenges?
  - c. Look at a map of Cuba and determine where your business would be located and explain why. Would you need to have a set location for your business?
  - d. Would you be able to export your product?
  - e. As a business owner, would you be in support of ending the embargo with the United States? Why or why not?

### Assessment: How will you assess what students learned during this lesson?

- Students will show their knowledge of the Spanish language and the videos by producing a business model that follows advice given in the videos. Students may also have to share their business ideas to the class in Spanish.



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Exporting in Indiana**

**Link:** <https://www.youtube.com/watch?v=1BRRXvgtFsA>

**Length:** 29:34

**Production Date/Year:** May 17, 2020

**Keyword Topics:** Export, Import, COVID-19, Pandemic, Cultural Competency, Global Economy

## Guest Info: Andrew Reinke

Andrew Reinke has been exporting for over 25 years. Upon graduation from Wabash College, Andrew received a Governor's Fellowship from Governor Robert D. Orr followed by a position with the Indiana Department of Commerce as Field Representative. Shortly after finishing his MBA he worked as Export Manager for Trinetics Inc, and earned an 'Exporter of the Year Award' from the St. Joe County Chamber of Commerce. Following his tenure at Trinetics, Andrew founded Foreign Targets, Inc, an export development company that creates and manages proactive export programs for small and medium sized organizations.

Andrew was appointed by the US Secretary of Commerce to the Indiana District Export Council and is a member of various trade organizations including the Indianapolis Foreign Trade Zone Board, the Indy Chamber's Go Global Council and Exodus Refugee. He served as president of the Michiana World Trade Council and later the World Trade Club of Indiana.

Today, Andy discusses the outlook of exporting in Indiana, and why now is a great time for companies to lay the groundwork for future exporting.

## Video Summary/Synopsis:

1:40 - Reinke discusses what exporting looks like in Indiana compared to other regions in the country.

5:30 - Reinke explains why companies should be exporting now, even during the COVID-19 pandemic.

7:47 - Reinke explains the benefits of exporting and who ought to be doing it.

11:00 - Reinke reminisces on his own success stories in exporting from Indiana, one with the United Arab Emirates and another with California wineries.

17:34 - Reinke explains the importance of cultural competency in business and economics.

19:45 - Reinke explains the best places for new businesses to start when beginning to export goods.

26:30 - Reinke explains the power of exporting throughout the world.

## Standards:

### 7th Grade Social Studies

- **7.4.1**
  - Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.

### Economics

- **E.1.4**
  - Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.
- **E.3.2**
  - Demonstrate how firms determine optimum levels of output by comparing marginal cost and marginal revenue.
- **E.8.2**
  - Explain the benefits of trade among households and countries.
- **E.8.6**
  - Explain how changes in exchange rates affects the value of imports and exports.

## Global Economics

- **GE-1.1**
  - Define, identify and explain the productive resources
- **GE-1.2**
  - Define scarcity and explain how opportunity costs and tradeoffs exist
- **GE-1.3**
  - Explain incentives and how they affect choice
- **GE-3.7**
  - Describe and evaluate how businesses are formed, operated, and funded
- **GE-4.1**
  - Demonstrate how all countries are interdependent
- **GE-4.2**
  - Explain how specialization promotes international trade and how international trade increases total world output

## Indiana Studies

- **IS.4.1**
  - Describe the economic developments in Indiana that helped transform the U.S. into a major industrial power.
- **IS.4.4**
  - Analyze the economic and social impact of technologies on the state.

## Essential Questions:

- How does Indiana compare to other states or countries in regard to exports?
- What should companies do with their exports during COVID-19?
- Why should countries trade exports with one another?
- Is it important for our economists to learn about other cultures and countries? Why?
- Is a more economically interdependent world positive or negative?

## Depth of Knowledge:

- Students will identify Indiana's main exports.
- Students will be able to explain the importance of cultural competency.
- Students will debate the positive and negative aspects of economic interdependence with other nations in the world.

## Additional Links & Related Information:

[Indiana's leading Export Industries](#) - Article

[How the U.S. - China Trade War Affects Indiana](#) - Video

[The Largest Export of Every U.S. State in 2017](#) - Visual





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## **CIBER Focus Interview Series**

### **Video Annotation**

**Financial Technology, Diversity, and Sub-Saharan Africa**

**Link:** [https://www.youtube.com/watch?v=0g\\_-2YxZGPU](https://www.youtube.com/watch?v=0g_-2YxZGPU)

**Length:** 11:41

**Production Date/Year:** January 16, 2019

**Keyword Topics:** Technology, Diversity, Race, Africa, Sub-Saharan Africa

## Guest Info: Dr. Sandra K. Johnson

Dr. Sandra K. Johnson is the Founder, CEO & CTO of Global Mobile Finance, Inc., a fintech startup company based in Research Triangle Park, North Carolina. She is also the Founder & CEO of SKJ Visioneering, LLC, a technology consulting company. In her previous work, she was the Chief Technology Officer of IBM Central, East and West Africa, based in Nairobi, Kenya. She possesses Bachelor's, Master's, and Doctorate degrees in Electrical Engineering. Along with authoring over 80 publications, Dr. Johnson has received numerous technical and professional awards, as well as over 40 patents issued and pending.

## Video Summary/Synopsis:

1:35 - Dr. Johnson explains what Global Mobile Finance is while sharing some of the goals and products of the company.

2:04 - Dr. Johnson shares some of the biggest challenges that come with building a start-up that focuses on such complex issues.

4:00 - Dr. Johnson talks more about the role that blockchain technology will play with G-Remit and Global Mobile Finance and how this technology is changing the world of business.

6:24 - Dr. Johnson explains some of her more promising developments regarding technology that are going on in sub-saharan Africa.

9:00 - Dr. Johnson explains why the issue of underrepresentation of women/POC in STEM is an issue worth addressing while sharing ideas for how to reduce the gaps presently seen.

## Standards:

### 7th Grade Social Studies

- **7.1.11**
  - Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.
- **7.1.15**
  - Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.
- **7.3.7**
  - Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.
- **7.3.8**
  - Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific and analyze the causes for these patterns.
- **7.4.3**
  - Trace the development and change over time of the economic systems (traditional, command, market and mixed) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time.

### Ethnic Studies

- **ES.1.2**
  - Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.
- **ES.1.3**

- Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.2.3**
  - Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.3.1**
  - Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.
- **ES.3.2**
  - Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.

### Global Economics

- **GE-7.4**
  - Evaluate the impact of sociological, economic and technological changes on future careers

### United States History

- **USH.2.1**
  - Explain the causes and consequences of the Industrial Revolution.

### World History

- **WH.5.6**
  - Explain the causes and conditions of the Industrial Revolution in England, Europe, and the United States.
- **WH.5.7**
  - Examine the economic, social, and political changes caused by the Industrial Revolution and their impact on the development of political and economic theory.

### Essential Questions:

- What challenges do start-up companies face today?
- How has technology advanced the ability to do business in the 21st century?
- What impact did technology and inventions of the industrial revolution have on the world?
- How can the STEM field work to be more inclusive to members of minority groups?

### Depth of Knowledge

- Students will discuss the impact that new technological advances have had on business and international business in the 21st century.
- Students will examine the long effects and consequences of the Industrial Revolution on the world.
- Students will create a policy that may be used by STEM companies in regard to giving members of minority identity groups more access compared to in the past.

### Additional Links & Related Information

- [Hiring Bias](#) - Video

- [10 Key Inventions of the Industrial Revolution](#) - Images and Explanations
- [Crash Course World History Industrial Revolution](#) - Video
- [Crash Course U.S. History Industrial Revolution](#) - Video



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## **CIBER Focus Interview Series**

### **Lesson Plan**

**Lesson Title:** Halal, not just Food (*Food/Daily Life Restrictions of the World's Major Religions*)

**Grade:** 7

**Estimated length of Lesson:** 45 minutes

## Indiana Standard(s) covered:

### Geography & History of the World

- GHW 2.3 - Compare and contrast different religions in terms of perspective on the environment and attitudes towards resources use, both today and in the past

### Social Studies

- 7.1.2 Describe, compare and contrast the historical origins, central beliefs and spread of major world religions.

## Inquiry:(What essential question are students answering, what problem are they solving, or what decisions are they making?)

- What are some of the food and daily life restrictions that the world's major imply to their followers/believers?
  - Do these implications only apply to food/drink?
  - Differences between Kosher/Halal

## Objectives:(What content and skills do you expect students to learn from this lesson?)

- Students will have a better understanding of the life practices required by some of the world's major religions (Judaism/Islam) especially in regards to food/drink.
  - Students will understand that the Islamic belief of Halal does not only apply to food/drink.
  - Students will be able to identify major differences between Halal/Kosher

## Materials: (What primary sources or local resources are the basis for this lesson?)

- Kosher Resources
  - Web Resources on Kosher Foods
    - [Site 1](#)
    - [Timeline of Kosher Foods](#)
    - What is Kosher? [Video](#)
- Halal Resources
  - Web Resources on Halal
    - What is Halal [site](#)
    - British Broadcasting Channel [Article](#) on Halal
    - CIBER [Video](#) on the Soapy Soap Company

## Activities: (What will you and your students do during the lesson to promote learning?)

- Students will use/view/analyze the following resources to come up with their own

definitions/meanings of Kosher/Halal (the sources given do not talk about anything other than food definitions)

- (Kosher Site 1), (Timeline of Kosher Foods), (What is Kosher? Video), (What is Halal Site), (BBC Article)
- Students will then compare and contrast the two terms (**This could be chart, Venn Diagram, making a list of products that fall in the two categories**)
- Teacher must acknowledge the connection between all things being related to food/drink/dietary. Then show the Soapy Soap Video acknowledging that Kosher is food/diet related while Halal is food/drink/lifestyle.

**Assessment: How will you assess what students learned during this lesson?**



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Humanitarian Operations Management Best Practices**

**Link:** <https://www.youtube.com/watch?v=64rwF2njoMU>

**Length:** 13:23

**Production Date/Year:** December 19, 2018

**Keyword Topics:** Humanitarian, Social Media, Natural Disasters



## Guest Info: Dr. Alfonso Pedraza-Martinez

Dr. Alfonso Pedraza-Martinez is Associate Professor of Operations and Decision Technologies at the Indiana University Kelley School of Business, focusing on logistics, supply chain management, and humanitarian operations. He holds a Ph.D. in Management from INSEAD, Master's Degrees in Management and Economics, and a Bachelor's in Industrial Engineering. Dr. Pedraza-Martinez is the President of the College of Humanitarian Operations and Crisis Management with the Production and Operations Management Society. His award winning research on humanitarian operations management has informed the practice of logistics at the Red Cross Movement, World Food Programme, and World Vision International.

## Video Summary/Synopsis:

1:38 - Dr. Pedraza-Martinez explains what components go into the "Disaster management cycle" and what issues organizations run into when managing it.

4:34 - Dr. Pedraza-Martinez discusses how social media has changed the disaster management cycle and how organizations should use it.

7:29 - Dr. Pedraza-Martinez discusses the best ways that individuals may assist in humanitarian operations.

10:10 - Dr. Pedraza-Martinez shares whether he sees any differences or best practices for humanitarian operation management when an event stems from a natural disaster versus an armed conflict.

## Standards:

### 7th Grade Social Studies

- **7.3.5**
  - Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.
- **7.3.10**
  - Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

### Geography and World History

- **GHW.5.4**
  - Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.
- **GHW.6.2**
  - Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) . Assess the impact of these innovations on the human and physical environments of the regions to which they spread.
- **GHW.6.5**
  - Analyze and assess the impact of the four major agricultural revolutions\* on the world's human and physical environments.
- **GHW.9.1**

- Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.
- **GHW.9.3**
  - Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.
- **GHW.11.5**
  - Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions.
- **GHW.12.1**
  - Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans.
- **GHW.12.2**
  - Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.

