



BUSI 4717 A: Managing Globalization in Emerging Economies

Winter 2026

Instructor	Dr. Abdulghany Mohamed
Email Address	abdulghanymohamed@cunet.carleton.ca
Class Times	Thursdays @ 14:35-17:25 pm
Modality	In-person
Office Hours	Thursdays @ 1:00-2:00 pm. Appointment bookings will be on a first-come, first-served basis. Email-based queries are also welcome.
Office Location	TBA
TA Name/Email	TBA

Pre-Requisites & Preclusions:

Prerequisites: Fourth year standing in B.Com, BIB, or Minor in Business; ECON 1001 and ECON 1002 (or ECON 1000).

Preclusions: Additional credit for BUSI 4902 (no longer offered).

<https://calendar.carleton.ca/undergrad/courses/BUSI/>

Course Description/Instructor's Statement

Carleton Calendar Description

Managing Globalization in Emerging Economies

Critical examination of the managerial and institutional issues of globalization from the perspectives of emerging economies. Indigenous and international institutions' role in the evolution of a competitive and inclusive global economy and society. Discerning lessons of experience for newly globalizing societies.

Lectures three hours a week.

Instructor's Description:

This course will critically examine the managerial and institutional issues involved in managing contemporary globalization from the viewpoints of emerging economies, seen as non-monolithic entities facing unique, context-specific conditions and approaching their situations in a path-dependent manner based on their perceptions and realities. It will analyze from multiple disciplinary perspectives within a dynamic, multi-level, multi-actor framework how states and non-state actors strategically manage globalization, both individually and collectively, with implications for emerging economies. The course will focus on the roles of indigenous, domestic, and international actors, along with institutional frameworks, in fostering a competitive and inclusive global economy and society. It will also draw lessons from relevant experiences for newly globalizing societies and others alike.

Course Learning Objectives

This course is designed to equip students with the following:

Knowledge and Understanding

- a) Conceptual understanding of globalization and regionalism: Develop a clear, critical understanding of how globalization and regionalism influence emerging economies and vice versa, and how these phenomena are perceived, understood and navigated amid current geopolitical tensions and conflicts.
- b) Multiple perspectives: Awareness and appreciation of the usefulness and significance of multiple paradigms and viewpoints, including a focus on global Indigenous Peoples' knowledge systems, for studying emerging economies within the context of global dynamics and imperatives.
- c) International business theory: Study and critically reflect upon the main and heterodox theories of international trade, investment, and management as they apply to emerging economies, and the contemporary issues that investors, managers, and other stakeholders leverage or contend with when conducting business in or from these economies.

Application and Skills

- d) Business environment analysis: Skills in developing and applying robust analytical frameworks for critically analyzing and assessing the unique business environments across disparate emerging economies worldwide.
- e) Responding to global change: Competencies for critically examining, in an international comparative context, how and why emerging countries (including governments, civil society, and businesses at multiple levels) are responding to the rapidly evolving global business environment – driven and shaped by internal and exogenous factors such as the recent COVID-19 pandemic, social justice movements, geopolitical tensions, conflicts, and trade wars -- as well as how corporate strategies and management practices are adapting to such conditions and realities.
- f) Essential skills development: Acquisition of the necessary skills for:
 - i) Data Proficiency: Data collection, analysis, reporting, and presentation.
 - ii) Strategy Formulation: Creating business strategies and operational plans tailored to the unique challenges and opportunities for firms entering or originating from diverse emerging markets.
 - iii) Innovative management: Employing relevant and innovative management approaches and practices.
 - iv) Teamwork: Effective and productive collaboration with diverse team members in research and learning.
- g) Practical experience: Gain hands-on experience through a group project focusing on specific MNE/MNC, host and home economy assessments, corporate strategy development, and oral and written presentations and reporting.
- h) Individual research: The opportunity to develop and refine individual research skills for designing, preparing, and presenting a written research paper on a student-chosen and instructor-approved topic pertinent to an emerging economy or emerging economies.

Communication and Professionalism

- i) Communication mastery: Develop essential oral and written communication skills, including professional correspondence, report writing, effective online and in-person presentations, and harmonious interaction within diverse cultural settings.
 - j) Career and academic foundation: Build a solid foundation of knowledge necessary for advanced studies and future careers in international business and related fields.
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Required/Optional Materials & Prices
<p>The following textbook is required for this course:</p> <p>Title: Doing business in emerging markets</p> <p>Authors, Edition & Publisher: Cavusgil, S. T., Ghauri, P. N., & Liu, L. A. 3rd, ed. SAGE Publications Ltd. (2021).</p> <p>ISBN: 9781526494559; 9781529760286 (e-Book)</p> <p>Price: eBook \$69.</p> <p>The textbook is available at the Campus Store in Nideyinàn or order online for pick up: https://carletonshop.ca/Course/term</p> <p>In addition to the textbook, key/required readings detailed below are assigned from other sources (e.g., periodicals, video/podcasts, etc.) as deemed appropriate. Required course readings (e.g., periodicals, etc.) will also be accessible via Ares (library reserve facility) at no fee to the student. Pre-recorded videos and podcasts (e.g., Carleton University Indigenous Collaborative Learning Bundles) will be provided on Brightspace at no fee as well.</p> <p>Moreover, throughout the semester/course, students will be encouraged to read the current business press with a keen eye on thought-provoking topics related to emerging economies. Interesting pieces will be posted on Brightspace (Discussion Forum) for students to engage with. For technology requirements, please refer to the specific section below.</p>

