



**Carleton University
Sprott School of Business**

BUSI 4717 A:

**MANAGING GLOBALIZATION IN EMERGING ECONOMIES
Fall 2017**

Instructor: Abdulghany Mohamed, Ph.D.

Office: TBA

Email: Abdulghany.Mohamed@carleton.ca

Class-room: TBA

Class Days and Times: Mondays 2:35-5:25 pm

Office Hours: Mondays 12:00 - 2:00 pm or by appointment

This course outline provides you with most of the information you will need to know in order to organize yourself for the lectures, prepare for group project, and complete individual assignments. It is, therefore, important that you:

Please read carefully all the information provided in this course outline.

If in doubt please consult the course instructor.

UNDERGRADUATE CALENDAR DESCRIPTION

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.

PREREQUISITES

Fourth year standing in B.Com, BIB, or Minor in Business; Minor in Business BSc Honours Applied Physics, and Minor in Business for BSc Honours Major Earth Sciences; ECON 1000. Precludes additional credit for **BUSI 4902** (no longer offered).

COURSE OBJECTIVES

The overarching goal of this course is to critically examine/explore the managerial and institutional issues of contemporary globalization from the perspectives of emerging economies. It will focus on the role of indigenous and international institutions in the evolution of a competitive and inclusive global economy and society. It will also discern lessons of experience for newly globalizing societies. Specifically, the course aims to provide students with:

- (a) A clear understanding of the significance and implications of globalization and regionalism for emerging economies.
- (b) A framework for analyzing and assessing the unique business environments of the range of emerging economies around the world.
- (c) The main theories of international trade and investment as they pertain to emerging economies and an articulation of the contemporary issues investors have to contend with when doing business in/with emerging economies.
- (d) The skill set necessary for: (i) data collection, analysis and reporting and presentation, (ii) the formulation of business strategies and operational plans consistent with the realities of the challenges and opportunities obtaining in extant, disparate emerging economies/markets, and (iii) effective/productive team work and collaborative research and learning.
- (e) An opportunity for a hands-on experience through a group project on emerging economy assessment and corporate strategy formulation and presentation.
- (f) A solid foundation and knowledge necessary to prepare the students for more advanced study.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

- (a) Describe and explain the unique features of emerging economies, including: similarities and distinctions among emerging economies, their dynamics and evolution, growing significance and interdependence within the context of the global economy, the opportunities and challenges faced by domestic and foreign businesses in (and from) such economies, how emerging economies have endeavoured to manage globalization in its various manifestations, and how these experiences can serve as useful lessons for multinational corporations/enterprises (MNCs/MNEs), public policy makers and civil society from emerging economies and other societies.
- (b) Show a familiarity with various tools/techniques of data collection, analysis and report compilation and presentation as well as on how to effectively utilize publicly accessible and proprietary sources of emerging economy information/data.
- (c) Demonstrate that they can analyze/assess the unique, complex and dynamic environments of emerging markets in the context of the global economy by specifically identifying, prioritizing, and addressing the opportunities and challenges/threats faced by MNEs/MNCs from emerging

economies (venturing into global markets) and those from outside the emerging economies entering the emerging markets around the world.

- (d) Discuss how MNCs/MNEs go about building and developing international relationships and corporate strategic alliances.
- (e) Articulate how the rest of the world engages with emerging economies with a particular focus on how Canada engages itself with emerging economies.

COURSE STRUCTURE AND DELIVERY

Meeting on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format and around five (5) broad activities:

(a) Student Engagement

Students will each week critically examine and discuss the assigned readings and issues. In fact, each session will begin by engaging students in a discussion of the key readings and a recap of the previous session's material. All course participants will be expected to take an active role in discussions. As such, each participant will be expected to have read all the required readings and be prepared to discuss the assigned readings and issues raised in the readings and class discussion. And, most importantly, class participation/engagement is predicated on the premise that class attendance for each and every student is mandatory throughout the semester.

(b) Individual Assignment

Each student will research and submit a short (5 page) written paper on a topic to be assigned from a list of current topics assigned by the instructor. A weekly-based assignment list/schedule will be posted on cuLearn.

(c) Mid-Term Test (in-class).

Students will be required to sit an in-class mid-term test on a scheduled date (**Session 6: October 30th, 2017**).

(d) Final Exam

Students will be required to sit a written formal final examination as scheduled by the university.