### Global Economics

- **GE-6.4**
  - Analyze the influence of phenomenon such as trade policies, politics, disasters, and cultural factors on the value of currency.

### World History

- **WH.6.11**
  - Investigate current global issues such as terrorism, genocide, and environmental issues.

### World Geography

- **WG.5.1**
  - Identify and describe the effect of human interaction on the world’s environment.
- **WG.5.2**
  - Identify solutions to problems caused by environmental changes brought on by human activity.
- **WG.5.3**
  - Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them.

### Essential Questions:

- How have certain actions like fracking or drilling affected the environment negatively?
- How have human decisions regarding the environment led to more natural disasters?
- What are the best ways students can give aid to those in need due to disasters world wide?

### Depth of Knowledge

- Students will analyze the environmental actions taken by companies and governments and how these may negatively affect the local environment.

- Students will investigate the increased frequency and severity of natural disasters and climate change to make determinations about the effect of human actions on the environment.
- Students will create a plan for an event to raise awareness or funds for those in need as a result of a disaster somewhere in the world.

### **Additional Links & Related Information**

- [How Can Climate Change Affect Natural Disasters](#) - Article
- [How Colleges Students are Helping Harvey Victims](#) - Video
- [Climate Change: How Do We Know?](#) - Statistics



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## **CIBER Focus Interview Series**

### **Lesson Plan**

**Lesson Title:** Indiana and the Global Economy

**Grade:** 9-12

**Estimated length of Lesson:** 90 minutes or 2 45-minute class periods

## Indiana Standard(s) covered:

### Indiana Studies

- IS.1.29 Analyze the impact of globalization on Hoosier culture and Indiana's economic and political policies and international connections.
- IS.1.35 Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.

### Global Economics

- Core Standard 4 Students analyze the necessity for global interaction within the different economic systems.

### Economics

- E.8.1 Explain that most trade occurs because producers have a comparative advantage (rather than an absolute advantage) in the production of a good or service.
- E.8.2 Explain the benefits of trade among households and countries.
- E.8.5 Evaluate the arguments for and against free trade.

## Inquiry:(What essential question are students answering, what problem are they solving, or what decisions are they making?)

- How does Indiana contribute to global markets?
- How do the connections to global markets benefit Indiana?

## Objectives:(What content and skills do you expect students to learn from this lesson?)

- Students will be able to...
  - Identify Indiana's largest exports to the world.
  - Analyze the significance of Indiana's global connection to the state's economy.

## Materials: (What primary sources or local resources are the basis for this lesson?)

- IU CIBER Focus video
  - [Global Positioning: Indiana's Exports and Foreign Direct Investment](#) with Tanya Hall
- Indiana Business Research Center
  - <https://ibrc.kelley.iu.edu/>
- Hoosiers by the Numbers
  - <http://www.hoosierdata.in.gov/index.asp>
- STATS Indiana
  - <http://www.stats.indiana.edu/sip/Economy.aspx?page=exp&ct=S18>
- Global Patterns of States Exports
  - <http://tse.export.gov/TSE/TSEhome.aspx>

## Activities: (What will you and your students do during the lesson to promote learning?)

1. Intro activity - Students will be asked about Indiana's top exports and they will try and list the top 5 exports without any prior knowledge. They will also have to guess the top countries that receive these

- products.
2. Students will use the sources provided to identify Indiana's main exports and the main countries that import Indiana products.
  3. Students will pick one of these products to research and discuss how exporting that product benefits Indiana's economy. They will present their findings in a unique format determined by the teacher: business pitch, video, podcast, etc.

**Assessment: How will you assess what students learned during this lesson?**

- Students will present on a key industry or product that is exported from Indiana.
- Students can also answer essential questions to wrap up activity.



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Indiana's Economy Today and Relevancy in Education**

**Link:** <https://www.youtube.com/watch?v=jTDMW56bmds>

**Length:** 19:44

**Production Date/Year:** June 30, 2020

**Keyword Topics:** Economy, Indiana

## Guest Info:

Philip Powell is Associate Dean of Academic Programs here at the Kelley School of Business where he manages the Kelley School's portfolio of graduate and undergraduate programs delivered from its Indianapolis campus. He also oversees projects for the Kelley School that drive innovation, outreach, economic development, and fundraising. Phil is also the Daniel C. Smith Faculty Fellow and has been with the Kelley School since 1996 as a faculty member in the department of business economics and public policy.

Between 2012 and 2016, Powell served as faculty chair of the Kelley School's online MBA and MS programs (branded as Kelley Direct). In both 2014 and 2015, U.S. News & World Report ranked Kelley Direct the number one online graduate business program in the nation. Powell assumed leadership of Kelley Direct after serving as faculty chair of the Kelley School's Full-Time MBA program on its Bloomington campus. In 2012, Bloomberg Businessweek ranked Kelley's Full-time MBA program number one globally in student satisfaction, career services, and teaching quality.

## Video Summary/Synopsis:

2:50 - Powell discusses the economy of the state of Indiana in 2020 in the wake of the COVID-19 pandemic.

5:35 - Powell discusses how small and medium sized businesses and individuals within Indiana have responded to stimulus funding from the national government.

8:18 - Powell discusses the possible reason for Indiana's surge in exportation of goods and the impact of that.

10:04 - Powell discusses the importance of teaching relevant content in business education.

14:06 - Powell discusses the importance of having a global perspective when studying business and economics.

## Standards:

### Indiana Studies

- **IS.4.2**
  - Identify important organizations of economic growth in Indiana's history.
- **IS.4.4**
  - Analyze the economic and social impact of technologies on the state.
- **IS.4.6**
  - Assess the economic impact of Indiana universities on the development of the state's economy.

### Economics

- **E.4.1**
  - Explain the roles of government in a market economy.
- **E.5.2**
  - Recognize that a country's overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.
- **E.7.1**
  - Define and explain fiscal and monetary policy.
- **E.7.2**
  - Explain the tools of fiscal and monetary policy.
- **E.7.3**
  - Analyze how the government uses fiscal policy to promote price stability, full employment, and economic growth.

## Essential Questions:

- What long term impacts has COVID-19 had on state and national economies?



- How have Indiana exports affected the Indiana economy?

### **Depth of Knowledge:**

- Students will be able to analyze the economic impacts of COVID-19?
- Students will explain the importance of international relations in word economics.
- Students will demonstrate how an increase in Indiana's economy benefits not only national but international business.

### **Additional Links & Related Information:**

- [Indiana Export facts](#) (website)
- [Impact on COVID-19 on Northwest Indiana](#) (article)
- [Stimulus Impact on Indiana Schools](#) (article)



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Indiana's Sagamore Institute Celebrates 15 Years of Moving Ideas Into Action**

**Link:** <https://www.youtube.com/watch?v=ZCMtgLpYEv8>

**Length:** 20:44

**Production Date/Year:** November 13, 2019

**Keyword Topics:** Indiana, Sagamore Institute, entrepreneur, think tank, public policy, governor, Mitch Daniels, informed citizens, democratic participation

**Guest Info:** Jay Hein

Jay Hein is the President of the Sagamore Institute, a think tank located in Indianapolis, IN. Hein founded the institute with the help of former U.S. Senator Dan Coats. As part of his duties managing Sagamore, Hein serves as the director of an impact investing vehicle called Commonwealth. Hein formerly served as Deputy Assistant to

President George W. Bush and Director of the White House Office of Faith-Based Initiatives. As Director, Hein advised the President and oversaw the implementation of a determined act and determined attack on need with staff at a dozen cabinet agencies. He formerly directed civil society programs at Hudson Institute and served as a welfare policy advisor to former Wisconsin Governor Tommy Thompson. Hein is also the author of the book *A Quiet Revolution: An Act of Faith that Transforms Lives and Communities*, commissioned by Amazon to help launch its new faith-based division. Hein received his undergraduate degree at Eureka College and an Honorary Doctorate of Laws from Indiana Wesleyan University.

### Video Summary/Synopsis:

In this video, host Tim Smith interviews Jay Hein, President of the Sagamore Institute, a think tank located in Indianapolis, Indiana. Smith and Hein discuss the history of the Sagamore Institute and what it does to promote civic engagement by studying public policy issues from the lens of America's heartland as well as find global solutions to society's largest issues.

2:09 - Hein explains what Sagamore Institute does to effect and change public policy.

5:00 - Hein explains how Sagamore works to educate and influence the public on issues of the day, fulfilling the ideals of the founding fathers.

5:51 - Hein explains the history of the Sagamore Institute

8:16 - Hein reflects on the major projects of the Sagamore Institute during its existence.

10:06 - Hein explains the ways that the institute has worked with governors (such as Mitch Daniels of IN) to help create change.

11:30 - Hein explains the impact that the institute has on the state, national, and global communities.

12:20 - Hein explains the history and work of Commonwealth.

16:10 - Hein explains what growth he would like to see in regard to citizen participation in the democratic process.

17:45 - Hein explains why/how the non-profit sector ought to be bolstered.

### Standards:

#### Geography and World History

- **GHW.6.4**
  - Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to both cultural convergence and divergence in the world.
- **GHW.7.1**
  - Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic, and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.

#### World History

- **WH.6.10**
  - Describe and analyze the global expansion of democracy and globalization in the late 20th century.

#### Economics

- **E.4.1**
  - Explain the roles of government in a market economy.
- **E.4.6**

- Explain how the costs of government policies may exceed benefits because social or political goals (rather than economic efficiency) are being pursued.

### **Global Economics**

- **GE-4.1**
  - Demonstrate how all countries are interdependent

### **Indiana Studies**

- **IS.1.26**
  - Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.
- **IS.1.27**
  - Describe developing trends in science and technology and explain how they impact the lives of Hoosiers today.
- **IS.1.28**
  - Discuss and explain the significance of the rise of Indiana political leaders from 1980 to the present.
- **IS.1.29**
  - Analyze the impact of globalization on Hoosier culture and Indiana's economic and political policies and international connections.
- **IS.2.4**
  - Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- **IS.2.5**
  - Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.
- **IS.4.2**
  - Identify important organizations of economic growth in Indiana's history.

### **Social Studies: Grade 8**

- **8.2.6**
  - Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- **8.2.7**
  - Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- **8.2.8**
  - Explain ways that citizens can participate in the election process (political parties, campaigns, and elections) at the national, state, and local levels.
- **8.2.9**
  - Explain how citizens can monitor and influence the development and implementation of public policies at local, state, and national levels of government.
- **8.4.8**
  - Explain and evaluate examples of domestic and international interdependence throughout United States history.

### **United States Government**

- **USG.1.1**
  - Define civic life, political life, and private life and describe the activities of individuals in each of these spheres.
- **USG.1.2**
  - Define the terms and explain the relationship between politics, government, and public policy
- **USG.3.8**
  - Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups, and businesses.
- **USG.3.18**
  - Identify the role of special interest groups in politics and explain their impact on federal, state, and local public policy.
- **USG.4.4**
  - Provide examples of governmental and non-governmental international organizations and explain their role in international affairs.
- **USG.4.7**
  - Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy.
- **USG.4.9**
  - Discuss specific foreign policy issues that impact local community and state interests.
- **USG.5.6**
  - Explain and give examples of important citizen actions that can impact local, state, and federal government as individuals and members of interest groups.

### Essential Questions:

- How can citizens make an impact on their community besides holding office or voting?
- What influence do outside groups have on the democratic process?
- Do politicians really make their own decisions?

### Depth of Knowledge

- Students will be able to describe the effect that outside or interest groups may have on the political process.
- Students will be able to compare and contrast non-profit organizations and interest groups.
- Students will be able to design a policy proposal to their local/state/or United States representative regarding a compelling issue in that area.