Grading Scheme		
ASSESSMENT		
(1)	Course Engagement (10% class attendance)	15 %
(2)	Individual Research Paper Assignment (Submitted in Word doc format only)	10 %
(3)	Quizzes (on Brightspace)	5%
(4)	Final Examination (University scheduled In-Person, Digital & e-proctored)	30 %
(5)	Term Group Project:	
	(i) Phase 1: Project & Topic Selection	5%
	(ii) Phase 2: Data Collection and Preliminary Analysis	10%
	(iii) Phase 3: Group Online Oral Presentation	10%
	(iv) Phase 4: Final Report	15%
Total		100%
NOTE:		
Satisfactory in-term performance:		
(a) Unless otherwise stated below in item (b), the requirement for Satisfactory Performance is set at 50% of all, not each, pre-final work (i.e., assignments, participation marks, tests, etc.).		
(b) Students must participate and receive a mark (above zero) in each of the above five evaluation components to receive a passing grade.		

EDUCATIONAL TECHNOLOGY REQUIREMENTS

While all the lectures will be delivered in-person/in-class by the instructor, the course will require the student to have access to some basic technology. The primary platforms for the course will be Brightspace and MyCarletonOne. Students may also use other additional freely accessible platforms/software/apps (e.g., Google Hangouts/Meets/Docs, Teams, Zoom, Discord, etc.) for their individual and group-based activities as well as interactions with the instructor outside the classroom. As such, students will need access to:

- (a) a laptop/desktop/mobile device with a reliable, high-speed connection to the internet plus audio/visual accessories, in-built webcam, microphone, speakers, etc.; and
- (b) word-processing, statistical and presentation software packages (e.g., Microsoft Suite), web-browsers, etc. to effectively enable them to:
 - (i) Access, upload and download course material posted on Brightspace.
 - (ii) Answer quizzes on Brightspace.
 - (iii) Watch and listen to pre-recorded videos/podcasts.
 - (iv) Take Brightspace-hosted online tests and exams.
 - (v) Utilize other Brightspace functionalities.
 - (vi) Receive and send emails to the instructor and classmates.
 - (vii) Conduct individual and group research.
 - (viii) Compose, prepare and post reports (for individual and group-based assignments); and,
 - (ix) Prepare and make online presentations as and when required.

Use of Generative Artificial Intelligence (AI)

This is a human-centred course. In this course, the evaluation focuses on what you can do without AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and

original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

Policies for Late and Deferred Assignments:

Late assignments: Students who submit their individual assignment (research paper) and group-based project reports late will incur a penalty as explained in the appropriate sections below.

Deferred Research Paper and Quizzes: If a student is unable to complete an assignment (e.g., write a term research paper, scheduled assessments (e.g., quizzes) due to extenuating circumstances (such as a death in the family, illness, etc.), the student must notify the course instructor and must provide appropriate supporting documentation to the course instructor. Upon review, the instructor may offer a deferral for the assignment(s). Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for that assignment.

Policies & Accommodations

<https://students.carleton.ca/course-outline/>
<https://carleton.ca/pmc/current-students/academic-accommodations/>



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Preparation and Participation:

This course will be conducted in person. Classes will meet on campus in an assigned classroom on scheduled days and dates, with each session lasting three hours. The course will mainly follow a lecture format, with classes held face-to-face. For additional activities, including consultations with the instructor, group work, individual assignments such as research papers and quizzes, and the final exam, please see the details below and in the guidelines posted on BrightSpace.

In addition to in-class lectures, students are expected to critically and effectively engage with assigned videos/podcasts, textbook material, lecture notes, and journal articles, as well as participate in a semester-long group-based project, complete an individual research paper, take quizzes, and sit for a scheduled written final examination at the end of the semester. In short, this course will revolve around the following five (5) broad activities:

(a) Course Engagement (Mandatory Class Attendance)

Students are expected to be actively and thoroughly involved in all aspects of this course, including lectures, assignments, class discussions, quizzes, surveys, and the final exam. Each participant should have read all the required materials and be prepared to discuss the assigned readings and issues raised during class discussions. The use of discussion forums on Brightspace will be highlighted.

Communication with and among students will be mainly conducted through Carleton University's email accounts. Students must check their emails frequently to avoid missing time-sensitive messages.

And, most importantly, class participation and contribution to discussions is predicated on the premise that in-person class attendance (taken in class) for the whole duration of each lecture meeting is mandatory for every student throughout the semester. Thus, 10% (out of the allocated 15%) of the course marks will be assigned to class attendance.

(b) Critical Watching, Listening to Videos, Podcasts and Readings & Accompanying Quizzes

Students will actively and critically watch and listen to videos and podcasts (e.g., Indigenous Collaborative Learning Bundles), as well as carefully read and analyze assigned readings, including textbook chapters, lecture notes/slides, journal articles, and other materials for each session. Details of the videos and podcasts will be listed and posted on Brightspace separately from this course outline. Additionally, to encourage engagement with the assigned material, students will be required to take quizzes (on Brightspace) that are based on the weekly topics' required readings as per the course outline. Students will be assessed based on the best 5 attempted/completed quizzes. The due date for all quizzes is **March 26th, 2026**. It is advisable to not wait until the last minute to complete the quizzes.

