

CARLETON UNIVERSITY



SPROTT

SCHOOL OF BUSINESS

BUSI 4717 A

Managing Globalization in Emerging Economies

Fall 2014

09/04/2014-12/08/2014

INSTRUCTOR: Moses N. Kiggundu

OFFICE: 911 DT

CLASS HOURS: Wednesday 11:35-14:25

OFFICE HOURS: Wednesday: 15:00- 16:00; Thursday 13:00-14:00 and by appointment.

EMAIL: moses_kiggundu@carleton.ca (DO NOT USE CULearn)

PHONE NUMBER: 613-520-2380

TEACHING ASSISTANT: (TBA)

NAME:

OFFICE:

OFFICE HOURS:

Email:

Course Meets: Wednesdays, 11:35-14:25, Classroom: TB 236 (Double check for classroom allocation just before the first day of class).

Fall Reading Week: October 27-31, 2014

Pre-requisites & precluded Courses:

Preclude additional credit for BUSI [BUSI 4902](#) (taken in the academic year of 20002(taken in the academic year of 2002-2-2003, 2003-2004, and 2004-2005).

Prerequisites: Fourth year standing in B.Com, BIB, or Minor in Business: [ECON 1000](#).

The School of Business enforces all prerequisite

Course Description and Objectives:

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 (see Undergraduate Calendar).

THEME: Doing Business/ Development with Emerging Economies: A *Thematic Approach*.

Intended Learning Objectives:

1. Identify and discuss key attributes of emerging economies, their evolution and growing importance and interdependence with the global economy and global society.
2. Identify key socio-economic, business and governance profiles and characteristics of regions of emerging economies and associated potential business or development opportunities for Canadians or other countries of interest.
3. Assess current bilateral and regional relationships between Canada and selected emerging economies and identify potential areas for greater cooperation in areas such as trade, investment, development, diplomacy, security, human development and migration.
4. Drawing on empirically available assessment tools, indicators, databases and other sources, identify and discuss challenges and obstacles and how to overcome them when doing business or development between Canada and selected emerging economies or regions thereof.
5. Develop and professionally demonstrate practical presentation and communications skills through assignments and by way of in-class individual and group presentations.
6. Develop a global mindset and awareness of the unintended consequences of globalization, development, underdevelopment, poverty, exclusion and growing inequality within emerging economies and globally, and propose practical, effective, inclusive and sustainable solutions.

NOTE: Exchange students are welcome in this course and are considered a valuable resource for the benefit of us all.

Readings (s)/Textbook (s):

1. **Textbook:** Daron Acemoglu and James A. Robinson (2012). **Why Nations Fail: The Origins of Power, Prosperity and Poverty**. Profile Books, London, UK (Paperback Edition or Crown Business, NY:ISBN 987-0-307-71922-5). Ordered through the University Bookstore. Also readily available from other outlets.

2. **Other Readings:**

Other readings as indicated here or as may be assigned during the course.

Readings, assessment tools, databases, case studies, etc. assigned for this course should be readily available online or in the University Library, otherwise additional information will be provided in class or posted on CULearn.

NB: Students unable to access any of the assigned readings must contact the TA or the Professor ASAP

Course Requirements & Methods of Evaluation:

Various methods will be used during the semester: lectures, critical discussions of assigned readings, student case presentations and discussions, stories, current events relevant to the course, videos, guests, etc. Students must read all assigned readings and come to class prepared to engage in informed discussions. Students are also encouraged to bring to class **own international, development and intercultural experiences** as may be relevant for class discussions. Those with personal or professional experiences with emerging economies or developing countries are very much encouraged to share their perspectives with all others in the course.

Select an Emerging Economy of Interest from List Provided in Class

Every student taking this course for credit is required to **select one emerging economy from a list to be provided in class**. This may be a country, economy or region of personal or professional interest, knowledge or experience. It may be the student's native country, family ancestry, or a country where the student has lived, worked or visited, or it may be a country of professional interest or curiosity. The country selected should have significance by its active participation or lack thereof in the globalization process. The selected country will be used as a point of reference and guidepost for class discussions, individual and group assignments and examinations. **No two or more students will be allowed to select the same country or economy.**

Students are required to make their choices and make them known to the Professor by the end of the first day of class.

Form Thematic Groups

Students are required to form groups of FOUR for purposes of undertaking required group work for this course. Each group will select counties characterized by a theme of interest to the members (e.g. region/grouping, sector, stage of development, common development issues, etc.) Details will be given in class.

Required Readings:

3. Textbook: Daron Acemoglu and James A. Robinson (2012). ***Why Nations Fail: The Origins of Power, Prosperity and Poverty***. Profile Books, London, UK (Paperback Edition). Ordered through the University Bookstore. Also readily available from other outlets.

4. **Other Readings:**

Other readings as indicated here or as may be assigned during the course. Readings, assessment tools, databases, case studies, etc. assigned for this should be readily available online or in the University Library, otherwise additional information will be provided in class or posted on CULearn.

NB: Students unable to access any of the assigned readings must contact the TA or the Professor ASAP.