(e) Term Group Project:

There will be two types of group-based term projects:

- (i) Half the class will undertake projects that involve the in-depth assessment of an emerging economy and the formulation of a strategic plan for an MNC/MNE planning to enter the chosen emerging economy (**Type A Projects**) bearing in mind the main opportunities and risks the chosen MNC/MNE may face in the emerging

economy as well as the key strengths and weaknesses of the MNC/MNE and the various sources of its strengths and weaknesses.

- (ii) The second half of the class will undertake projects that entail the formulation of a global strategic plan for an emerging economy MNC/MNE (**Type B Projects**). Specifically, Type B projects will involve an in-depth analysis of the main strengths and weaknesses of a multinational corporation (MNC/MNE) from an emerging economy and the key advantages and disadvantages it derives from its home country in light of global opportunities and threats. Based on such analysis each student group will then develop a concrete future-oriented strategic plan on how the chosen MNC/MNE and its home country can address their shortcomings so that the MNC/MNE can capitalize on its strengths and home-based advantages to compete and succeed globally.

This assignment (i.e., for both types of projects) will be undertaken in four phases/stages whose detailed requirements are specified in a set of guidelines and marking rubrics provided separately on cuLearn.

TEXT BOOK AND OTHER RESOURCES

The following two textbooks are required for this course:

Cavusgil, S.T., P.N. Ghauri, and A.A. Akcal (2013) *Doing Business in Emerging Markets*, 2nd ed. SAGE Publications Ltd

In addition to the textbooks, key/required readings (and optional supplementary readings) are assigned from other sources (e.g., periodicals, etc.) as deemed appropriate. **Required course readings will also be accessible via Ares (library reserve facility).** Moreover, throughout the semester/course students will be encouraged to read the current business press with a keen eye on thought provoking topics pertaining to emerging economies.

ASSESSMENT

(1) Class Participation	15 %
(2) Individual Assignment	10%
(3) Mid-term Test (In-class)	10 %
(4) Final Examination	25 %
(5) Term Group Project:	
(i) Phase 1: Project & Topic Selection	5%
(ii) Phase 2: Data Collection and Preliminary Analysis	10%
(iii) Phase 3: Preliminary Report Presentation	10%
(iv) Phase 4: Final Report	15%
Total	100%

NOTE:

- (1) 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 five evaluation components in order to receive a passing grade.

- (2) **If you must miss the mid-term test due to verifiable illness (or, in rare cases, some other circumstances beyond your control) you may apply to shift the weight of the mid-term to the final exam by submitting a medical certificate or other verifiable documentation to me—the instructor—no later than five (5) calendar days after the midterm date.**

BUSI 4717 A – Fall 2017 – Lecture Schedule, Course Topics, Mid-Term Test and Project Due Dates

Session	Topic	Key Readings/Project Due Dates
Session 1 September 11 th , 2017	Introduction and Course Overview	<ul style="list-style-type: none"> • Project Groups formation, selection of individual assignment topic
Session 2 September 18 th , 2017	Understanding Emerging Economies in an Era of Globalization & Regionalism	Cavusgil, Ghauri & Akcal (2013) Chapter 1: An Overview of Emerging Markets Hirakawa & Aung (2011) <ul style="list-style-type: none"> • Project Groups formation and selection of individual assignment topic continued
Session 3 September 25 th , 2017	Library Session Political, Legal and Socio-Cultural Frameworks in Emerging Markets	Ms Trish O’Flaherty Cavusgil, Ghauri & Akcal (2013) Chapter 2: Political, Legal and Cultural Framework in Emerging Markets Chung & Beamish (2005); Dahles (2007); Uhlenbruck et al. (2006)
Session 4 October 2 nd , 2017	Economic and Financial Environments in Emerging Economies	Cavusgil, Ghauri & Akcal (2013) Chapter 3: Economic Environment in Emerging Markets Banalieva & Sarathy (2010); Das (2010) <ul style="list-style-type: none"> • Term Project: Phase #1 due
October 9th, 2017	Thanks Giving Holiday	No Class
Session 5 October 16 th , 2017	Technological Environment and Innovation and CSR in Emerging Markets	Bruton, Dess & Jenney (2007); Siqueira & Bruton (2010); Yip & McKern (2014); Doh, Littell, & Quigley (2015); Lourenço, & Branco (2013); Jayanti, & Gowda (2014)
October 23-27th, 2016	Fall Break -- No classes	
Session 6 October 30 th , 2017	<ul style="list-style-type: none"> • Opportunities and Trends in Emerging Markets • Mid-term Test 	Cavusgil, Ghauri & Akcal (2013) Chapter 4: Opportunities and Trends in Emerging Markets Prahalad & Hammond (2002) ; Prud’homme, (2016) For scope of readings for Mid-term Test see notes posted on cuLearn.