(c) Individual Research Paper Assignment

Each student must research and submit an original, eight-page written research paper on a topic of their choice, subject to instructor approval. Students are encouraged to select from or adapt any of the suggested topics provided by the instructor or to propose an alternative topic that is relevant and aligned with the course objectives and themes. The topic must be chosen on Brightspace by the third session of the semester (**January 22nd, 2026**) for instructor approval. All thoroughly proofread papers must be submitted on Brightspace in digital format (Microsoft Word) by **March 5th, 2026**, for grading. A grading rubric for the assignment will be provided beforehand and posted on Brightspace.

Papers submitted after the deadline will incur a penalty of 5% for each day, they are late. Assignments submitted 10 days or more past the due date will receive a grade of 0. Exceptions include verifiable illness and emergencies, but only if the student notifies the instructor directly within three (3) business days after the deadline. To request an extension, please contact the instructor directly.

(d) Final Exam

Students must complete a written, formal, digital, in-person, and proctored final examination, as scheduled and administered by the University Examination Services. Depending on the remote proctoring service requirements (see details below), the minimum technology needed for the final exam includes a properly functioning digital device, such as a laptop, with the necessary software—including an appropriate operating system, internet browser, and word processor—that allows students to access the Brightspace platform to take the exam, activate the required e-proctoring tools and protocols, write responses, upload their exam document, and access notes as permitted by the instructor.

Most importantly, the student must be aware of the following two conditions:

- (a) The use of AI tools (e.g., ChatGPT, Claude, Co-pilot, DAL-E, Gemini, Grok, DeepSeek, Jais, Mistral, Perplexity, etc.) will not be permitted during the exam, and
- (b) e-Proctoring: Please note that the use of e-proctoring for this course is mandatory.

Thus, tests and exams in this course will use a remote proctoring service provided by Scheduling and Examination Services. Failure to ensure proper functioning of the e-proctoring app (CoMaS) will constitute a violation of the exam rules. It may be grounds for an allegation that you have violated the Academic Integrity Policy. More information is available at <https://carleton.ca/ses/e-proctoring/>.

The minimum computer requirements for this service are:

- Hardware: Desktop or laptop
- Operating System: Windows 10, Mac OS 10.14, Linux Ubuntu 18.04
- Web Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge.
- Internet Connection: High-speed internet is recommended.
- Webcam: HD resolution is recommended.
 - Note: Tablets, Chromebooks, and smartphones are not supported. Windows-based tablets are also not supported.

Deferred Final Examination:

If you wish to defer a Formal Final Exam, you – the student – must reach out to the registrar's office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval. Your deferred final exam will be formally scheduled. If you miss the deadline for applying for a deferral, please reach out to your instructor personally to discuss. For more information or to apply for a deferral visit:

<https://carleton.ca/registrar/deferral/>

(e) Term Group Project

Course participants must participate in a group-based project assignment. Groups will be formed during the first two sessions of the semester. Each group will choose only one type of the project (Type A or Type B) they wish to undertake and inform the instructor via email by the third week of the semester. As further explained below, it is expected that half of the project groups formed will conduct Type A projects and half of the groups will conduct Type B projects. Approval by the instructor of the group choices will be on a first-come, first-served basis. Each group will prepare a written report for each of the four project's phases {viz.: written proposal (Phase 1), data collection and preliminary analysis (Phase 2), in-class presentation (Phase 3), and final report (Phase 4)}. Digital copies of each group's reports for each phase must be uploaded/submitted on Brightspace by the specified due dates. (Please refer to the project guidelines for the due dates for all project deliverables).

As noted earlier, there will be two types of group-based term projects to choose from:

- (a) Half of the class will focus on projects that involve the development of a future-oriented, actionable strategic plan for an MNC/MNE from an emerging economy of their choice that aims to enter, expand or exit a market or economy of their choice located anywhere in the world (also known as Type A Projects). Specifically, Type A projects will require a detailed analysis of: (a) an emerging economy-based multinational corporation's (MNC/MNE's) main strengths and weaknesses, including

the key advantages and disadvantages it benefits from its home country and/or elsewhere, considering global opportunities and threats; (b) the prospective host country to identify opportunities and threats within that economy; and (c) the creation of a clear, actionable strategic plan that will enable the MNC/MNE to leverage its strengths and home-country advantages and address their weaknesses to capitalize on the opportunities and ward off the threats they may encounter if planning to enter and compete successfully or to carefully exit the host country they are already in and are contemplating to divest from.

