



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

BUSI 4707 B
WINTER 2021
REGIONALISM AND GLOBALIZATION

Instructor: Alain Lesage
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TA:
Office Hours:
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Modality: this course is delivered entirely online, with synchronous sessions every Monday at 6:05 p.m. EST (synchronous sessions will last between 90 and 120 minutes, the remainder of the 3-hour class will be completed through asynchronous work).

Pre-requisites:

Third-year standing in B.Com., B.I.B., or Minor in Business, and BUSI 2701 or BUSI 2702.

Course Calendar description from the 2020/2021 University calendar:

Trends in globalization versus supra- and sub-national regionalism. Role of international institutions (e.g., OECD, WTO). Strategy adaptation and integration within and across trade blocs (e.g., NAFTA, EU, Mercosur, ASEAN). Strategies for sub-national markets with similarities across different countries.

Course Description:

This course examines the phenomena of regionalism and globalization. We will investigate the forces behind these phenomena and their impact on countries, their society and their economy. We will explore strategies that today's leaders can use for dealing with the anticipated and unanticipated consequences of these forces and phenomena. We will begin to assess the effects that global and regional flows of people, goods and services, money and ideas have on the state of the world and the human condition.



This course will lead you through a tour of the world where we will research, observe and analyse:

- differences, similarities and patterns among various human communities (countries and infra or supra national regions)
- forces that tend to get these communities closer together or further apart (taking the form of integration or protectionism)
- flows of persons, goods and services, money and ideas around the globe
- forms of governance of these communities and flows
- issues generated or raised by the increased globalization of our world.

To guide us through this tour of the world, we will imagine a scenario. This scenario will give coherence to the various learning activities of the course, will provide a sound basis for the assignments and should make the whole experience more lively and entertaining.

Imagine this: 70 nations have decided to hold a *Global Forum of Regions* in the coming months and each country is to send an ambassador of sorts to this Forum. Unlike a diplomatic ambassador, this person is rather a social and economic ambassador, tasked with raising support (and eventually investment) for the region.

Imagine that you have just been hired to be such an “ambassador”! You have been appointed by a country of which you are not a national (meaning that no Canadian can represent Canada, no Chinese can represent China, etc.) and your first assignment is to learn about the country that hired you and build a “profile” of this country. Then you will work with representatives of neighbouring countries to prepare a presentation of your region at the *Global Forum of Regions*. Finally, you will report to the top leaders of the country that appointed you on your findings about the state of the world.

In fulfilling the duties of your simulated appointment (and in the first sessions of this course), you will research and learn about the social context, political climate, economic and trade activity, industrial infrastructure and business environment of the country you represent and others in the region.

You will also look into the factors that influence the relationships of countries with their neighbours, the forces that lead to integration or protectionism, and the forms that these relationships take. Some time will be spent looking at the various international and supranational bodies and arrangements that govern, regulate or support these regional or global relationships.

During the *Global Forum of Region* (and the 4 sessions of the course dedicated to it), you will deepen your understanding of the elements mentioned above and discover in more details how they apply to various regions of the world.

We will end the course on a deliberation of various issues emerging from the increased globalization of our world, issues that would have been raised throughout the previous sessions.

Alain Lesage, the instructor, acknowledges the contribution of Ramzi Madanat, a graduating student, to the design of this course, its activities and material. The instructor and the student worked together to this end throughout the fall of 2020 under Carleton University’s Student as a Partner Program.

Learning Outcomes:

This course aims to provide students with:

- an understanding of the diversity with which human communities organize their social, political, economic and cultural life, and the influence such diversity has on the tendency of such communities to get closer together or further apart
- an ability to describe the dynamics of integration, protectionism and globalization and to analyse the impact of these phenomena and policies on business opportunities and enterprise strategy
- a deeper knowledge of the various countries and regions of the world, their distinctiveness and the opportunities they offer
- an opportunity to enhance their analytical skills and problem-solving abilities, their proficiency in written, visual and oral communication, as well as their efficiency in teamwork.