Session 7 November 6 th , 2017	Understanding Multinationals From Emerging Markets	Cavusgil, Ghauri & Akcal (2013) Chapter 5: Companies From Emerging Markets Chebbi, Yahiaoui, Vrontis & Thrassou (2017); Chen, (2017); Parthasarathy, Momaya, & Jha (2017)
Session 8 November 13 th , 2017	Entering, Expanding and Exiting Emerging Markets: Where, When, and How?	Cavusgil, Ghauri & Akcal (2013) Chapter 7: Entry Modes and Strategies Miller, et al. (2008); Wright et al. (2005); Marchand, (2017) <ul style="list-style-type: none">• Term Project: Phase #2 due
Session 9 November 20 th , 2017	Relationship Building and Development: Fruitful Cooperation with Emerging Economies <ul style="list-style-type: none">• Group Presentations (Phase 3) for assigned teams.	Cavusgil, Ghauri & Akcal (2013) Chapter 8: The Negotiation Process and Strategies in International Business Cavusgil, Ghauri & Akcal (2013) Chapter 9: Negotiations and Building Relationships in Emerging Markets Ang & Michailova (2008) <ul style="list-style-type: none">• Term Project: Phase 3 (hard and soft copy) for presenting groups due in class.
Session 10 November 27 th , 2017	Making the Most of Globalization <ul style="list-style-type: none">• Group Presentations (Phase 3) for assigned teams.	Cavusgil, Ghauri & Akcal (2013) Chapter 6: Analysis of Selected Emerging Markets Cavusgil, Ghauri & Akcal (2013) Chapter 10: Assessing Risks and Opportunities in Emerging Markets <ul style="list-style-type: none">• Final reports (Phase 4; hard and soft copy) for Session 9 group presentations are due in class• Term Project: Phase 3 (hard and soft copy) for presenting groups due in class.
Session 11 December 4 th , 2017	Canada's Engagement with Emerging Economies: Competition, Cooperation and Conflict Group Presentations (Phase 3) for assigned teams	Canada (2005); NPSIA (2012); Schmitz (2006) <ul style="list-style-type: none">• Term Project: Phase 3 (hard and soft copy) for presenting groups due in class.• Final reports (Phase 4; hard and soft copy) for Session 10 group presentations are due in class.
Session 12 December 8 th , 2017	Group Presentations (Phase 3) for assigned teams Course Wrap Up	<ul style="list-style-type: none">• Term Project: Phase 3 (hard and soft copy) for presenting groups due in class.• Final reports (Phase 4; hard and soft copy) for Session 11 group presentations are due in class.• Final reports (Phase 4; hard and soft copy) for Session 12 group presentations are due a week later.

KEY AND SUPPLEMENTARY COURSE READINGS

Session 1:

Introduction and course Overview

No required readings.

Session 2:

Understanding Emerging Economies in an Era of Globalization & Regionalism

Required Readings:

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 1: An Overview of Emerging Markets

Hirakawa, H., & T.T. Aung (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.

Supplementary Readings:

Silva, M.L.F., J.P. de Andrade & T.S. Torrance (2000) "Reflections on the perspectives of the global economy from the point of view of emerging economies", *Journal of Evolutionary Economics* 10: 109-129.

Stiglitz, J. E. (2003) "Globalization and growth in emerging markets and the new economy", *Journal of Policy Modeling* 25:505-524.

Session 3:

Political, Legal and Socio-Cultural Framework in Emerging Markets

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 2: Political, Legal and Cultural Framework in Emerging Markets

Chung, C.C. & P.W. Beamish (2005) "The Impact of Institutional Reforms on Characteristics and Survival of Foreign Subsidiaries in Emerging Economies", *Journal of Management Studies* 42(1): 35-62.

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.

Uhlenbruck, K., P. Rodriguez, J. Doh & L. Eden (2006) "The impact of corruption on entry strategy: evidence from telecommunication projects in emerging economies", *Organization Science* 17(3): 402-414.

Supplementary Readings:

Millar, O. C.J.M., T. I. Eldomiaty, C.J. Choi & B. Hilton (2005) "Corporate governance and institutional transparency in emerging markets", *Journal of Business Ethics* 59: 163-174.

Tan, J. (2009) "Institutional structures and firm social performance in transitional economies: Evidence of multinational corporations in China", *Journal of Business Ethics* 86: 171-189.