- (b) The second half of the class will complete projects involving the development of a future-oriented, actionable strategic plan for an MNC/MNE from anywhere in the world planning to enter, expand or exit an emerging economy (also known as Type B Projects). Specifically, these projects will conduct an in-depth analysis of an emerging economy and an MNC/MNE considering such an expansion or retreat. They will primarily examine the main opportunities and risks the chosen MNC/MNE might face in the emerging economy, as well as the MNC's/MNE's key strengths, weaknesses, and sources of these attributes (e.g., home-based sources and/or sources from elsewhere). Ultimately, based on this analysis, each student group will formulate a concrete, future-focused strategic plan detailing how the chosen MNC/MNE and its home country can address their weaknesses while leveraging their strengths to capitalize on the opportunities and ward off the threats they may encounter. In other words, the main goal is for the MNC/MNE to leverage its strengths and home-based advantages to compete successfully and thrive in the selected emerging economy and on a global level or to carefully exit an emerging economy they are contemplating to divest from.

The group assignment (applicable to both types of projects) will be completed in four phases or stages, with detailed requirements outlined in a set of guidelines and marking rubrics provided separately on Brightspace.

Moreover, the instructor will be available upon request for online (Zoom) consultations with individual project teams as needed. Each consultation session will typically last for one hour (every Wednesday from 3:00 to 4:00 pm). Group appointment bookings will be on a first-come, first-served basis.

Penalty for group project reports: Group project reports (for any phase) submitted after the deadline will incur a penalty of 5% per day. Reports (for any phase) submitted 10 days or more after the deadline will receive a grade of 0. Exceptions include verifiable illness and emergencies, but only if communicated directly to the instructor within three (3) business days after the due date. If a project group wishes to defer the assignment, they must contact the instructor directly to discuss the matter.

A **library workshop** hosted by Mr. Matthew Gertler, the Carleton University Business and Government Information Librarian, will be held on **January 22nd, 2026**. This session is crucial for helping students and the instructor to identify current resources needed for individual and group projects, as well as discussing the ethics of academic and professional work.



Course Schedule

BUSI 4717 A – Winter 2026 (In-Person) – Lecture Schedule, Course Topics, Key Readings, Research Paper and Project Due Dates

Session	Date	Time	Topic	Key Readings/Project Due Dates
1	Thursday January 8 th , 2026	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Introductions and Course Overview • Understanding Emerging Economies in an Era of Globalization & Regionalism 	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> • Chapter 1: Emerging Markets – Setting the Stage • Chapter 2: What is an Emerging Market? <p>Enderwick & Buckley (2020); Hirakawa & Aung (2011); Moahi (2007); Roberts, Kayande & Srivastava (2015)</p> <ul style="list-style-type: none"> • Videos/Podcasts <ul style="list-style-type: none"> • Lee, Damian and Knowledge Keeper Marlene Pierre (June 2018) “Decolonization is for Everyone: Identity Formation in the Canadian Context,” Carleton University Indigenous Collaborative Learning Bundles. • Project Groups formation, Project Selection and selection of individual assignment topics. • Instructor Lecture Notes/Guidelines

2	Thursday January 15 th , 2026	2:35 – 5:25 pm	Political, Legal and Socio-Cultural Frameworks in Emerging Markets	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> Chapter 3: Pathways to Economic Transformation: Common Characteristics of Emerging Economies Carpenter (2004); Champ & Attaran (2002); Chen (2017); Chung & Beamish (2005); Dahles (2007); Ocholla (2007); Rohlfer & Zhang (2016); Tantawi, et al (2023). Project Groups formation, Project Selection and selection of individual assignment topic continued Videos/Podcasts Instructor Lecture Notes/Guidelines
3	Thursday January 22 nd , 2026	2:35 - 5:25 pm	Library Workshop Session	<p>Mr. Matthew Gertler (Business and Government Information Librarian)</p> <p>Henisz & Zelner (2010); Hosseini, et al (2023); Khanna, et al (2005); Tsui (2004).</p> <ul style="list-style-type: none"> Videos/Podcasts McComber, Alex and Amelia McGregor (2021) "Ethics of Research with Indigenous Peoples", Carleton University Collaborative Indigenous Learning Bundles Instructor Lecture Notes/Guidelines Deadline for Individual Research Paper topic selection.
4	Thursday, January 29 th , 2026	2:35 - 5:25 pm	Economic and Financial Environments in Emerging Economies	<p>Banalieva & Sarathy (2010); Das (2010); Didier & Schmukler (2014); Gelos, & Roldo's (2004); Okyere-Kwakye & Md Nor (2021).</p> <ul style="list-style-type: none"> Term Project: Phase #1 Reports are due Videos/Podcasts Instructor Lecture Notes/Guidelines

5	Thursday February 5 th , 2026	2:35 - 5:25 pm	Technology, Ecological Environment, Ethics and CSR in Emerging Markets	<p>Cooke & Xiao (2021); Doh, Littell, & Quigley (2015); Jayanti & Gowda (2014); Johnston (2000), Marinova & Raven (2006); Zurba & Bullock (2020).</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines
6	Thursday February 12 th , 2026	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Operational and Strategic Considerations in and for Emerging Markets 	<p>Cavusgil, Ghauri & Liu (2021):</p> <ul style="list-style-type: none"> • Chapter 4: What Makes Emerging Markets Attractive • Chapter 5: Assessing the Market Potential for Emerging Markets <p>Ahlstrom et al (2020); Ahmed (2013); Doh et al (2017). Pels & Sheth (2017); Prahalad & Hammond (2002); Xu & Meyer (2013).</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines
February 16th – 20th, 2026 Winter Break – Classes Suspended				
7	Thursday February 26 th , 2026	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Global Marketing, Supply Chains and Logistics 	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> • Chapter 6: Managing Operations in Emerging Markets • Chapter 7: The Negotiation and Conflict Management in Emerging Markets <p>Cortez & Johnston (2018); Dadzie et al (2023); Gligor & Holcomb (2012); Khan et al (2023); Paul (2020); Sheth & Uslay (2023); Sheth (2011).</p>