### Additional Links & Related Information

- Sagamore Institute
  - <https://www.sagamoreinstitute.org/>
- Commonwealth
  - <https://commonwealthimpact.org/>
- Book - *Keeping the Republic: Saving America by Trusting Americans* (Mitch Daniels, 2011)
- Book - *Aiming Higher: Words That Changed a State* (Mitch Daniels, 2012)
- Film - "The American President" (1995)
- Film - "Meet the Donors: Does Money Talk?" (20



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## **CIBER Focus Interview Series**

### **Video Annotation**

**India's Reaction to the COVID-19 Pandemic**

**Link:** <https://www.youtube.com/watch?v=hE6VGA86SPg>

**Length:** 21:21

**Production Date/Year:** June 24, 2020

**Keyword Topics:** India, Pandemic, COVID-19, Economy, Government Role, Global Economy

## Guest Info: Sumit Ganguly

Sumit Ganguly is a Distinguished Professor of Political Science and holds the Tagore Chair in Indian Cultures and Civilizations at Indiana University, Bloomington.

He has been a Fellow at the Woodrow Wilson International Center for Scholars in Washington, DC, a Visiting Fellow at the Center for International Security and Cooperation and at the Center on Democracy, Development and the Rule of Law at Stanford University.

Professor Ganguly is a Senior Fellow at the Foreign Policy Research Institute, a member of the Council on Foreign Relations and a Fellow of the American Academy of Arts and Sciences.

A specialist on the contemporary politics of South Asia is the author, co-author, editor or co-editor of 20 books on the region which include The Oxford Handbook of India's National Security. He is currently at work on a book that focuses on the origins and evolution of India's defense policy for Columbia University Press, and has recently joined Foreign Policy as a columnist.

## Video Summary/Synopsis:

1:40 - Ganguly discusses the challenges and how Indian has responded to the COVID-19 pandemic.

7:57 - Ganguly explains how India's pandemic procedures/lockdown has changed over time (up until aire date of this video 6/24/20)

9:25 - Ganguly shares impact of the pandemic on the economy of India.

11:24 - Ganguly discusses the impact of the pandemic on individual citizens.

13:05 - Ganguly discusses the government's role on international trade during COVID-19.

16:15 - Ganguly discusses possible positive outcomes that may occur as a result of COVID-19

18:44 - Ganguly explains the concept of a global economy and how India fits into that.

## Standards:

### 7th Grade Social Studies

- **7.4.1**
  - Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.
- **7.4.3**
  - Trace the development and change over time of the economic systems (traditional, command, market, and mixed) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time
- **7.4.4**
  - Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.
- **7.4.5**
  - Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital.
- **7.4.6**

- Identify ways that societies deal with helpful and harmful externalities (spillovers\*) in Africa, Asia or the Southwest Pacific.

### **Geography and World History**

- **GHW.5.2**
  - Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.
- **GHW.8.1**
  - Use maps to show the location and distribution of Earth's resources and analyze how this distribution affects trade between and among countries and regions.
- **GHW.8.2**
  - Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result
- **GHW.8.3**
  - Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.
- **GHW.9.4**
  - Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time.

### **Global Economics**

- **GE-2.4**
  - Explain the fundamental role of government in the various economic systems.
- **GE-2.7**
  - Explain and evaluate how and why governments control businesses and individuals through laws and taxes.
- **GE-4.1**
  - Demonstrate how all countries are interdependent.

### **Economics**

- **E.4.1**
  - Explain the roles of government in a market economy.
- **E.4.6**
  - Explain how costs of government policies may exceed benefits because social or political goals (rather than economic efficiency) are being pursued.
- **E.8.1**
  - Explain that most trade occurs because producers have a comparative advantage (rather than an absolute advantage) in the production of a good or service.
- **E.8.2**
  - Explain the benefits of trade among households and countries.

### **United States Government**

- **USG.1.2**
  - Define the terms and explain the relationship between politics, government, and public policy.



- **USG.4.2**
  - Describe how different governments interact in world affairs

### Essential Questions:

- How have different countries responded to the COVID-19 pandemic? How are they similar/different?
- How much impact may a government have over its citizenry?
- Did COVID-19 provide only negative effects?
- How are countries related to each other through the economy?
- Is a global economy best for the world?

### Depth of Knowledge:

- Students will understand how the COVID-19 pandemic impacted the world economy.
- Students will apply how India's reaction to their own state/nation in regard to the COVID-19 response.
- Students will analyze the negative and positive outcomes from the COVID-19 period in the world.
- Students will investigate the impact that India's reaction to COVID-19 had on all of its citizens.

### Additional Links & Related Information:

- [The Global Economic Outlook During the COVID-19 Pandemic: A Changed World](#) - Article
- [COVID-19 Will Hit the Poor the Hardest. Here's What We Can Do About It](#) - Article



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## **CIBER Focus Interview Series**

### **Lesson Plans**

**Lesson Title:** Inside Look at Cuba's Economy and Influence of US Relations

**Grade:** 11-12

**Estimated length of Lesson:** 5 - 45 minute class periods

## Indiana Standard(s) covered:

### Global Economics

- GE-2.1 Describe the various economic systems
- GE-2.2 Identify questions that must be answered by any economic system and how they are categorized by how they answer the basic economic questions
- GE-2.3 Evaluate the strengths and weaknesses of various economic systems
- GE-4.1 Demonstrate how all countries are interdependent
- GE-4.2 Explain how specialization promotes international trade and how international trade increases total world output
- GE-4.3 Explain how governments and cartels/syndicates influence world trade
- GE-4.6 Evaluate the effects of trade agreements among nations and barriers to trade

### Economics

- E.4.1 Explain the roles of government in a market economy.
- E.4.4 Describe major revenue and expenditure categories and their respective proportions of state and federal budgets.
- E.4.6 Explain how costs of government policies may exceed benefits because social or political goals (rather than economic efficiency) are being pursued.
- E.8.1 Explain that most trade occurs because producers have a comparative advantage (rather than an absolute advantage) in the production of a good or service.
- E.8.2 Explain the benefits of trade among households and countries.
- E.8.4 Define and explain the impact of trade barriers, such as quotas and tariffs, and analyze why countries erect them.

## **Inquiry: (What essential question are students answering, what problem are they solving, or what decisions are they making?)**

- How do government policies that emphasize social/political goals decrease economic efficiency?
  - How has the embargo affected both the United States and Cuba?
- How would a complete lifting of the embargo between the United States and Cuba create economic change in both countries?
  - Which industries does each country have a comparative advantage.
- How do both the United States and Cuba feel about potential business and trade opportunities?

## Objectives: (What content and skills do you expect students to learn from this lesson?)

- **Students will be able to...**
  - Describe the past relationship between the United States and Cuba.
  - Identify the social/political goals of Cuba.
  - Analyze

## Materials: (What primary sources or local resources are the basis for this lesson?)

- **IU CIBER Focus Videos**
  - [US-Cuba Relations Part 1: The Past and Present](#) with Nick Cullather
  - [US-Cuba Relations Part 2: Economic and Legal Provisions](#) with David Fidler
  - [US-Cuba Relations Part 3: Beyond the Cold War Past to Partnerships](#) with Dr. Treto
  - [Inside Look at Cuba's Economy](#) with Alicia Perez
  - [Shifting Dynamics in Cuba and 'SPEA in Cuba' Program](#) with Dan Preston
  - [The Cuban Health Care System](#) with Dr. Marcelino Feal

## Activities: (What will you and your students do during the lesson to promote learning?) Listed by Lesson Topic

### 1. History/Review of Cuba/US Relations

- a. Intro Video
  - i. [US-Cuba Relations Part 1: The Past and Present](#) with Nick Cullather
- b. Students should conduct research using the sources provided or your own sources to create a timeline for the events that have occurred that have affected the relationship between the United States and Cuba
  - i. 18th Century
    1. Smugglers and pirates
      - a. <http://pirates.hegewisch.net/havana.html>
  - ii. 19th Century
    1. US Slave owners - 16th century → abolished in 1886
      - a. <http://www.tracesofthetrade.org/guides-and-materials/historical/cuba-and-the-slave-trade/>
      - b. <https://www.tracingcenter.org/resources/background/james-dewolf/>
    2. Spanish-American War - 1898
      - a. <https://www.loc.gov/rr/hispanic/1898/intro.html>
  - iii. 20th Century

1. [https://www.pbs.org/wgbh/commandingheights/lo/countries/cu/cu\\_overview.html](https://www.pbs.org/wgbh/commandingheights/lo/countries/cu/cu_overview.html)
2. <https://history.state.gov/countries/cuba>
3. Guantanamo Bay - 1898
  - a. <https://gitmomemory.org/timeline/constructing-gtmo/>
4. Escape from Prohibition - 1920s
  - a. <https://www.ediblemanhattan.com/departments/notable-edibles/cuban-rum-runners/>

## 2. The Embargo and its Effects on both countries

- a. Cuban Revolution - 1959
- b. Cuba's Involvement in Cold War
  - i. <http://www.pbs.org/wgbh/americanexperience/features/comandante-cold-war/>
- c. Look at this source to see what's included in the embargo:  
<https://www.state.gov/u-s-relations-with-cuba/>
- d. How has the embargo impacted the United States and Cuba? Which country has suffered more?

## 3. Cuba's Major Industries and Exports

- a. Intro Video
  - i. [Inside Look at Cuba's Economy](#) with Alicia Perez
  - ii. [The Cuban Health Care System](#) with Dr. Marcelino Feal
- b. <https://ustr.gov/countries-regions/americas/cuba>
- c. Which of these industries do you think is the most significant to Cuba's economy?
  - i. Tourism
  - ii. Healthcare - Medical Supplies
  - iii. Sugar
    1. Students are put into groups and are assigned to research the production and revenue from each of the industries in Cuba. After the research has been conducted, the class will deliberate on which industry is the most significant to Cuba's economy.

## 4. Challenges to the Lifting of an Embargo

- a. Intro Video
  - i. [US-Cuba Relations Part 2: Economic and Legal Provisions](#) with David Fidler
- b. Political Systems and Control
  - i. <https://www.cfr.org/backgroundunder/us-cuba-relations>
- c. China - Open Door Policy - Richard Nixon
- d. Vietnam - After War
  - i. How has the United States responded to the ending of other embargos? Which one of these do you think is going to be most like the situation with Cuba?

## 5. Future Possibilities

- a. Intro Video

- i. [US-Cuba Relations Part 3: Beyond the Cold War Past to Partnerships](#) with Dr. Treto
  - ii. [Shifting Dynamics in Cuba and 'SPEA in Cuba' Program](#) with Dan Preston
- b. Should the United States end its embargo with Cuba?
  - i. <https://cuba-embargo.procon.org/>
- c. Things Americans can do to prepare for Cuban relations
  - i. Learn about Cuba and its Culture
    1. Spanish
    2. Cuban history and traditions
  - ii. Don't expect rapid changes

**Assessment: How will you assess what students learned during this lesson?**

- Students will be conducting their own research on these topics and presenting them in various ways - presentations, discussions and deliberations.
- Teachers could come up with a cumulative assessment that includes the essential questions to the unit and grade based off of student answers to the questions.



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## **CIBER Focus Interview Series**

### **Lesson Plan**

**Lesson Title:** International Trade and Military Conflict

**Grade:** 11-12

**Estimated length of Lesson:** 2-45 minute class periods (or longer depending on how many rounds of the simulation you want to play)

## Indiana Standard(s) covered:

### Global Economics

- GE-1.5 Critique the trade-off among economic growth, national security, efficiency, and personal freedom
- GE-4.1 Demonstrate how all countries are interdependent
- GE-4.3 Explain how governments and cartels/syndicates influence world trade
- GE-4.6 Evaluate the effects of trade agreements among nations and barriers to trade

### Economics

- E.8.2 Explain the benefits of trade among households and countries.
- E.8.4 Define and explain the impact of trade barriers, such as quotas and tariffs, and analyze why countries erect them.
- E.8.5 Evaluate the arguments for and against free trade.