Session 4:

Economic and Financial Environments in Emerging Economies

Required Readings:

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 3: Economic Environment in Emerging Markets

Banalieva, E.R. & R. Sarathy (2010) "The impact of regional trade agreements on the global orientation of emerging market multinational", *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.

Supplementary Readings:

Hejazi, W. (2009) "Does China receive more regional FDI than gravity would suggest?", *European Management Journal* 27: 327-335.

Joyce, J.P. (2011) "Financial globalization and banking crises in emerging markets", *Open Economies Review* 22(5): 875-895.

Park, Y-R, Y.S. Pak & J.Y. Lee (2006) "What they learned from the crash: A comparison of Korean Firms' FDI before and after the 1997 financial crisis", *Management International Review* 46(1): 109-130.

Session 5:

Technological Environment and Innovation and CSR in Emerging Markets

Required Readings:

Bruton, G.D., G.G. Dess & J.J. Janney (2007) "Knowledge management in technology-focused firms in emerging economies: caveats on capabilities, networks and real options", *Asia Pacific Journal of Management* 24:115-130

Siqueira, A.C. O. & G.D. Bruton (2010) "High-technology entrepreneurship in emerging economies: Firm informality and contextualization of resource-based theory", *IEEE Transactions on Engineering Management* 57(1):39-50.

Yip, G. & B. McKern (2014) "Innovation in emerging markets – the case of China", *International Journal of Emerging Markets* 9(1): 2-10.

Doh, J.P., B. Littell, and N. R. Quigley (2015) "CSR and sustainability in emerging markets: Societal, institutional, and organizational influences", *Organizational Dynamics* 44: 112–120.

Lourenço, I.C., and M. C. Branco (2013) "Determinants of corporate sustainability performance in emerging markets: the Brazilian case", *Journal of Cleaner Production* 57: 134 -141.

Jayanti, R.K., and M.V. R. Gowda (2014) "Sustainability dilemmas in emerging economies", *IIMB Management Review* 26: 130 -142

Supplementary Readings:

Fu, X., C. Pietrobelli & L. Soete (2010) *The role of technology and indigenous Innovation in emerging economies: Technological change and catching up*, Technical Note No. IDB-TN-166 Inter-American Development Bank, September.

Kaplinsky, R., J. Chataway, N. Clark, R. Hanlin, D. Kale, L. Muraguri, T. Papiouannou, P. Robbins & W. Wamae (2010) *Below the Radar: What Does Innovation in Emerging Economies Have to offer other Low Income Economies?*, Working Paper Series # 2010-020, Maastricht, The Netherlands, United Nations University UNU-Merit

Salter, B., M. Cooper, A. Dickins & V. Cardo (2007) "Stem Cell Science in India: Emerging Economies and the Politics of Globalization", *Regenerative Medicine* 2(1): 75-89.

Session 6:

Opportunities and Trends in Emerging Markets

Mid-Term Test

For scope of readings for Mid-Term Test see notes posted on cuLearn.

Required Readings:

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 4: Opportunities and Trends in Emerging Markets

Prahalad, C.K. & Allen Hammond (2002) "Serving the World's Poor, Profitably", *Harvard Business Review* 80 (9): 48-57.

Prud'homme, D. (2016) "Forecasting Threats and Opportunities for Foreign Innovators in China's Strategic Emerging Industries: A Policy-Based Analysis", *Thunderbird International Business Review* 58 (2):103-115.

Supplementary Readings:

Child, J., & T. Tsai (2005) "The dynamic between firms' environmental strategies and institutional constraint in emerging economies: Evidence from China and Taiwan", *Journal of Management Studies* 42(1) 95-125.

Jayanti, R.K. & M.V. R. Gowda (2014) "Sustainability dilemmas in emerging economies", *IIMB Management Review* 26: 130-142.

May, R.C., W. H. Stewart & R. Sweo (2000) "Environmental scanning behavior in a transition economy: Evidence from Russia", *Academy of Management Journal* 43(3): 403-427.

Ramamurti, R. (2000) "Risks and rewards in the globalization of telecommunications in emerging economies", *Journal of World Business* 35(2):149-170.

Session 7:

Understanding Multinationals from Emerging Markets

Required Readings:

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 5: Companies from Emerging Markets

Chebbi, H., D. Yahiaoui, D. Vrontis, and A. Thrassou (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.

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.

Parthasarathy, S., K. S. Momaya, and S. K. Jha (2017) "EMNEs Venturing into Advanced Economies: Findings from Comparative Cases of Two Indian MNEs", *Thunderbird International Business Review* 59 (3):437-454.