				<ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines <p>Term Project: Phase #2 Reports are due</p>
8	Thursday March 5 th , 2026	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Global Talent Management & Emerging Trends and Implications for Emerging Economies 	<p>Individual Research Papers are due.</p> <p>Ahammad et al (2018); Böhmer & Schinnenburg (2016); Chebbi et al (2017); Cooke et al (2014); Latukha (2018).</p>
9	Thursday March 12 th , 2026	2:35 - 5:25 pm	<ul style="list-style-type: none"> • Leveraging Globalization • Relationship Building and Development: Fruitful Cooperation with and Among Emerging Economies <ul style="list-style-type: none"> • Canada's Engagement with Emerging Economies: Competition, Cooperation and Conflict 	<p>Cavusgil, Ghauri & Liu (2021):</p> <ul style="list-style-type: none"> • Chapter 8: Bright – if Uneven – Future for Emerging Markets. <p>Ang & Michailova (2008); Berkes & Adhikari (2006); Greenspon, & Lynch, (2018); Hartungi, R. (2006); He et al (2008); Muhr (2016).</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines
10	Thursday March 19 th , 2026	2:35 - 5:25 pm	<p>Group Presentations (Phase 3) for assigned teams</p>	<p>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines

11	Thursday March 26 th , 2026	2:35 - 5:25 pm	Group Presentations (Phase 3) for assigned teams.	<ul style="list-style-type: none"> Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins. Term Project - Final reports (Phase 4; soft copy) for Session 10 group presentations are due. <ul style="list-style-type: none"> All Quizzes are due Videos/Podcasts Instructor Lecture Notes/Guidelines
12	Thursday April 2 nd , 2026	2:35 - 5:25 pm	Group Presentations (Phase 3) for assigned teams. Course Wrap Up	<ul style="list-style-type: none"> Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins. Term Project - Final reports (Phase 4; soft copy) for Session 11 group presentations are due. Videos/Podcasts Instructor Lecture Notes/Guidelines



BUSI 4717 A: Managing Globalization in Emerging Economies

(Winter 2026 In-Person)

Session Coverage/Focus & Required Course Readings

Session 1: Introductions, Course Overview & Emerging Economies in an era of Globalization

Session Coverage/Focus

1.1 Introductions and Course Overview

- Course participants' introduction.
- Course introduction and overview.

1.2 Understanding Emerging Economies in an Era of Globalization & Regionalism

- Definition and historical context of globalization and regionalism.
- Evolution of emerging economies.
- Characteristics and challenges of emerging economies (e.g., institutional voids).
- Understanding the role of globalization in emerging economies.
- Managing globalization in emerging economies – An overview

Required Readings

Cavusgil, S. T., Ghauri, P. N., & Liu, L. A. (2021):

- Chapter 1: Emerging Markets – Setting the Stage.
- Chapter 2: What is an Emerging Market.

Enderwick, P., & Buckley, P. (2020). Rising regionalization: will the post-COVID-19 world see a retreat from globalization? *Transnational Corporations*, 27(2), 99-112.

Hirakawa, H., & Aung, T. T. (2011). Globalization and the emerging economies: East Asia's structural shift from the NIEs to potentially bigger market economies (PoBMEs). *Evolutionary and Institutional Economics Review*, 8(1), 39-63.

Moahi, K. H. (2007). Globalization, knowledge economy and the implications for Indigenous Knowledge. *International Review of Information Ethics*, 7(09), 55-62.

Roberts, J., Kayande, U., & Srivastava, R. K. (2015). What's different about emerging markets, and what does it mean for theory and practice? *Customer Needs and Solutions*, 2: 245-250.

Video Bundle

Lee, Damian and Knowledge Keeper Marlene Pierre (June 2018). Decolonization is for Everyone: Identity Formation in the Canadian Context, Carleton University Indigenous Collaborative Learning Bundles.

Session 2: Political, Legal and Socio-Cultural Frameworks in Emerging Markets

Session Coverage/Focus

- Importance of political, legal, and social-cultural frameworks faced by multinational corporations in and from emerging economies in the context of globalization and regionalism.
- Cultural diversity and its accompanying opportunities and challenges of doing business in and with emerging economies.
- Population Ageing.
- International business regulatory frameworks.
- Protection of intellectual property rights in emerging economies.
- Indigenous sovereignty.

Required Readings

Cavusgil, S. T., Ghauri, P. N., & Liu, L. A. (2021):

- Chapter 2: Pathways to Economic Transformation: Common Characteristics of Emerging Markets

2.1 Political Environment & Institutional Change in Emerging Markets

Chung, C. C., & Beamish, P. W. (2005). The impact of institutional reforms on characteristics and survival of foreign subsidiaries in emerging economies. *Journal of Management Studies*, 42(1), 35-62.