## **Inquiry: (What essential question are students answering, what problem are they solving, or what decisions are they making?)**

- Does trade increase or decrease the risk of military conflict between nations?
- How can businesses contribute to peace between and within nations?

## **Objectives: (What content and skills do you expect students to learn from this lesson?)**

- Students will be able to
  - Identify the benefits of trade.
  - Explain what types of trade builds friendly/unfriendly relations.
  - Describe trade barriers that are put into place.

## **Materials: (What primary sources or local resources are the basis for this lesson?)**

- [International Trade and Conflict](#) with Rafael Reuveny
  - 1-11 min.
- The Game of War and Trade
  - <http://faculty.washington.edu/majeski/426/sim2.html>
  - Print out playing sheets
- Jigsaw Activity Videos
  - [Business & Peace pt. 1: Building Peace in Iraq](#) with Andrew Haeuptle
  - [Business & Peace pt. 2: Investment and Stability in the Middle East](#) with David Litt
  - [Business & Peace pt. 3: Investing in Peace](#) with Dr. Janamitra Devan
  - [Business & Peace pt. 4: Build a Culture of Excellence for Peace](#) with Donald Cassell
  - [Business & Peace pt. 5: The Crucial Role of Business](#) with John Forrer
  - [Business & Peace pt. 6: Corporate Governance](#) with John Sullivan
  - [Business & Peace pt. 7: Transition Economies](#) with Stephen Eastham



- [Business & Peace pt. 8: Using Digital Engagement Effectively](#) with Richard Buangan
- [Ethical Business and Sustainable Peace](#) with Tim Fort
- [Cyber Peace: Countering Cyber Attacks in International Law, Business and Relations](#) with Scott Shackelford

**Activities: (What will you and your students do during the lesson to promote learning?)**

1. Day 1 - "Game of War and Trade"
  - a. Watch the video from the IU professor to introduce the impact trade and economic relations have on countries.
    - i. [International Trade and Conflict](#) with Rafael Reuveny - 1-11 min
  - b. Explain the rules of the game to the class.
  - c. Divide the class up into 6 teams and assign them a country
  - d. Play several rounds of the game to see what types of things they must consider before establishing trade or declaring war.
2. Day 2 - Business and Peace Jigsaw Activity
  - a. This day can start off with a few more rounds of "The Game of War and Trade."
  - b. After the teacher believes there have been sufficient rounds. The class will break into 10 groups. Each group will watch one of the videos on Business and Peace from IU CIBER Focus and discuss the key points in their groups. They should be able to answer the question "How can companies contribute to peace within and between nations?"
  - c. The students will then get into two or three large groups of students that did not watch the same video as they did. The teacher can count off within the smaller groups - to get somewhat even numbers. Students will go around the group and share a little bit about their video and explain how businesses can contribute to peace within and outside nations.

**Assessment: How will you assess what students learned during this lesson?**

- Students will write an exit slip answering the question: "Does trade between countries increase or decrease the likelihood of conflict?"
- Students can also provide notes on the discussion they took within their jigsaw groups.



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## **CIBER Focus Interview Series**

### **Video Annotation**

**IU Europe Gateway**

**Link:** <https://www.youtube.com/watch?v=rHiXITrS5xs>

**Length:** 37:54

**Production Date/Year:** June 2, 2020

**Keyword Topics:** Europe, COVID-19, Pandemic, Study Abroad, Globalization

## Guest Info: Timothy Hellwig and Andrea Adam Moore

Professor Hellwig serves as professor of political science at Indiana University and acting academic director at IU's Europe Gateway office. Tim has been a researcher at the International Foundation for Election Systems; on the faculty at the University of Houston; and a visiting researcher at the Australian National University, Gothenburg University, and the University of Essex. He also previously served as director of the Institute for European Studies in Indiana University's Hamilton Lugar School of Global and International Studies. His interests are in comparative political economy, political behavior, European politics, public policy, and research methods. He is author of *Globalization and Mass Politics: Retaining the Room to Maneuver* (Cambridge University Press), and his work appears in several journals and book chapters, including the *American Journal of Political Science*, the *British Journal of Political Science*, and the *Journal of Politics*.

Andrea Adam Moore has served as director of the IU Europe Gateway Office since it was opened in December of 2015. Previously she was the director of German University Alliance, a nonprofit consortium of Freie Universität Berlin and Ludwig-Maximilians-Universität München. In addition, Andrea managed a 300 member International student program at Humboldt-Universität zu Berlin's School of Business and Economics.

## Video Summary/Synopsis:

3:28 - Moore and Hellwig share a brief history of Indiana University's Europe Gateway and explain the mission of the office.

9:30 - Moore and Hellwig explain how the Europe Gateway has navigated the COVID-19 pandemic (as of air date). Specifically, the guests discuss how this affects study abroad programs and students ability to learn about the world from the world.

19:33 - Moore and Hellwig share examples of the largest impact points that Europe Gateway has had in its first 5 years, both locally and throughout Europe.

25:58 - Moore and Hellwig share their anticipations and future plans for the Europe Gateway while also sharing how they believe IU may help them further their goals.

32:19 - Moore and Hellwig close by explaining how they see the future of global engagement taking shape at Indiana University and how Europe Gateway will aid this.

## Standards:

### Global Economics

- **GE-4.1**
  - Demonstrate how all countries are interdependent.
- **GE-4.2**
  - Explain how specialization promotes international trade and how international trade increases total world output

### Economics

- **E.8.2**
  - Explain the benefits of trade among households and countries.

### Ethnic Studies

- **ES.1.2**
  - Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.
- **ES.3.1**

- Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.

### **Geography and World History**

- **GHW.2.2**
  - Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.

### **Indiana Studies**

- **IS.4.6**
  - Assess the economic impact of Indiana universities on the development of the state's economy.
- **IS.5.9**
  - Identify Indiana educational leaders and their contributions to state and national education reform.

### **Essential Questions:**

- How can world travel increase acceptance of other people's/cultures?
- How did the COVID-19 pandemic affect international travel and business?
- How has higher education provided new knowledge of the world?
- Is global competency really important?

### **Depth of Knowledge**

- Students will explain the advantages of global cultural competency.
- Students will evaluate the impact of COVID-19 on international travel and the economies of certain countries reliant on tourism.
- Students will research and present on the culture of another country that people are no longer able to travel to due to COVID-19.

### **Additional Links & Related Information**

- [COVID-19's Impact on Tourism: Which Countries Are the Most Vulnerable?](#) - Article
- [10 Benefits to Studying Abroad](#) - Article



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## **IU CIBER Focus Interview Series Video Annotations**

**Learning to Live and Work in the Arab World with Jeremy Williams**

**Link:** <https://www.youtube.com/watch?v=46JseZ2GmMs&t=3s>

**Length:** 18:04

**Production Date/Year:** March 10, 2020

**Keyword Topics:**

Arabic culture, cross-cultural education, Gulf Arabs, Iran

## Guest Info:

Jeremy Williams was the Defense, Naval, Military, and Air Attache in the British Embassies of Abu Dhabi and Bahrain during the both the Iran/Iraq War and the Gulf War. His military and diplomatic career spans 35 years. During this time he spent over twelve years living throughout the Gulf in Sharjah, Dubai, Riyadh, Abu Dhabi, and Bahrain. His service includes tours of duty in the USA, UK, Germany, and Singapore. He remains in contact with many government and commercial organizations through the Gulf and wider Arab world.

Jeremy is a member of the Saudi-British Society, the Bahrain Society, and the Anglo-Omani Society. He was a member of the Middle East Association, the Arab-British Chamber of Commerce and the British Business Group in Dubai & Northern Emirates. He is a contributor to The Times, BBC, NBC, and Sky News on Arab and Islamic matters.

His company, Handshaikh Ltd (<http://www.handshaikh.com>) is based in England, and he travels the world to conduct business seminars focusing on the cross-cultural aspects of life and work for westerners in countries in the Gulf. He also offers online training as well as onboarding contributions to companies with Gulf interests. He has counselled over 500 companies and organizations at the board and other levels.

Jeremy is also the author of the book, "Don't they know it's Friday? – A Cross-Cultural Guide for Business and Life in the Gulf"

Today we'll discuss Jeremy's extensive experience from his time spent in the Gulf, how he shares that knowledge with people today. We'll also talk about business and life in the Gulf region and the value of a cross cultural introduction to the region.

## Video Summary/Synopsis:

- Introduction of Guest - :30
- Guest Background in Arab Nations - 2:15
- Learning Arabic Language - 4:10
- Handshaikh and need for Cross-Cultural Training - 5:30
- Personal Experience with Sheikh Ahmed of Kuwait - 8:55
- Need for Cross-cultural Services - 10:00
- Background of *Don't They Know It's Friday* - 11:00
- Common Cultural Mistakes - 12:30
- Easiest Things to Get Right/Wrong with Arab Customers - 14:20
- Perspective on Situation in Gulf with Iran - 16:00

## Standards:

### World History

- **WH.6.10**  
Describe and analyze the global expansion of democracy and globalization in the late 20th century.

### Geography and History of the World

- **GHW.7.2**  
Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.

### Economics

- **E.8.4**  
Define and explain the impact of trade barriers, such as quotas and tariffs, and analyze why countries erect them.

### Global Economics

- **GE-4.6**  
Evaluate the effects of trade agreements among nations and barriers to trade
- **GE-7.4**  
Evaluate the impact of sociological, economic and technological changes on future careers

### Essential Questions:

- In what ways can cross-cultural knowledge and education benefit relationships between people from different backgrounds?
- In what ways can humans learn about the cultures of others?
- How could your knowledge about a certain cultural group help or harm your chances of conducting business with people from that group?

### Depth of Knowledge

- Students will be able to identify how knowledge of cultures can affect relationships.
- Students will be able to identify certain cultural traditions from Arab cultures.
- Students will be able to identify how the lack of cultural knowledge can create a barrier to trade.
- Students will be able to identify sociological and human factors that contribute to and also resolve conflict amongst nations.

### Additional Link & Related Information

- About Hand Shaikh
  - <http://www.handshaikh.com/about-2/>
- Hand Shaikh Cultural Quiz
  - <http://www.handshaikh.com/your-test/>
- *Don't They Know It's Friday*
  - <http://www.handshaikh.com/book/>
- Best Global and Cross Cultural Education Apps
  - <https://www.common sense.org/education/top-picks/best-global-and-cross-cultural-education-apps-and-websites>



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Living and Working Toward Whole Communities in Iraq with Jeremy Courtney**

**Link:** <https://www.youtube.com/watch?v=2hHuF8dkgSk>

**Length:** 21:11

**Production Date/Year:** November 2019

**Keyword Topics:** Humanitarian aid, Iraq, Syria, Iraq War, refugees, Middle East, economic development



## Guest Info:

Jeremy Courtney is founder and president of Preemptive Love Coalition, an international relief organization engaging on the front lines of the world's most polarizing conflicts in Iraq and Syria.

From Preemptive Love's website: Our Message Is Our Mission.

"The most important thing we do isn't providing food, water, or medicine. It's not creating jobs or helping refugees start new businesses. At the red hot center of everything we do—every food delivery, every family we serve—is the pursuit of peace between communities at odds. We're not just aid workers. We are peacemakers. Every meal, every liter of water, every new job is a chance to demonstrate a different kind of love. A love big enough to unmake violence."

A decade ago, at the height of the Iraq War, Jeremy and his wife, Jessica Courtney, chose to move to Iraq. Since then, Jeremy and his team have rushed emergency aid to several hundred thousand people in Iraq and Syria. Jeremy and Jessica also help refugees start small businesses to get back on their feet and promote peace across long-standing sectarian divides in the Middle East.