Required Materials and Textbook:**Internet access**

Since this course is delivered online, you will need a device to connect to the internet. While a smartphone might provide this functionality at a minimum level, it is recommended that you have access to a computer (either a laptop or a desktop) with internet connectivity. A tablet might be a workable compromise but is not recommended as your sole access device. Of course, high speed internet is better suited for connecting to this course, especially for connecting to the synchronous sessions and for watching the recommended videos. A webcam and microphone are required for presentations and teamwork.

Textbook and accounts on specific platforms

The textbook is Steger, Manfred B. (2020), *Globalization: A Very Short Introduction*, Oxford University Press.

Note that this textbook is to be purchased through Persusall, an interactive online platform. Access to the platform itself is free but **you need to purchase the textbook through this platform**. The cost of the textbook on the platform is the same as if you purchased it from the publisher and, for our course, it is about \$8. You will receive instructions to register and purchase the book at least 10 days before the beginning of classes.

As with most courses at Carleton, you will also be provided with an access to the cuLearn platform. Essential course information will be posted on this platform, as well as links to additional readings and recommended videos throughout the semester.

Course requirements & methods of evaluation:

| DELIVERABLE | DUE DATE | % OF GRADE | |
|----------------------------|-----------------------|------------|------|
| | | INDIVIDUAL | TEAM |
| Country profile | February 12 | 30 | |
| Team presentation | March 8 to March 29 | | 15 |
| Team paper | April 2 nd | | 20 |
| Peer evaluation | April 2 nd | 10 | |
| Contribution to online map | until April 12 | 5 | |
| Investment recommendation | April 12 | 10 | |
| Participation | throughout | 10 | |
| Total | | 100 | |

Note: Supplemental and grade raising assignments are not available in this course.

Country profile

In the context of our *Global Forum of Regions* scenario, each student is assigned a country to represent. Your first mission is to produce a profile of this country. This is an individual assignment, and it is worth 30% of your grade for the course.

You can imagine that this country profile is to be distributed to the representatives of all other countries participating to the *Forum*. The goal is to equip these participants with a condensed prospectus of the country you represent, providing them with essential data regarding the country's society, politics, economy, infrastructure, etc. and highlighting the opportunities that the country has to offer to foreigners.

Imagine that this country profile is to be used by decision-makers in other countries to decide if they will invest in the country you represent. Give them reasons to invest, point out opportunities, and remember that you are in competition with other countries.

The country profile must contain relevant facts and statistics, some of which you will have collected when preparing the first few sessions, and some others that you will have to find on your own. You will write short summary analyses of key elements such as political climate, economic activity, business environment, etc. The profile must conclude on a presentation of investment opportunities for potential foreign investors.

The country profile must fit on 6 pages. The format is that of an information brochure, not that of a school assignment nor of an academic paper. Without being a promotional flyer, it should be as visually appealing as it is intellectually sound. Use tables, graphs and images to convey information; use hyperlinks (not a list of sources) to provide references; apply good design practices to the layout of your document (you may use columns).

More detailed instructions, as well as a grading rubric and a sample document will be provided on cuLearn.

Team project

In the context of our *Global Forum of Regions* scenario, 5 to 7 students representing neighbouring countries will form a team to work on a presentation of their region.

You can imagine that you are going to present your region to all the participants of the *Forum*. The goal is to obtain foreign investments from countries outside of your region. You will have to both prepare a written document and give a live, online presentation on the region and its investment opportunities.

This is a team assignment; the paper is worth 20% of your grade for the course, and the oral presentation is worth 15%. Every team member will get the same mark on both of these items (unless very special circumstances warrant adjusting the mark for individual differences). After delivering your teamwork, each of you will each have to complete a peer evaluation of your team members. Another 10% of your grade for the course is derived from a combination of your team results and your individual contribution as evaluated by your peers, according to a formula that will be explained in class.