Tantawy, A. A., Amankwah-Amoah, J., & Puthusserry, P. (2023). Political ties in emerging markets: a systematic review and research agenda. *International Marketing Review*, Vol. ahead-of-print No. ahead-of-print. <https://doi-org.proxy.library.carleton.ca/10.1108/IMR-09-2022-0197>

2.2 Legal Environment in Emerging Economies

Carpenter, M. M. (2004). Intellectual property law and Indigenous Peoples: Adapting copyright law to the needs of a global community. *Yale Human Rights & Development Law Journal*, 7, 51-78.

Champ, P., & Attaran, A. (2002). Patent rights and local working under the WTO TRIPS Agreement: An analysis of the U.S.-Brazil patent dispute. *Yale Journal of International Law*, 27(2), 365-393.

2.3 Social-Cultural Frameworks: Mainstream and Indigenous Perspectives

Chen, J. (2017). Internationalization of Chinese firms: What role does guanxi play for overcoming their liability of outsidership in developed markets? *Thunderbird International Business Review*, 59 (3), 467-483.

Dahles, H. (2007). On (Mis-) conceptions of culture as a vehicle of business success: Singapore Chinese investment strategies after failing in China. *East Asia*, 24, 173-193.

Ocholla, D. (2007). Marginalized knowledge: An agenda for Indigenous knowledge development and integration with other forms of knowledge. *International Review of Information Ethics*, 7, 236-245.

Rohlfers, S., & Zhang, Y. (2016). Culture studies in international business: paradigmatic shifts. *European Business Review*, 28(1): 39 – 62.

Session 3: Library Workshop Session

Library Workshop Session (In-person) with Mr. Matthew Gertler (CU Librarian – Specialist: Business & Government Information)
Part of the session will critically examine approaches to research ethics from an Indigenous perspective.

- **Individual Research Paper Topic Selections are due**

Required Readings

Henisz, W. J., & Zelner, B. A. (2010). The hidden risks in emerging markets. *Harvard Business Review*, (April), 1-8.

Hosseini, M., Resnik, D.B., & Holmes, K. (2023). The ethics of disclosing the use of artificial intelligence tools in writing scholarly manuscripts. *SAGE OnlineFirst*, June 15th, 2023.
<https://doi.org/10.1177/17470161231180449>

Khanna, T., Palepu K.G., & Sinha, J. (2005). Strategies that fit emerging markets. *Harvard Business Review* (June), 63-76.

Tsui, A. S. (2004). Contributing to global management knowledge: A case for high quality Indigenous research. *Asia Pacific Journal of Management*, 21, 491–513.

Video Bundles

McComber, Alex and Amelia McGregor (2021) “Ethics of research with Indigenous Peoples”,
Carleton University Collaborative Indigenous Learning Bundles

Session 4: Economic and Financial Environments in Emerging Economies

- **Term Project: Phase #1 reports are due**

Session Coverage/Focus

4.1 Economic Environment

- Relationship between globalization/regionalism and economic development in emerging economies.
- Role of multinational business corporations in engaging with emerging economies and in driving economic growth.
- Challenges and opportunities for domestic businesses in emerging economies in the context of globalizing world markets.
- Strategies for promoting sustainable economic development in emerging economies.

4.2 Finance: Foreign Direct Investment

- Importance of foreign direct investment (FDI) in emerging economies.
- Motivations and strategies for attracting inward FDI and managing outward investment.
- Impacts of FDI on emerging markets and world economies.

- Government policies and regulations related to FDI in emerging economies.

Required Readings

- Banalieva, E. R., & Sarathy, R. (2010). The impact of regional trade agreements on the global orientation of emerging market multinationals. *Management International Review*, 50, 797-826.
- Das, D. K. (2010). Contours of deepening financial globalization in the emerging market economies. *Global Journal of Emerging Market Economies*, 2(1), 45-67.
- Didier, T., & Schmukler, S.L. (2014). Debt Markets in Emerging Economies: Major Trends. *Comparative Economic Studies*, 56(2), 200-228.
- Gelos, R. G., & Roldo's, J. (2004). Consolidation and market structure in emerging market banking systems. *Emerging Markets Review*, 5, 39–59.
- Okyere-Kwakye, E., & Md Nor, K. (2021). The intention of banks to adopt green banking in an emerging market: the employees' perspective. *Economic and Political Studies*, 9 (4), 497-504.

Session 5: Technology, Ecological Environment, Ethics and CSR in Emerging Markets

Session Coverage/Focus

5.1 Technological Environment and Innovation in Emerging Economies

- Emerging technologies (e.g., Artificial Intelligence, Virtual/Augment Reality, etc.).
- Technology-driven disruptions and accompanying opportunities/prospects and risks.
- High tech entrepreneurship.
- Research & Development.
- Innovation and entrepreneurship in emerging economies.

5.2 Ecological Environment in Emerging Economies

- Multifaceted impacts of rapid industrialization and urbanization, particularly as they impact the natural environment.
- Implications of climate change.
- Natural environment opportunities for international business.
- Environmental risks and their impact/implications for international business.
- Multi-level regulatory regimes (governmental & non-governmental).
- Green technologies and innovations.
- Indigenous perspectives on the ecological environment.
- Stakeholder engagement.