## Video Summary/Synopsis:

2:15 - Love Anyway - Film Summary

5:05 - Introduction to book Love Anyway

5:15 - Summary of the book

7:20 - Goals of Preemptive Love Coalition

11:00 - Film examples

14:00 - Unique methods to giving aid to communities in need

15:30 - Examples of "pillars" used to rebuild these communities

18:00 - Description of this foundation working

19:00 - Foreshadowing the needs for migrants and refugees in the future

## Standards:

### Geography and History of the World

#### ● GHW.7.2

- Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.

#### ● GHW.3.2

- Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.

#### ● GHW.3.5

- Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.

#### ● GHW.8.3

- Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.

### Essential Questions:

- What cultural effects major conflicts like war have on countries and their citizens?
- What major issues and problems do people of a country affected by war face?
- What is humanitarian aid?
- How are local economies affected by war and conflicted; what are ways to help build them back up?

### Depth of Knowledge

- Students will be able to identify parts of the world where humanitarian aid exists and is needed.
- Students will understand how major conflicts affect migration patterns, cause refugees and alter local communities/economies.
- Students will investigate unique and different types of humanitarian aid is provided throughout the world.
- Students will understand the influence substantial and long lasting resources can give to communities affected by major conflicts like war

### Additional Link & Related Information

- Website for Preemptive Love Coalition - <https://preemptivelove.org>
- Film - "Love Anyway" (2019) - <https://loveanyway.com/film/>
- Book - *Love Anyway: An Invitation Beyond a World that's Scary as Hell* (Jeremy Courtney, 2019)
- Historical Timeline of the Iraq War - <https://www.cfr.org/timeline/iraq-war>



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## **CIBER Focus Interview Series**

### **Video Annotation**

**"Mapping the Global Economy" with Professor Yong-Yeol Ahn**

**Link:** <https://www.youtube.com/watch?v=WU5z34jt0Rc>

**Length:** 18:18

**Production Date/Year:** August 20, 2019

**Keyword Topics:**

Data Mining, Informatics, Labor Flow, LinkedIn

## Guest Info:

Yong-Yeol (YY) Ahn is an Associate Professor at Indiana University's School of Informatics, Computing, and Engineering. He worked as a postdoctoral research associate at the Center for Complex Network Research at Northeastern University and as a visiting researcher at the Center for Cancer Systems Biology at Dana-Farber Cancer Institute after earning his PhD in Statistical Physics from KAIST in 2008. His research spans Network Science, Data Science, and Computational Social Science. He develops mathematical & computational models and applies them to investigate questions from various domains such as sociology, health, economics, and culture. He is a recipient of several awards including Microsoft Research Faculty Fellowship and LinkedIn Economic Graph Challenge.

## Video Summary/Synopsis:

A small team of researchers at Indiana University has created the first global map of labor flow in collaboration with the world's largest professional social network, LinkedIn. According to the researchers, the study's result represents a powerful tool for understanding the flow of people between industries and regions in the U.S. and beyond. It could also help policymakers better understand how to address critical skill gaps in the labor market or connect workers with new opportunities in nearby communities.

The study showed some unexpected connections between economic sectors, such as the strong ties between credit card and airline industries. It also identified growing industries during the study period from 2010 to 2014, including the pharmaceutical and oil and gas industries — with in-demand skills such as team management and project management — as well as declining industries, such as retail and telecommunications.

Introduction of Guest - :45

Professor Yong-Yeol (YY) Ahn's recent study - 1:50

Surprises in Professor YY's Research - 6:15

Clusters of businesses - 7:00

- More movement within business clusters rather than across
- Movement between credit card companies and airlines/travel industry

Labor flow and the structure of the global economy - 8:50

What would insights look like that would benefit companies? - 13:30

New study on lower-skilled workforce - 15:50

## Standards:

### Global Economics

- **GE-3.1**
  - Define labor productivity and explain the basic factors which affect productivity
- **GE-7.1**
  - Analyze U.S. and foreign economies to forecast how trade may affect job opportunities and income potential
- **GE-7.2**
  - Identify and assess personal interests, abilities, life goals, and possible career choices
- **GE-7.4**
  - Evaluate the impact of sociological, economic and technological changes on future careers

## Economics

- **E.1.1**
  - Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.
- **E.2.8**
  - Illustrate how physical and human capital investment raise productivity and future standards of living.

## Essential Questions:

- What can large data sets tell you about an industry's workforce?
- Why is mining large data sets beneficial for future economic decisions?
- What other data sets can be compiled and used in ways that benefit the economy?

## Depth of Knowledge

- Students will be able to describe how large data sets can be used to benefit industries.
- Students will be able to explain trends in movements of workforce within and between clusters.
- Students will be able to create new ideas of data that can be used to benefit businesses and economic decisions.
- Students will be able to analyze and evaluate the “cluster” organization system created by Prof YY.

## Additional Links & Related Information

- Kelley School of Business - Institute for International Business
  - <https://kelley.iu.edu/faculty-research/centers-institutes/international-business/index.cshtml>
- Yong Yeol Ahn
  - [https://luddy.indiana.edu/contact/profile/?Yong~Yeol\\_Ahn](https://luddy.indiana.edu/contact/profile/?Yong~Yeol_Ahn)
  - Research Page
    - <http://yongyeol.com/pub/>



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Propaganda in Russia and Ukraine**

**Link:** <https://www.youtube.com/watch?v=zMZc6X9h8OU>

**Length:** 18:25

**Production Date/Year:** December 19, 2018

**Keyword Topics:** Russia, Ukraine, propaganda, Fake News, War, Media

### Guest Info:

Elena Volochine is an international reporter, camerawoman, and filmmaker. She holds Master's degrees in Cultural Journalism and Political Science. She is the Moscow Bureau Chief for France 24, a French state-owned international news television network based in Paris. Volochine covered the Russian annexation of the Crimean peninsula, war in east Ukraine, and former Soviet bloc for Francophone TV and radio. She is the co-director of the documentary "Oleg's Choice".

### Video Summary/Synopsis:

In this edition of CIBER Focus, Elena will talk to us about propaganda and the state of media in Russia and Ukraine, and what truth means in the media today.

1:22 - Elena discusses the impact that state supported propaganda has had on the general public of the Russian speaking community.

4:30 - Elena discusses what life is like reporting in a war zone and why she decided to do so.

8:00 - Elena discusses her experience directing the film "Oleg's Choice" about Russian propaganda.

9:35 - Elena continues discussing the film while also explaining the importance of truth and what being a member of the media is like in a world with the term "Fake News".

13:38 - Elena discusses how citizens can determine what is truth and what is propaganda.

### Standards:

#### 7th Grade Social Studies

- **G7SS 7.1.14**
  - Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.
- **G7SS 7.1.17**
  - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

#### Geography and World History

- **GHW.7.1**
  - Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.
  
- **GHW.7.2**

- Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.

## World History

- **WH.6.2**
  - Explain the causes and consequences of the Russian Revolutions of 1917 and the establishment of the Union of Soviet Socialist Republics.
- **WH.6.6**
  - Explain the causes and consequences of the Cold War and describe the role it played in ethnic or nationalistic conflicts in various parts of the world.

## Essential Questions:

- What effect does propaganda have on the knowledge of a state's people?
- Is all propaganda bad?
- How can people determine what is fake or real news?

## Depth of Knowledge

- Students will be able to identify historical examples of propaganda.
- Students will be able to apply their knowledge of propaganda to distinguish between fake and real news and information.
- Students will criticize examples of state sponsored propaganda.

## Additional Links & Related Information

- Film - "Oleg's Choice" (2016) <https://www.amazon.com/Olegs-Choice-Oleg-Dubinin/dp/B01M2WPNKF>
- News Source Bias Chart: <https://www.marketwatch.com/story/how-biased-is-your-news-source-you-probably-wont-agree-with-this-chart-2018-02-28>
- 50 Famous Examples of Propaganda - <https://www.canva.com/learn/examples-of-propaganda/>
- How to Spot Fake News - <https://www.factcheck.org/2016/11/how-to-spot-fake-news/>





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## **CIBER Focus Interview Series**

### **Video Annotation**

**Russia's Green Economy, Environmental/Climate Policy, and Today's Civil Society**

**Link:** <https://www.youtube.com/watch?v=sTujRmhliSU>

**Length:** 26:04

**Production Date/Year:** February 22, 2019

**Keyword Topics:** Russia, Economy, Environment, Climate, Civil Society, Recycling, Garbage, Paris Climate Agreement

## Guest Info: Angelina Davydova

Angelina Davydova works as an environmental and climate journalist writing for Russian and international media. She currently serves as director of the Bureau of Environmental Information, and is also a lecturer at St. Petersburg State University in Russia. In addition, she is a fellow with The Humphrey Fellowship Program at the University of California, Davis (2018-2019).

## Video Summary/Synopsis:

1:27 - Davydova outlines the key discussions occurring in Russia's government and private sector regarding a green economy.

6:16 - Davydova answers whether she believes the government or private sector will step up more to provide more accessible means of recycling.

10:06 - Davydova retells her experience at the 2018 U.N. Climate Conference and explains what was and was not accomplished. She also explains the Paris Climate Agreement.

18:00 - Davydova shares her ideas and experiences regarding civil society in Russia.

## Standards:

### 7th Grade Social Studies

- **7.2.3**
  - Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.
- **7.2.5**
  - Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.

### Geography and World History

- **GHW.1.3**
  - Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.
- **GHW.5.4**
  - Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.
- **GHW.6.5**
  - Analyze and assess the impact of the four major agricultural revolutions on the world's human and physical environments.
- **GHW.9.1**
  - Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.
- **GHW.9.2**
  - Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.
- **GHW.9.3**

- Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.
- **GHW.10.4**
  - Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.

### Essential Questions:

- How has the world reacted to the climate crisis?
- Does the Paris Climate agreement do enough to help the environment? If no, what else needs to be done?
- When should the government be able to make drastic steps to solve issues?
- What is Civil Society?
- What impact does government have on the rights of individuals?

### Depth of Knowledge

- Students will describe the ways that different countries around the world have addressed or not addressed climate change.
- Students will evaluate the effectiveness of the Paris Climate agreement.
- Students will argue what steps governments should be able to take to protect the citizens of the world.

### Additional Links & Related Information

- [On the U.S. Withdrawal from the Paris Agreement](#) - Government Website
- [U.S. Formally Begins To Leave The Paris Climate Agreement](#) - Article
- [UN on Climate Change](#) - Article and Video
- [Climate Crisis Graphs](#) - Statistics



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Shifting Consumer Behavior Trends Due to COVID-19**

**Link:** <https://www.youtube.com/watch?v=KcE58pF6I9U>

**Length:** 19:42

**Production Date/Year:** June 16, 2020

**Keyword Topics:** Consumers, COVID-19, Pandemic, Regionality, 2020 Election

**Guest Info:** Jon Quinn

Jon Quin serves as a Lecturer at Indiana University, with the Kelley School of Business, in the Marketing Department. Quinn also serves as the Director of the Center for Band Leadership and the Consumer Marketing

Academy. He has 25 years of industry experience including retail/restaurant, financial services, retail banking, CPG & telecommunications sectors. Brands Quinn has worked with include Sprint, YUM! Brands, Applebee's, Mellon, Huntington Bank, and Bob Evans.

### Video Summary/Synopsis:

3:36 - Quinn discusses consumer trends during the COVID-19 pandemic (through 6/16/20) and how this affects the U.S.

11:30 - Quinn discusses how consumer behavior may be forcing the re-opening of the country before testing.

13:30 - Quinn discusses regionality in the U.S. and how certain individuals consume their goods dependent on geography.