The team paper must describe the region and provide essential data regarding its society, politics, economy, infrastructure, etc. It should not simply aggregate the individual country information; it should highlight key common characteristics and key differences, as well as inform on the degree of integration within the region and between the region and the rest of the world. It should make clear suggestions for foreign investment in the region, based on the region's needs, strengths and advantages. These suggestions should generally target economic sectors, not individual enterprises.

The paper should not exceed 3 000 words. The format is up to you; tables, graphs and images are welcome, as are bullet points and appendices; a cover page, a table of content, in-text headings and a list of references are expected; the layout may be conventional but should still be elegant.

The live online presentation is to be about 15 minutes (the final recommendation for the length might be adjusted depending on the number of teams in the class). It will be followed by a question period to which all teams are expected to contribute. The oral presentation should be supported by appropriate visuals, which are to be submitted on the day before the presentation. Be congenial and convincing: this is your best chance to gather support and investment for your country. We will take a vote among the participants after each group of regions has presented.

More detailed instructions, as well as a grading rubric, for both the paper and the presentation, will be provided on cuLearn.

Contribution to online map

We will be building a collective and collaborative online map during this course. Each of you will be responsible for posting on this map information that is relevant to the country you have been assigned to. This is an individual assignment worth 5% of your grade for the course.

More detailed instructions will be provided in class.

Investment recommendation

After attending the *Global Forum of Regions* and evaluating all the presentations made during the *Forum*, your final task is to make an investment recommendation to the top decision-makers of the country you have been assigned to. This is an individual assignment, and it is worth 10% of your grade for the course.

You can imagine that you have been entrusted by the authorities of your assigned country with a 100-million-dollar budget to invest abroad. Your job is to propose an allocation of this budget to different regions and to specific economic sectors within these regions, demonstrating the opportunity, interest and advantages of your proposals, given the characteristics of the target regions as well as those of your own region.

More detailed instructions, as well as a grading rubric, will be provided on cuLearn.

Participation

Participation in all the learning activities is part of the requirements of this course and it makes the whole experience much more enjoyable and profitable.

However, it must be recognized that the special circumstances brought about by the pandemic have generated significant obstacles for students to participate and for instructors to evaluate the participation. We acknowledge that some students might participate from all parts of the world and from different time zones.

This course implements two measures to specifically cope with these circumstances and hurdles. First, the weight of the participation is limited to 10% of your grade for the course. Second, you are offered several ways to participate in order to provide you with more opportunities to demonstrate your involvement:

- attending the live online classes (or watching the recordings afterwards)
- commenting on the textbook (on the live sharing platform)
- answering online quizzes (before, during or after synchronous sessions)
- asking questions during the Q&A period that follows the team presentations
- asking or answering questions on the class forum
- sharing information on the online collaborative map for the class.

Course Schedule:

| SESSION | DATE OF SESSION | THEME | WEEK ACTIVITIES AND ASSIGNMENTS |
|----------------|--------------------------|---|---|
| 1 | January 11 | Course introduction and overview Introduction to globalization | |
| 2 | January 18 | Overview and history of globalization Flows of people, goods, money, ideas | |
| 3 | January 25 | Profiling countries and regions: cultural and social context | Contribution to online map |
| 4 | February 1 st | Profiling countries and regions: political and legal context | Contribution to online map |
| 5 | February 8 | Profiling countries and regions: economic and technological context | Country profile due on February 12 |
| | | Study break | |
| 6 | February 22 | Regional integration and international governance | Coaching sessions |
| 7 | March 1 st | Competing at the global level | Coaching sessions |
| 8 | March 8 | Americas and Oceania | Team presentations |
| 9 | March 15 | Asia | Team presentations |
| 10 | March 22 | Africa and Middle East | Team presentations |
| 11 | March 29 | Europe | Team presentations Team paper due on April 2 nd |
| 12 | April 5 | Supra-regional and global integration | |
| 13 | April 12 | Issues in globalization | Investment recommendation due |

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 any one 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 Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship 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.

Letter grades

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

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

Pregnancy 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:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: carleton.ca/sexual-violence-support

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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

** Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.*

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 hard 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 get a response to your inquiries, please send all email from your Carleton CMail account. If you 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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