Supplementary Readings

Alon, I., J. Child, S. Li, & L.R. McIntyre (2011) "Globalization of Chinese firms: Theoretical universalism or particularism", *Management and Organization Review* 7(2): 191-200.

Contractor, F.J. (2013) "'Punching above their weight': The sources of competitive advantage for merging market multinational", *International Journal of Emerging Markets* 8(4): 304-328.

Goldstein, A. & F. Pusterla (2010) "Emerging economies' multinationals; general features and specificities of the Brazilian and Chinese cases", *International Journal of Emerging Markets* 5(3/4): 289-306.

Guillen, M.F. (2000) "Business groups in emerging economies: A resource-based view", *Academy of Management Journal* 43(3): 362-380.

Holtbrügge, D. & H. Kreppel (2012) "Determinants of outward foreign direct investment from BRIC countries: an explorative study", *International Journal of Emerging Markets* 7(1): 4-30.

Keen, C. & Y. Wu (2011) "An ambidextrous learning model for the internationalization of firms from emerging economies", *Journal of International Entrepreneurship* 9:316-339.

Li, J. (2013) "The internationalization of entrepreneurial firms from emerging economies: The role of institutional transitions and market opportunities", *Journal of International Entrepreneurship* 11: 158-171.

Yang, X., and Clyde D. Stoltenberg, (2014), "A review of institutional influences on the rise of made-in-China multinationals", *International Journal of Emerging Markets* 9(2): 162 – 180.

Session 8:

Entering, Expanding and Exiting Emerging Markets: Where, When, and How?

Required Readings:

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 7: Entry Modes and Strategies

Miller, S. R., D. E. Thomas, L. Eden & M. Hitt (2008) "Knee deep in the big muddy: The survival of emerging market firms in developed markets", *Management International Review* 48(6): 645-666.

Wright, M., I. Filatotchev, R.E. Hoskisson & M.W. Peng (2005) "Strategy research in emerging economies: Challenging the conventional wisdom", *Journal of Management Studies* 42:1-33

Marchand, M. (2017) "Do All Emerging-Market Firms Partner with Their Acquisitions in Advanced Economies? A Comparative Study of 25 Emerging Multinationals' Acquisitions in France", *Thunderbird International Business Review* 59 (3):297-311.

Supplementary Readings:

Anderson, J., and D. Sutherland (2015) "Entry mode and emerging market MNEs: An analysis of Chinese greenfield and acquisition FDI in the United States", *Research in International Business and Finance* 35: 88–103

Sethi, D. (2009) "Are multinational enterprises from emerging economies global or regional?", *European Management Journal* 27:356-365.

Thomas, D. E., L. Eden, M.A. Hitt & S.R. Miller (2007) "Experience of emerging market firms: The role of cognitive bias in developed market entry and survival", *Management International Review* 47(6): 845-867

Yamakawa, Y., M.W. Peng & D.L. Deed (2008) "What drives new ventures to internationalize from emerging to developed economies?", *Entrepreneurship Theory and Practice* (January): 59-82.

Session 9:

Relationship Building and Development: Fruitful Cooperation with Emerging Economies

Required Readings:

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 8: The Negotiation Process and Strategies in International Business

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 9: Negotiations and Building Relationships in Emerging Markets

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

Supplementary Readings:

Hitt, M.A., D. Ahlstrom, D. T. Dacin, E. Levitas, & L. Svobodina (2004) "The Institutional Effects on Strategic Alliance Partner Selection in Transition Economies: China vs. Russia", *Organization Science* 15(2): 173-185.

Hitt, M.A., M.T. Dacin, E. Levitas, J-L. Arregle & A. Borza (2000) "Partner selection in emerging and developed market contexts: resource-based and organizational learning perspectives", *The Academy of Management Journal* 43(3): 449-467.

White, S. (2000) "Competition, Capabilities, and the make, buy, or ally decisions of Chinese state-owned firms", *Academy of Management Journal* 43(3): 324-341.

Session 10:

Making the Most of Globalization

Required Readings:

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 6: Analysis of Selected Emerging Markets

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 10: Assessing Risks and Opportunities in Emerging Markets

Supplementary Readings:

Anand, J., E. R. Brenes, A. Karnani, & A. Rodriguez (2006) "Strategic responses to economic liberalization in emerging economies: Lessons from experience", *Journal of Business Research* 59: 365-371.