### Standards:

#### Economics

- **E.2.2**
  - Recognize that consumers ultimately determine what is produced in a market economy.
- **E.5.2**
  - Recognize that a country's overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.
- **E.5.6**
  - Explain the causes and effects of business cycles in a market economy.

### Essential Questions:

- How do consumers control the economic market?
- What shifts have occurred in consumer spending in the past decade?
- How did the COVID-19 pandemic affect consumer spending and the U.S. economy?
- Did the U.S. open their country too early?
- How have certain parts of the country suffered differently compared to others?

### Depth of Knowledge

- Students will be able to understand the role of consumers in the U.S. and Indiana economies.
- Students will analyze shifts in consumer spending over time, both the products and the means by which they are purchased.
- Students will discuss the effects that COVID-19 has had on the market.
- Students will evaluate if certain areas of the U.S. suffered greater than others due to the pandemic.
- Students will formulate an argument to answer whether the U.S. opened the country too early, on time, or too late.

### Additional Links & Related Information

[The Top 10 Most Influential Trends of the Last Decade](#) - Article

[Some State Are Learning What Happens to COVID-19 Cases If You Reopen Too Early](#) - Article

[Six Flaws in the Arguments for Reopening](#) - Article

[Remarks by President Trump on Safely Reopening America's Schools](#) - Government Website

[Opening Up America Again](#) - Government Website







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## **CIBER Focus Interview Series**

### **Video Annotation**

**The Business of Love**

**Link:** <https://www.youtube.com/watch?v=hv4vau8-2Vk>

**Length:** 1:27:06

**Production Date/Year:** November 6, 2018

**Keyword Topics:** Love, Marriage, Partner Selection, Singles, Dating, Stocks, Heuristics



## Guest Info: Justin Garcia, Noah Stoffman, Maggy Siegel

Justin Garcia: A CTRD Postdoctoral Fellow at the Kinsey Institute, gives an overview of evolutionary thought on love and attraction. He briefly considers how these impulses might influence the business world, for example in pair-bonding leading eventually to commercialized marriage ceremonies, or the romantic gift-giving impulse affecting the retail sector.

Stoffman, Assistant Professor of Finance at the Kelley School of Business, discusses his research on the impact that a CEO's looks can have on stock prices. His study focused specifically on the immediate impact that TV appearances have on stock prices, but he gives a more general background on how physical characteristics and demeanor apparently affect everything from salary to the size of the firm the CEO leads.

Finally, Siegel, the President of Siegel Strategic Consulting, who has extensive experience in luxury retail, focuses squarely on the commercial side of love, touching on several different sectors that benefit from or exist to serve romantic impulses. These include jewelry, flowers, candy, and travel. Audience questions examine the dearth of female CEOs in light of Stoffman's research, the impact of media depictions of romance on consumer behavior, and strategies for professional success in an apparently image-obsessed society.

## Video Summary/Synopsis:

2:36 - Garcia discusses how rooted marriage and love are in American tradition and culture and how that has interacted with business.

6:38 - Garcia explains the factors related to feelings of "love" (psychological, biological, economical).

12:45 - Garcia describes the importance of patterns and technology on relationships and how these have begun to overlap with business related patterns (monthly, yearly).

18:05 - Garcia goes over his research with Match.com "Singles in America", explaining how finances have an impact on this relationship status.

22:57 - Stoffman shares his preliminary results from his project "Beauty in the Eye of the Shareholder" regarding how heuristics may affect stock prices.

31:47 - Stoffman answers how heuristic information is reflected in stock prices.

33:50 - Stoffman tests and shows data regarding how attractiveness of CEOs affects stock prices.

50:10 - Siegel discusses a number of products/industries and how they are economically impacted by the consumer's purchasing for "love".

1:02:46 - Garcia explains why the rate of single people in the U.S. is so high compared to the past.

1:04:53 - Garcia answers whether popular TV shows have affected dating culture.

1:07:53 - Siegel answers whether companies such as Tiffany & Co. brainstorm events based around love in order to sell more products.

1:10:30 - The panel discusses how the studies discussed during the video are not isolated to the U.S.

## Standards:

### Economics

- **E.1.2**
  - Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.

- **E.2.2**
  - Recognize that consumers ultimately determine what is produced in a market economy.
- **E.2.5**
  - Describe how elasticity (price) sends signals to buyers and sellers.

### Psychology

- **P.2.1**
  - Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.
- **P.2.6**
  - Analyze the structure and function of the endocrine system and its effect on human behavior.
- **P.2.7**
  - Analyze the effect of neurotransmitters on human behavior.
- **P.3.5**
  - Understand the major physical, cognitive, and social issues that accompany adulthood and aging.
- **P.7.1**
  - Understand and identify social norms and how they differ across cultures.

### Sociology

- **S.2.1**
  - Define culture and identify the material and non-material components of culture.
- **S.2.2**
  - Explain the differences between the concepts: culture and society.
- **S.2.6**
  - Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between folkways and mores.
- **S.8.1**
  - Describe how and why societies change over time.
- **S.8.2**
  - Examine various social influences that can lead to immediate and long-term changes.
- **S.8.3**
  - Describe how collective behavior can influence and change society.
- **S.8.4**
  - Examine how technological innovations and scientific discoveries have influenced major social institutions.
- **S.8.5**
  - Discuss how innovations in science and technology affect social interaction and culture.
- **S.8.6**
  - Describe how the role of the mass media has changed over time and project what changes might occur in the future.

### Essential Questions:

- How do societal factors impact consumers?
- How do “love” and marriage affect our decision making?
- Are feelings of love confined to the U.S.? How is it similar or different compared to other areas in the world?

- How does TV and mass media affect our culture?
- How has dating and marriage changed in America over time?

### Depth of Knowledge

- Students will be able to describe how love and marriage affect consumers.
- Students will analyze how concepts of love and marriage are similar or different across cultures.
- Students will evaluate mass media's impact on dating/marriage trends AND/OR consumer purchasing.
- Students will create their own commercial appealing to a consumer's pathos to sell them a product.

### Additional Links & Related Information

- [Deconstructing the Cultural Phenomenon of the Bachelor](#) - Article
- [Why Do We Love?](#) - Video
- [Sexonomics](#) - Article, Statistics



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## **CIBER Focus Interview Series**

### **Video Annotation**

**The Employee/Employer Relationship, Domestic and Abroad**

**Link:** [https://www.youtube.com/watch?v=4gY\\_ccxm2jM](https://www.youtube.com/watch?v=4gY_ccxm2jM)

**Length:** 29:02

**Production Date/Year:** July 31, 2020

**Keyword Topics:** Employee, Recession, COVID-19, Pandemic, Flexible labor, Employee Stock Ownership

## Guest Info: Kenneth Dau-Schmidt

Professor Dau-Schmidt is a nationally recognized teacher and scholar in labor and employment law and the economic analysis of legal problems.

He is author of seven books and numerous articles on labor and employment law and the economic analysis of law, and he frequently presents papers at academic conferences and law schools across the United States, Canada, Europe and Asia. In 1990 he received the Scholarly Paper Award from the Association of American Law Schools for his work on the economic analysis of the criminal law as a preference-shaping policy.

Professor Dau-Schmidt has been fortunate enough to be invited to teach at various European and Asian universities, including: Christian-Albrechts-Universität in Kiel, Germany; Friedrich-Alexander-Universität in Erlangen, Germany; Université Panthéon-Assas (Paris II) in Paris, France and Taiwan National University in Taipei, Taiwan. He is also an affiliated faculty member with Peking University's School of Transnational Law in Shenzhen, China.

## Video Summary/Synopsis:

2:02 - Dau-Schmidt explains what first drew him to his interest in the employer/employee relationship.

5:44 - Dau-Schmidt explains how businesses from other countries from around the world handle their relationship with their employees.

8:03 - Dau-Schmidt explains the advantages and disadvantages to the American system as well as employment systems around the globe.

10:36 - Dau-Schmidt answers whether the flexible labor present in the U.S. allows employees more opportunities to find better employment compared to in Europe.

14:13 - Dau-Schmidt discusses how the recession of 2020 has affected employees through taxes and what companies have or have not done to help their workers.

19:09 - Dau-Schmidt discusses whether he believes employee stock ownership in a company would alleviate some issues for the modern worker.

25:02 - Dau-Schmidt explains how employee owned businesses differ from other firms and whether there has been a shift towards co-ops.

## Standards:

### 7th Grade Social Studies

- **7.4.4**
  - Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.
- **7.4.5**
  - Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital.

### Economics

- **E.3.1**
  - Identify the ways that firms raise financial capital and explain the advantages and disadvantages of each.

## Global Economics

- **GE-2.1**
  - Describe the various economic systems.
- **GE-2.2**
  - Identify questions that must be answered by any economic system and how they are categorized by how they answer the basic economic questions.
- **GE-2.3**
  - Evaluate the strengths and weaknesses of various economic systems.
- **GE-3.1**
  - Define labor productivity and explain the basic factors which affect productivity.
- **GE-3.5**
  - Explain the role and effect of labor unions, nonprofit organizations, and cooperatives in a given economy
- **GE-3.6**
  - Assess the influence of monopolies and oligopolies on marketplaces
- **GE-3.7**
  - Describe and evaluate how businesses are formed, operated, and funded
- **GE-7.1**
  - Analyze U.S. and foreign economies to forecast how trade may affect job opportunities and income potential.
- **GE-7.2**
  - Identify and assess personal interests, abilities, life goals, and possible career choices.
- **GE-7.3**
  - Predict your future lifestyle and income based on current global economic trends.
- **GE-7.4**
  - Evaluate the impact of sociological, economic and technological changes on future careers.

## Indiana Studies

- **IS.4.8**
  - Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations in Indiana from 1870-1900.

## U.S. History

- **USH.2.6**
  - Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.
- **USH.3.5**
  - Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, women's suffrage, labor movements, and socialist movements.
- **USH.4.9**
  - Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.
- **USH.5.7**
  - Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.
- **USH.9.2**

- Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor.

### Essential Questions:

- How does the United States differ from other countries regarding treatment of their employees? How are they similar?
- Is there bias against members of certain identity groups in hiring?
- How have unions historically fought for workers rights?
- Should workers be able to own stock in the companies they work for?

### Depth of Knowledge

- Students will discuss the impact that labor unions have had on working conditions and the rights of workers throughout U.S. history.
- Students evaluate working conditions for skilled laborers in the U.S. compared to other nations.
- Students will argue whether there is bias towards certain individuals in employment.
- Students will design a new bill regarding employee stock ownership, either implementing it or creating a law to ban it.

### Additional Links & Related Information

- *The Jungle* by Upton Sinclair - Book
- [Muckrakers](#) - Article and Images
- [Hiring Bias](#) - Video



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## **CIBER Focus Interview Series**

### **Lesson Plan**

**Lesson Title:** The Transition from NAFTA to USMCA

**Grade:** 11 or 12

**Estimated length of Lesson:** 45 minutes



## Indiana Standard(s) covered:

### Global Economics

- GE-4.1 Demonstrate how all countries are interdependent
- GE-4.2 Explain how specialization promotes international trade and how international trade increases total world output
- GE-4.3 Explain how governments and cartels/syndicates influence world trade
- GE-4.4 Differentiate absolute advantage versus comparative advantage
- GE-4.5 Discuss the components that make up the balance of payments and balance of trade among nations
- GE-4.6 Evaluate the effects of trade agreements among nations and barriers to trade
- GE-7.1 Analyze U.S. and foreign economies to forecast how trade may affect job opportunities and income potential

### Economics

- E.8.1 Explain that most trade occurs because producers have a comparative advantage (rather than an absolute advantage) in the production of a good or service.
- E.8.2 Explain the benefits of trade among households and countries.
- E.8.3 Explain the difference between the balance of trade and balance of payments.
- E.8.5 Evaluate the arguments for and against free trade.