5.3 Ethics and Corporate Social Responsibility in Emerging Economies

- Business ethical challenges and dilemmas in a global business environment.
- Corporate social responsibility in emerging economies.
- Sustainable business practices in a global context.
- Resource Curse
- Indigenous perspectives on business ethics.

Required Readings

5.1 Technological Environment and Innovation in Emerging Economies

- Cooke, F. L., & Xiao, M. (2021). Women entrepreneurship in China: Where are we now and where are we heading? *Human Resource Development International*, 24(1), 104-121.
- Marinova, D., & Raven, M. (2006). Indigenous knowledge and intellectual property: A sustainability agenda. *Journal of Economic Surveys*, 20(4), 587-605.

5.2 Ecological Environment in Emerging Economies

- Jayanti, R. K., & Gowda, M. V. R. (2014). Sustainability dilemmas in emerging economies. *IIMB Management Review*, 26, 130 -142.
- Johnston, A. (2000). Indigenous Peoples and ecotourism: Bringing Indigenous knowledge and rights into the sustainability equation. *Tourism Recreation Research*, 25(2), 89-96.

5.3 Ethics and Corporate Social Responsibility in Emerging economies

- Doh, J. P., Littell, B., & Quigley, N. R. (2015). CSR and sustainability in emerging markets: Societal, institutional, and organizational influences. *Organizational Dynamics*, 44, 112—120.
- Zurba, M. & Bullock, R. (2020). Bioenergy development and the implications for the social wellbeing of Indigenous peoples in Canada. *Ambio*, 49, 299-309.

Session 6: Operational and Strategic Considerations in and for Emerging Markets

Session Coverage/Focus

- Assessing current and emerging trends, prospects, challenges, and future scenarios in emerging economies in the context of globalization.
- Doing business with the Bottom of the Pyramid segment of emerging economy markets.
- Strategies for entering emerging economies and for multinationals from emerging economies.

Required Readings

- Cavusgil, S.T., Ghauri, P. N., & Liu, L. A. (2021):
- Chapter 4: What Makes Emerging Markets Attractive?
 - Chapter 5: Assessing the Market Potential of Emerging Markets

6.1 Doing Business with the Bottom of the Pyramid

- Ahmed, F. E. (2013). The Market at the Bottom of the Pyramid: Understanding the Culture of Poverty. *Perspectives on Global Development and Technology*, 12, 489-513.
- Pels, J., & Sheth, J. N. (2017). Business models to serve low-income consumers in emerging markets. *Marketing Theory*, 17(3), 373–391.
- Prahalad, C. K. & Hammond, A. (2002). Serving the world's poor, profitably. *Harvard Business Review*, 80(9), 48-57.

6.2 Strategies for doing business in emerging economies and for multinationals from emerging economies.

Ahlstrom, D., J-L. Arregle, J-L., Hitt, M. A., Qian, G., Ma, X., & Faems, D. (2020). Managing technological, sociopolitical, and institutional change in the new normal, *Journal of Management Studies*, 57(3), 411-437.

Doh, J., Rodrigues, S., Saka-Helmhout, A., & Makhija, M. (2017). International business responses to institutional voids. *Journal of International Business Studies*, 48, 293–307.

Xu, D., & Meyer, K. E. (2013). Linking theory and context: ‘Strategy research in emerging economies’ after Wright et al. (2005). *Journal of Management Studies*, 50(7), 1322-1346.

Session 7: Global Marketing, Supply Chains and Logistics

• Term Project: Phase #2 reports are due

Sessional Coverage/Focus

7.1 Global marketing from emerging market perspectives

- Global B2B and B2C marketing strategies for emerging economies.
- Contextual factors (e.g., cultural influences) on consumer behavior in emerging markets.
- Market entry modes and challenges for multinational companies.
- Market exit modes and challenges for multinational companies.

7.2 Global supply chains and emerging markets

- Overview of global supply chain management.
- Challenges and opportunities in managing global supply chains.
- Impacts and managerial implications of global supply chain disruptions.

7.3 Logistics in emerging markets

- Logistics and transportation considerations in emerging economies.
- Role and significance of logistics in supply chain structures and operations.

Required Readings

Cavusgil, S. T., Ghauri, P. N., & Liu, L. A. (2021):

- Chapter 6: Managing Operations in Emerging Markets
- Chapter 7: Negotiations and Conflict Management in Emerging Markets

7.1 Global marketing from emerging market perspectives

Cortez, R. M., & Johnston, W. J. (2018). Needed B2B marketing capabilities: Insights from the USA and emerging Latin America. *International Business Review*, 27, 594–609.

Paul, J. (2020). Marketing in emerging markets: A review, theoretical synthesis and extension. *International Journal of Emerging Markets*, 15(3), 446-468.

Sheth, J. N. (2011). Impact of emerging markets on marketing: Rethinking existing perspectives and practices. *Journal of Marketing*, 75(4), 166-182.