Aulakh, P.S., M. Kotabe & H. Teegen (2000) "Export strategies and performance of firms from emerging economies: Evidence from Brazil, Chile, and Mexico", *Academy of Management Journal* 43(3): 342-361.

Session 11:

Canada's Engagement with Emerging Economies: Competition, Cooperation and Conflict?

Required Readings:

Canada (2005) *Elements of an emerging markets strategy for Canada: report of the Standing Committee on Foreign Affairs and International Trade*, Ottawa, Parliament. House of Commons. Standing Committee on Foreign Affairs and International Trade, Subcommittee on International Trade, Trade Disputes and Investment. Available at: <http://www.parl.gc.ca/HousePublications/Publication.aspx?DocId=1824118&Language=E&Mode=1&Parl=38&Ses=1&File=9>

NPSIA (2012) *Winning in a changing world; Canada & emerging markets*, Ottawa, The Norman Paterson School of International Affairs, Carleton University. Available at: <http://books.scholarsportal.info/view.doc.htm?id=560893>

Schmitz, G. (2006) *Emerging powers in the global system: Challenges for Canada*, Ottawa, Library of Parliament, Political and Social Affairs Division, 27 March 2006. Available at: <http://www.parl.gc.ca/Content/LOP/ResearchPublications/prb0570-e.htm>

Supplementary Readings:

Adelman, C., Y. Spantchak, J. Norris & K. Marano (2013) *2013 Index of Global Philanthropy and Remittances With a Special Report on Emerging Economies*, Washington, DC, The Center for Global Prosperity, Hudson Institute, Inc. Available at:

<http://www.hudson.org/research/9914-2013-index-of-global-philanthropy-and-remittances-with-a-special-report-on-emerging-economies>

Canada (2013) "Maximizing Canada's Engagement in the Global Knowledge-Based Economy: 2017 and Beyond" Policy Horizons Canada. Available at:

<http://www.horizons.gc.ca/eng/content/maximizing-canada%E2%80%99s-engagement-global-knowledge-based-economy-2017-and-beyond%C2%A0>

Session 12:

Group Presentations & Course Wrap Up

No required readings

END OF SEMESTER

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 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, 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.

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, Accommodations, Etc.

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 Accommodations

For Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with

Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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: <http://carleton.ca/studentaffairs/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/>

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 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 <http://carleton.ca/ccs/students/>
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Important Dates and Deadlines – Fall 2017

Graduate, Undergraduate and Special Students

Date	
September 1	Last day for receipt of applications from potential fall (November) graduates.
September 2-3	Residence move in weekend.
September 4	Statutory holiday. University closed. <ul style="list-style-type: none"> • Academic orientation (undergraduate and graduate). • Orientation for Teaching Assistants.
September 5	<ul style="list-style-type: none"> • All students are expected to be on campus. • Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.
September 6	<ul style="list-style-type: none"> • Fall term begins. • Fall and fall/winter classes begin.
September 15-17	Full and late summer deferred final examinations held. <ul style="list-style-type: none"> • Last day of registration for fall term and fall/winter courses. • Last day to change courses or sections (including auditing) for fall/winter and fall term courses.
September 19	<ul style="list-style-type: none"> • Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Fall 2017 and must register for the fall 2017 term.
September 30	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal). Withdrawals after this date will create no financial change to Fall term fees.
October 6	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 9	Statutory holiday. University closed.
October 15	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 23-27	Fall break. Classes are suspended.
November 1	Application deadline to study at another institution on a letter of permission for the winter term.

Date	
November 10	<ul style="list-style-type: none"> • Last day to request formal exam accommodations for December examinations to the Paul Menton Centre for Students with Disabilities. • Late requests will be considered on case-by-case basis.
November 15	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 24	Last day for summative or final examinations in fall term courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar).
November 25	Winter Payment Deadline. Click here for important payment information. Late charges may be applied to the student account any time after this date.
December 1	<ul style="list-style-type: none"> • Last day for receipt of applications from potential winter (February) graduates. • Last day for graduate students to submit their supervisor-approved thesis in examinable form to the department.
December 8	<ul style="list-style-type: none"> • Fall term ends. • Last day of fall-term classes. • Classes follow a Monday schedule. • Last day for academic withdrawal from fall term courses. • Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses. • Last day for receipt of applications for undergraduate degree program transfers for winter term. • Last day to pay any remaining fall tuition fees to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.
December 9	No classes or examinations take place.
December 10 – 22	Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.
December 22	All take home examinations are due.
December 25- January 1, 2018	University closed