### **Inquiry: (What essential question are students answering, what problem are they solving, or what decisions are they making?)**

- Is the USMCA a better agreement than NAFTA - why or why not?
  - Should USMCA be ratified by the United States?

### **Objectives: (What content and skills do you expect students to learn from this lesson?)**

- Students will be able to...
  - Evaluate arguments for and against free trade.
  - Analyze current events and current free trade agreement policy.
  - Explain the effects of trade agreements and how they can impact employment rates and other economic factors in a country.

### **Materials: (What primary sources or local resources are the basis for this lesson?)**

- [NAFTA: Challenges and Opportunities of Negotiation](#) with Dr. P. Roberto Garcia
- USMCA information from US Trade Representative
  - <https://ustr.gov/trade-agreements/free-trade-agreements/united-states-mexico-can-ada-agreement>
  - <https://ustr.gov/trade-agreements/free-trade-agreements/united-states-mexico-can-ada-agreement/fact-sheets/modernizing>
- <https://www.thebalance.com/nafta-pros-and-cons-3970481>
- <https://aflcio.org/issues/trade>

### **Activities: (What will you and your students do during the lesson to promote learning?)**

1. Students will conduct research on both NAFTA and USMCA to determine the background and facts about each.
  - a. NAFTA
    - i. What was its purpose?
    - ii. What did proponents say? What did the critics say?
    - iii. Was it successful?
    - iv. What was the GDP amongst the NAFTA countries?
    - v. What events made it difficult to determine the success of NAFTA?
    - vi. Do you think it needed changed?
  - b. USMCA
    - i. What is its purpose?
    - ii. What do proponents say? What are the critics saying?
    - iii. Do you think these changes are needed?
2. Students will hold a mock congressional hearing to determine whether they would ratify the changes of USMCA to NAFTA.
  - a. Divide students up and put them into a group to come up with at least 3 reasons that support their positions for, or against, USMCA.
3. At the end of the class students will be asked to look at the facts that were presented and vote on the ratification to USMCA. They don't have to vote for the side they argued.

**Assessment: How will you assess what students learned during this lesson?**

- Students will submit an argument summary that explains how they voted and an explanation of why they chose to vote the way they did with at least three arguments to support their opinion. Summary should be written up as if they were a US legislator defending their opinion.



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Today's Banking Landscape in Mexico and LATAM with Luis Niño de Rivera**

**Link:** <https://www.youtube.com/watch?v=RqymhbIsGnk>

**Length:** 26:24

**Production Date/Year:** December 5, 2019

**Keyword Topics:**

Banking, Mexico, Banco Azteca, Latin America

## Guest Info:

Mr. Niño de Rivera serves as Chairman of the Board of Directors of Banco Azteca and Chairman of the Board of Directors of the Association of Mexican Banks (AMB). He is also a member of the Board of Directors of Banco Azteca in Guatemala, Honduras, Panama and Peru. From 2002 until his election as Chairman of the AMB, he was the spokesperson for Grupo Salinas. In addition, Luis a member of the Board of Directors of the Bankers Club in Mexico, and was five times Vice Chairman of the Association of Mexican Banks from 1998 until 2018.

Luis has worked in the financial service sector for the past 45 years, and was a founder of Banco Azteca Mexico in 2002, Banco Azteca Panama in 2005, Banco Azteca Guatemala and Banco Azteca Honduras in 2007, and Banco Azteca Peru in 2008. Luis has held high level positions as President and CEO of Banco Azteca, Dresdner Bank Mexico, Citibank Panama, Arrendadora Financiera Mexicana and Factoring Corporativo. He was also COO of Banca Confía, a member of senior management in Corporate Banking in Citibank Mexico and an account officer of the World Corporation Group in Citibank New York. He too served as Chairman of Afore Allianz-Dresdner, a partner in Booz, Allen & Hamilton, and CFO of Fondo Nacional de Habitaciones Populares.

Mr. Niño de Rivera holds a BS degree in Business from Indiana University and an MA degree in International Business and International Politics from New York University.

## Video Summary/Synopsis:

Introduction of Guest - :30

Banking System in Mexico - 4:15

Transition to Digital World - 6:00

Unique aspects of Banco Azteca - 9:00

Opening New Banks in Latin America - 13:50

Banking in Latin America - 15:30

US-China Trade War Impact on Mexico - 19:15

NAFTA - 22

## Standards:

### Global Economics

- **GE-4.1**
  - Demonstrate how all countries are interdependent
- **GE-5.5**
  - Analyze how changing interest rates are used to influence economies
- **GE-5.6**
  - Research the structure of financial institutions and analyze the consumer and commercial products offered
- **GE-6.5**
  - Explain how the value of money and the exchange rate influence the standard of living in an economy

### Economics

- **E.1.4**
  - Explain that voluntary exchange occurs when households, businesses, and governments expect to gain

- **E.5.2**
  - Recognize that a country's overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.
- **E.6.3**
  - Explain the roles of financial institutions
- **E.6.6**
  - Explain how interest rates act as an incentive for savers and borrowers.

### Essential Questions:

- How can banks become competitive in offering financial services?
- What challenges do banks face when expanding and adapting to modern times?
- How is the banking system in Mexico similar/different to the banking system in the United States?
- How do economic decisions by one or two countries affect the economic landscape of others?

### Depth of Knowledge

- Students will be able to identify how banks can become competitive for customers.
- Students will understand unique aspects of the Mexican banking environment.
- Students will understand technological advancements being made by banks all over the world.

### Additional Links & Related Information

- **Banco Azteca**
  - <https://www.bancoazteca.com.mx/>
- **Grupo Elektra**
  - <https://www.gruposalinas.com/en/grupo-elektra>



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## **CIBER Focus Interview Series**

### **Video Annotation**

**CIBER Focus: "Today's Global Business Landscape" with Daniel (DJ) Sirota**

**Link:** <https://www.youtube.com/watch?v=-GZv6XELWx8&t=3s>

**Length:** 14:56

**Production Date/Year:** May 20, 2019

**Keyword Topics:**

International Business, Global Marketplace, Business Ethics

## Guest Info:

Daniel 'DJ' Sirota currently serves as Vice President Global Business Unit Leader at Cook Medical, he's in charge of the Interventional Radiology division. DJ started at Cook as a Critical Care Sales Representative in 1987. While a sales representative, he also acted as project manager for the Northern Pacific Rim, doing business primarily in Japan and Korea. In 2000 he moved in-house at Cook's global headquarters as the Critical Care Marketing Manager. DJ then transitioned to the Peripheral Intervention Division in 2004 where he quickly became a Senior Product Manager overseeing products that would eventually become the Interventional Radiology product line.

## Video Summary/Synopsis:

In this video, DJ will share his thoughts with us about Cook's global business and their strategy, as well as his thoughts about globalization and today's global business landscape.

How is Cook engaged in the Global Marketplace? - 1:45

Next Market on Cook is Looking to Expand - 2:15

Thoughts on the Intersection of Business and Culture - 2:45

Culture within Cook - 3:45

Local, Regional and Global Business Impact on One Another - 4:20

Importance of Listening - 5:05

Biggest Challenges to Operating in Diverse Marketplace - 6:15

Universal Values, Ethics and Best Practices - 7:35

What Does Ethical Behavior Look Like - 8:35

Globalization and its Complexity - 10:25

What Skills Will Future Business Professionals Need - 12:10

What Makes Business Fun - 13:45

## Standards:

### Global Economics

- **GE-4.1**
  - Demonstrate how all countries are interdependent
- **GE-7.1**
  - Analyze U.S. and foreign economies to forecast how trade may affect job opportunities and income potential
- **GE-7.2**
  - Identify and assess personal interests, abilities, life goals, and possible career choices
- **GE-7.4**
  - Evaluate the impact of sociological, economic and technological changes on future careers

### Economics

- **E.2.8**
  - Illustrate how physical and human capital investment raise productivity and future standards of living.

### Essential Questions:

- How do different cultures affect the way business is conducted?
- How does local, regional and global business influence each other?
- What are the biggest challenges in conducting business globally?

### Depth of Knowledge

- Students will be able to analyze the challenges in conducting business globally with other cultures.
- Students will be able to describe how local, regional and global business impacts the others.
- Students will be able to explain ethical behavior and key skills that are necessary for a future in global business.

### Additional Links & Related Information

- Cook Medical
  - <https://www.cookmedical.com/about/>





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## **CIBER Focus Interview Series**

### **Video Annotation**

**Trans Border Mexican Labor & Entrepreneurship**

**Link:** <https://www.youtube.com/watch?v=8UZpnKgY8AQ>

**Length:** 13:11

**Production Date/Year:** November 28, 2018

**Keyword Topics:** Mexico, Entrepreneur, Labor, Immigration, Chicago, Los Yarderos

## Guest Info: Dr. Sergio Lemus

Dr. Sergio Lemus is an anthropologist whose research interests include theories of race, cultural materiality, the body, Mexican migration, border analysis, and class relations. He earned his PhD. in Anthropology in 2015 and is currently a Visiting Assistant Professor in the Latino Studies Program at Indiana University. Dr. Lemus focuses on examining class, labor, and political economy of Mexican immigrants to the United States. He is currently engaged on a book titled, "Los Yarderos: Mexican Yard Workers in Neoliberal Chicago."

## Video Summary/Synopsis:

1:28 - Dr. Lemus shares his background and what drew him to his research on Mexican gardeners (Los Yarderos) in Chicago.

3:42 - Dr. Lemus explains what he believes are the largest challenges facing Mexican immigrant communities while explaining how the experience of Los Yarderos has changed since the 1970s.

6:21 - Dr. Lemus displays the role that labor plays in society in terms of transformation and assimilation among immigrants.

7:43 - Dr. Lemus elaborates on what he means when he references "trans-border Mexico" in his work.

10:35 - Dr. Lemus shares how supportive he believes local communities are to Mexican immigrants and entrepreneurs. He then explains what these prospective entrepreneurs will need to be successful.

## Standards:

### Ethnic Studies

- **ES.1.3**
  - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.2.1**
  - Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- **ES.2.2**
  - Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- **ES.2.3**
  - Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.2.4**
  - Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.
- **ES.3.1**
  - Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.
- **ES.3.2**
  - Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.

### Geography and World History

- **GHW.3.1**
  - Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.
- **GHW.3.2**
  - Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.
- **GHW.3.3**
  - Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.
- **GHW.3.4**
  - Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.
- **GHW.3.5**
  - Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.
- **GHW.5.1**
  - Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.

#### Indiana Economics

- **E.1.2**
  - Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.

#### U.S. History

- **USH.2.5**
  - Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.

#### Essential Questions:

- How has immigration impacted the history of the U.S.?
- Is the United States a true melting pot? Should it aspire to be?
- In what ways have immigrants suffered in the U.S. dating back to the beginning of the nation?
- How can communities show support for immigrants within them?
- Should it be easier to get into the U.S.?

#### Depth of Knowledge

- Students will debate whether the U.S. is or is not a “melting pot” of cultures.
- Students will describe ways that immigrants have been discriminated against in U.S. history.

- Students will examine the impact that immigration has had on the U.S. (or local area).
- Students will construct a policy brief to the president explaining ways in which our immigration system should be bolstered or loosened.