7.2 Global supply chains and emerging markets

Khan, S. A. R., Piprani, A. Z., & Yu, Z. (2023). Supply chain analytics and post pandemic performance: mediating role of triple-A supply chain strategies. *International Journal of Emerging Markets*, 18(6), 1330-1354. DOI 10.1108/IJOEM-11-2021-1744

Sheth, J. N., & Uslay, C. (2023). The geopolitics of supply chains: Assessing the consequences of the Russo-Ukrainian war for B2B relationships. *Journal of Business Research*, 166, 114120 <https://doi.org/10.1016/j.jbusres.2023.114120>

7.3 Logistics in emerging markets

Dadzie, K., Dadzie, C., Johnston, W. J., Winston, E., & Wang, H. (2023). The integration of logistics and marketing practice into baseline supply chain practices in the emerging markets. *Journal of Business & Industrial Marketing*, 38(2), 367-383.

Gligor, D. M., & Holcomb, M. C. (2012). Understanding the role of logistics capabilities in achieving supply chain agility: a systematic literature review. *Supply Chain Management: An International Journal*, 17(4), 438–453. DOI 10.1108/13598541211246594

Session 8: Global Talent Management & Emerging Trends and Implications for Emerging Economies

- **Individual Research Papers are due.**

Session Coverage/Focus

8:1 Global Talent Management

- Global Talent Management (GTM) and International Human Resource Management (IHRM) in the context of Emerging Economies.
- Functions of Global Talent Management.
- Effective employee engagement.
- Global Talent Management policies, practices, and contexts.

8.2 Emerging Trends in Global Talent Management & Implications for Emerging Economies

- Role/implications of advances in technology and global talent management functions and strategy.
- Post-pandemic remote work and virtual teams in a global context.
- Labour mobility trends.

Required Readings

Ahammad, M. A, Glaister, K. W., Sarala, R. M., & Glaister, A. J. (2018). Strategic talent management in emerging markets. *Thunderbird International Business Review*, 60(1), 5-8.

Böhmer, N., & Schinnenburg, H. (2016). How gender and career concepts impact Global Talent, *Management Employee Relations*, 38(1), 73-93.

Chebbi, H., Yahiaoui, D., Vrontis, D., & Thrassou, A. (2017). The impact of ambidextrous leadership on the internationalization of emerging-market firms: The case of India. *Thunderbird International Business Review*, 59 (3), 421-436.

Cooke, F. L., Saini, D. S., & Wang, J. (2014). Talent management in China and India: A comparison of management perceptions and human resource practices. *Journal of World Business*, 49, 225–235.

Latukha, M. O. (2018). Can talent management practices be considered as a basis for sustainable competitive advantages in emerging-market firms? Evidence from Russia. *Thunderbird International Business Review*, 60(1), 69-87.

Session 9: Leveraging Globalization, Relationship Building and Development & Canada's Engagement with Emerging Economies

Session Coverage/Focus:

- 9.1 Making the most of globalization
- 9.2 Relationship building and development: Fruitful cooperation with and among emerging economies.
- 9.3 Canada's engagement with emerging economies: Competition, Cooperation and Conflict?

Required Readings:

9.1 Making the most of globalization.

Cavusgil, S. T., Ghauri, P. N., & Liu, L. A. (2021):

- Chapter 8: A Bright – If Uneven – Future for Emerging Markets

Hartungi, R. (2006). Could developing countries take the benefit of globalisation? *International Journal of Social Economics*, 33(11), 728-743.

He, C., Wei, Y. D., & Xie, X. (2008). Globalization, institutional change, and industrial location: Economic transition and industrial concentration in China. *Regional Studies*, 42(7), 923–945.

9.2 Relationship building and development: Fruitful cooperation with and among emerging economies.

Ang, S. H. & Michailova, S. (2008). Institutional explanations of cross-border alliance modes: The case of emerging economies' firms. *Management International Review*, 48(5), 551-576.

Muhr, T. (2016). Beyond 'BRICS': ten theses on South–South cooperation in the twenty-first century. *Third World Quarterly*, 37 (4), 630-648.

9.3: Canada's engagement with emerging economies: Competition, Cooperation and Conflict?

Berkes, F., & Adhikari, T. (2006). Development and conservation: indigenous businesses and the UNDP Equator Initiative. *Int. J. Entrepreneurship and Small Business*, 3(6), 671–690.

Greenspon, E., & Lynch, K. (2018) Diversification Not Dependence a Made-In-Canada China Strategy. *PPF Consultative Forum on China, Ottawa, Public Policy Forum*. Available at: <https://ppforum.ca/publications/diversification-not-dependence-a-made-in-canada-china-strategy/>

Session 10: Group Presentations

Session Coverage/Focus

- In-class, In-person presentations (Phase 3) by assigned groups.

Session 11: Group Presentations

- **All Quizzes are due**

Session Coverage/Focus

- In-class, In-person presentations (Phase 3) by assigned groups.

Session 12: Group Presentations & Course Wrap Up

Session Coverage/Focus

- In-class, In-person presentations (Phase 3) by assigned groups.
- Course wrap

END OF SEMESTER



Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints,</i>				X

<i>challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
B15 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X



ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend anyone of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [Pregnancy Academic Accommodation Information - Equity and Inclusive Communities](#)

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [Academic Regulations for Students with Religious Obligations < Carleton University](#)

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [Sexual Violence Prevention & Survivor Support - Equity and Inclusive Communities](#)

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during

the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.

- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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