### **Additional Links & Related Information**

- [Korematsu v. US explanation](#) - Website
- ["Myth of the Melting Pot"](#) - Article
- [Trump Administration Stance on Immigration](#) - White House Website
- [Immigration Reform](#) - Article and Videos



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Understanding Islam and the Indiana Muslim Community**

**Link:** <https://www.youtube.com/watch?v=nnquX36Pzqk>

**Length:** 43:42

**Production Date/Year:** October 24, 2018

**Keyword Topics:** Indiana, Muslim, Islam, Religion

## Guest Info: Hamed Omar

Hamed Omar, IT consultant with Sallie Mae, offers some insights for understanding Islam from a business perspective. Primarily Omar focuses his discussion on Muslims in corporate leadership positions and considers some of the limitations which they face in the workplace. These include abstaining from excess alcohol and cautiously approaching opposite-gender relationships. Omar explains the mindset of many Muslim leaders and asserts that they are motivated to achieve leadership positions so that they can achieve their God-given purpose and fulfill their respective duties. To Muslims, accountability and incentive to donate are extremely important because they believe in the after-life. Omar emphasizes that God judges people by detecting if they have a sound heart. Consequently, this Islamic belief encourages many Muslims to quell envy, have faith and fulfill contractual obligations that ultimately lead to good business ethics. Finally, Omar fields questions from the audience regarding self and government regulation.

## Video Summary/Synopsis:

4:25 - Omar shares the origins of his coming to the United States and how he began to work so closely with the Muslim community.

5:52 - Omar shares the “two dimensions” of thought by Muslims as they approach leadership positions in a company, explaining what drives and motivates them and what Islam teaches that makes them effective leaders.

11:16 - Omar explains the external dimension to Muslim thinking when it comes to business, using the examples of alcohol and gender and how they may hinder the opportunities of Muslim businesspeople.

15:11 - Omar describes the central issues for Muslim businesspeople are 1) putting in the proper amount of good work/time management and 2) knowing that results are in the hands of God while effort is from the person.

24:12 - Omar says that some of the basic beliefs of Muslims makes them good players in the business workplace.

30:55 - Omar explains the value of trust and contractual obligation in the workplace and as a Muslim.

38:20 - Omar takes and answers questions from the audience.

## Standards:

### 7th Grade Social Studies

- **7.1.2**
  - Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.
- **7.1.5**
  - Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.

### Ethnic Studies

- **ES.1.1**
  - Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.
- **ES.1.2**

- Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.
- **ES.1.3**
  - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.3.1**
  - Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.
- **ES.3.2**
  - Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.

### **Geography and World History**

- **GHW.2.1**
  - Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.
- **GHW.2.3**
  - Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.
- **GHW.2.4**
  - Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.

### **Global Economics**

- **GE-7.2**
  - Identify and assess personal interests, abilities, life goals, and possible career choices
- **GE-7.3**
  - Predict your future lifestyle and income based on current global economic trends
- **GE-7.4**
  - Evaluate the impact of sociological, economic and technological changes on future careers

### **Sociology**

- **S.3.6**
  - Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization).
- **S.7.5**
  - Examine one or more important social institutions (such as marriage, family, education, health care, judicial system, religion) and their functions for society; consider how conflict theory sees the institution.

### **World History**

- **WH.2.1**
  - Review the development and key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam.

### Essential Questions:

- What challenges have individuals in minority groups faced in the workplace?
- How have perceptions of Islam affected some people's views of Muslims in the United States?
- What factors exist in modern business that serve as barriers to economic success for minority individuals?

### Depth of Knowledge

- Students will describe barriers to success in the workplace for members of different minority groups.
- Students will evaluate the response towards Muslims in the United States since 9/11.
- Students will develop a new hiring system for a business that makes sure to remove all biases.

### Additional Links & Related Information

- [Islamophobia: Understanding Anti-Muslim Sentiment in the West](#) - Article and Statistics
- [17 Years After 9/11, Muslims are Still Presumed Guilty](#) - Article and Video
- [Hiring Bias](#) - Video





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## **CIBER Focus Interview Series**

### **Video Annotation**

**When Games Invade Real Life**

**Link:** <https://www.youtube.com/watch?v=BPRjEuLCej4&t=9s>

**Length:** 28:17

**Production Date/Year:** November 12, 2018

**Keyword Topics:** Video Games, Gaming, Authenticity, Fantasy Football, Geocaching, Technological Divergence, Future

## Guest Info: Jesse Schell

Jesse Schell is an American video game designer, author, CEO of Schell Games and a Distinguished Professor of the Practice of Entertainment Technology at Carnegie Mellon University's (CMU) Entertainment Technology Center (ETC), a joint master's program between the College of Fine Arts and School of Computer Science in Pittsburgh, Pennsylvania.

Jesse Schell earned a Bachelor's Degree in Computer Science from Rensselaer Polytechnic Institute (RPI) and subsequently, earned a Master's Degree in Information Networking from Carnegie Mellon University. Jesse's early career consisted of his work as a Software Engineer for IBM and Bell Communications Research, and he then moved to LA to work with Disney Imagineering.

## Video Summary/Synopsis

1:28 - Schell discusses how certain gaming platforms such as Facebook, Wii, and Club Penguin have unexpectedly risen in popularity and financial success.

6:38 - Schell investigates the common psychological tricks that popular games and companies in order to entice users and make money.

11:01 - Schell explains how many games are successful in busting through into reality instead of focussing on fantasy and how reality has permeated to many areas of life.

15:00 - Schell explains how technology diverges from itself and how it has reached into different technological forms/games like fantasy football and Geocaching. By creating games out of different technologies, people's behaviors have changed.

21:12 - Schell explains his vision for the future of society that is heavily reliant on technology and influenced by games.

## Standards:

### Geography and World History

- **GHW.6.2**
  - Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology). Assess the impact of these innovations on the human and physical environments of the regions to which they spread.

### Indiana Economics

- **E.1.2**
  - Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.
- **E.1.3**
  - Identify incentives and explain how they influence decisions.
- **E.2.2**
  - Recognize that consumers ultimately determine what is produced in a market economy.

### Global Economics

- **GE-1.3**

- Explain incentives and how they affect choice
- **GE-5.3**
  - Explain what is money and how it is given value

### Indiana Studies

- **IS.1.26**
  - Explain the significance of social, economic, and political issues during the period 1980 to the present and the ways in which these issues affected individuals and organizations.
- **IS.1.27**
  - Describe developing trends in science and technology and explain how they impact the lives of Hoosiers today.
- **IS.4.4**
  - Analyze the economic and social impact of technologies on the state.

### Psychology

- **P.7.3**
  - Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance, including Asch, Milgram, and Zimbardo.

### Sociology

- **S.3.1**
  - Define socialization as a process that takes place from birth to death, and how it changes throughout the life cycle.
- **S.3.5**
  - Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment).
- **S.3.6**
  - Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization).
- **S.8.1**
  - Describe how and why societies change over time.
- **S.8.2**
  - Examine various social influences that can lead to immediate and long-term changes.
- **S.8.3**
  - Describe how collective behavior can influence and change society.
- **S.8.4**
  - Examine how technological innovations and scientific discoveries have influenced major social institutions.
- **S.8.5**
  - Discuss how innovations in science and technology affect social interaction and culture.
- **S.8.6**
  - Describe how the role of the mass media has changed over time and project what changes might occur in the future.
- **S.8.7**
  - Distinguish major differences between social movements and collective behavior with examples.
- **S.8.8**
  - Investigate the consequences of change to society.

- **S.10.3**
  - Discuss theories that attempt to explain collective behavior.

### **Essential Questions:**

- How have companies been able to make large profits using games with simple premises?
- What tricks do companies use to get customers to continue playing their game? Why are they effective?
- How has technology developed and spread into different aspects of human life over time?

### **Depth of Knowledge**

- Students will describe the expansion of technology into different aspects of human life from the industrial revolution to now.
- Students will compare and contrast what certain games/technological services do in order to entice users to continue using them.
- Students design a game that uses multiple techniques to entice users to spend actual money.

### **Additional Links & Related Information**

*Authenticity* - Gilmore and Pine

[Club Penguin](#) - Website

[How Video Games are Changing the World](#) - Article

[Games Can Make A Better World](#) - Video



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## **CIBER Focus Interview Series**

### **Video Annotation**

**Women's Empowerment in Ghana**

**Link:** <https://www.youtube.com/watch?v=XUCOfRuBvWs>

**Length:** 17:32

**Production Date/Year:** December 14, 2018

**Keyword Topics:** Ghana, Gender Equality, Africa, empowerment, Women, higher education

## Guest Info: Dr. Takyiwaa Manuh

Dr. Takyiwaa Manuh is Emerita Professor of African Studies at the University of Ghana. Previously, she was Professor of African Studies at the University of Ghana where she also served as Director of the Institute of African Studies between 2002 and 2009. Dr. Manuh has also been Director at the Social Development Policy Division of the United Nations Economic Commission for Africa in Ethiopia. She received her PhD in Anthropology from Indiana University, Bloomington, and holds undergraduate and graduate degrees in Law from the University of Ghana, Legon, and the University of Dar es Salaam, Tanzania.

Her research interests are in African development; women's rights and empowerment; contemporary African migrations, and African higher-education systems, and has several publications across these areas. She has practiced as a lawyer and is active in the women's movement in Ghana and Africa, and has served on the boards of several international, continental and national organizations. She is a Fellow of the Ghana Academy of Arts and Sciences, and has received other awards including the University of Ghana's Meritorious Service Award for 2007, Ghana's Order of the Volta (Officer Class) in 2008, and an honorary doctorate degree from the University of Sussex, UK, in 2015.

## Video Summary/Synopsis:

1:45 - Manuh discusses what it is like to be a woman in sub-saharan Africa today (specifically Ghana), and how much progress has been made compared to other African nations.

5:34 - Manuh defines "women's empowerment" and describes what factors comprise empowerment.

7:32 - Manuh shares her experience working with the Ghanaian government to change laws regarding women's rights and what the climate is like today.

13:20 - Manuh shares her passion for increasing opportunities for women to achieve more access to higher education and how her own life experiences helped to instill this passion.

## Standards:

### 7th Grade Social Studies

- **7.1.3**
  - Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.
- **7.1.11**
  - Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.
- **7.1.15**
  - Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.
- **7.1.18**
  - Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources.
- **7.2.2**
  - Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.
- **7.2.3**

- Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.
- **7.2.4**
  - Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

### **Geography and World History**

- **GHW.3.5**
  - Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.

### **Government**

- **USG.1.9**
  - Evaluate how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties.
- **USG.3.18**
  - Identify the role of special interest groups in politics and explain their impact on federal, state, and local public policy.
- **USG.5.5**
  - Identify when it is constitutional for our government to limit the rights of individuals and explain the reasons why the government would want to do this.

### **U.S. History**

- **USH.3.5**
  - Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, women's suffrage, labor movements, and socialist movements.
- **USH.4.2**
  - Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.
- **USH.7.1**
  - Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.

### **Sociology**

- **S.5.1**
  - Distinguish between biological (ascribed) status and socially assigned gender roles.
- **S.5.2**
  - Explore how gender role socialization occurs.
- **S.5.4**
  - Describe the functional explanation of gender role socialization and contrast it with the conflict explanation.
- **S.5.5**
  - Explore how gender roles differ in different societies and how they change over time.
- **S.5.6**
  - Examine gender roles from the functionalist, the interactionist, and the conflict perspectives.

### Essential Questions:

- How do women's lives in Ghana compare to the lives of women in other areas of Africa? The world?
- What steps are being taken to advance women's issues in Africa? How do these compare to actions taken in the U.S.?
- How can someone become empowered?
- Are men and women truly equal today?

### Depth of Knowledge

- Students will explain how women are treated in Ghana, Africa, and other areas of the world in comparison to men.
- Students will critique actions taken by international governments as well as the U.S. government in regard to women's rights issues.
- Students will compare and contrast the women's rights movement in the U.S. to that of other nations.
- Students will debate whether gender inequality is still present in the U.S.

### Additional Links & Related Information

- [Pay Equity and Discrimination](#) in the U.S. - Article/Statistics
- [The Battle for Women's Suffrage in the U.S.](#) - Photos
- [The Bold Fight for Women's Rights](#) - Video