Grading Scheme and Learning Objectives:

(Intended to assess what the students know (knowledge), what the students can communicate (skills), what the students can do (applications), and what the students care about (global and caring mindset).

1. In-class Active and Informed Individual Participation and Engagement Based on demonstrated knowledge, applications and global awareness of the Learning Objectives identified above.....	10%
2. Assignment 1: Assessing Learning Objectives 1, 2, 3, 4, 5 & 6 (Due Oct 08, 2014, beginning of Class)	20%
3. Midterm Examination: Focused on the Textbook, selected economies and themes, plus assigned readings and class discussions. Will include a Take-Home Question . Scheduled for (November 05, 2014).....	25%
4. Individual Take-Home Final Examination based on all materials covered in class, selected economy and theme with a focus on identifying opportunities, overcoming challenges and proposing effective practical solutions and implementation. Due 12 Noon Friday December 12, 2014	20%
5. Group work:	
5.1 <i>In-class Group Presentations (Nov 26, Dec.03, 2014)</i>	10%
5.2 <i>Group Written Report:</i> Group Analysis, Synthesis, Problem Identification, Solving and Effective Implementation of Proposed Recommendations. Due 12 Noon, Monday December, 08, 2014	15%
Total.....	100%

NOTE:

1. **The student MUST participate in ALL items of the Grading Scheme in order to get a passing grade. Failure to do so will result in failing the Course.**
2. **Students are advised to observe all applicable provisions of the Copyright Act and relevant University policies, procedures and code of conduct, including those governing plagiarism.**
3. **All due dates and deadlines must be observed in order to get a passing grade**

Class Attendance and Participation: Attendance in this class is mandatory. Students are required to **come to class on time**. The Professor reserves the right to take attendance records at randomly selected classes. Any student who is unable to come to

class must inform the Professor before class or as soon after as possible. In addition to physical presence, the course requires each student to come to class prepared to actively engage in the discussions of the day. Students are required to have read all assigned readings before coming to class and must come prepared to make contributions especially in areas where they feel particularly knowledgeable or feel strongly about. Assessment of participation is based on knowledge of the Learning Objectives as specified above.

Students with special needs should see the Professor during office hours.

To make it easier for the Professor to recognize you in-class contributions, **Please place a name tag as you're known in the official class list on the desk or use a nametag.**

Group, In-Class Case Analysis, Presentation and Discussion:

Important information about group work is available at:

http://sprott.carleton.ca/academic_programs/groupwork.

IMPORTANT NOTES ON EVALUATION:

1. If you're not sure how your work will be evaluated on any aspect of the Grading Scheme, please consult the Professor for clarification.
2. All students are expected to be personally present for all grading assignments (tests, examinations, meetings, etc). **Failure to attend will result in a grade of zero.** Students with legitimate reasons must report immediately their absence to the appropriate authorities (Registrar's Office in case of University Exams).
3. **English is the medium of instruction:** Both spoken and written work will be judged on content as well as grammar, style, organization, formatting and presentation. For further details, consult "Paper Formatting & Documentation Guidelines": http://sprott.carleton.ca/academic_programs/index.htm. Click on "Useful Links" then "Paper Writing Guidelines"
4. **Supplemental and grade raising exams are not available for this course.**
5. Students must record, double check and observe all due dates.
6. If Group Assignments include peer evaluations, details will be given in class.
7. If circumstances change some aspects of the Course and Grading Scheme may be changed and students will be notified as soon as possible.

COURSE SCHELEDE: Topics, Assigned Readings and Activities:

1. **Sept 10, 2013: Introduction to the course:** Selected Emerging Economies, Regional Groupings, Themes, Textbook and other readings, 2013 KPMG Change Readiness Index
2. **Sept 17, 2014: Emerging Economies in the Context of Globalization; Attributes, Evolution, Growing Importance and Interdependence**
Read:

1. The World in 2050: Impact of Emerging Economies' (E7) Growth: <http://www.pwc.com/gx/en/world-2050/index.jhtml>
 2. Why the Tail Wags the Dog: Emerging Economies now have greater Heft on Many Measures than Developed Ones. *The Economist*, August 6, 2012, p. 66. <http://www.economist.com/node/215253373>
 3. The Rise of State Capitalism: The spread of a new sort of business in the emerging world will cause increasing problems. *The Economist*, January 21st, 2012.
 4. The New Masters of Management: Special Report on Innovation in Emerging Markets, *The Economist*, April 17, 2010, pp. 11, 3-18 (the world turned upside down).
- 3. Sept. 24, 2014 Regional and Thematic Aspects of Emerging Economies: Integrated business/development with Canadian partners.**

Read:

1. **Asia:** Joe Studwell; *How Asia Works: Success and Failure in the World's Most Dynamic Region*. www.howasiaworks.wordpress.com/. Also available in your local bookstore.
2. **LAC:** Roberto s. Vassolo, Julio O. De Castro, and Luis R. Gomez-Mejia (2011). *Managing in Latin America: Common Issues and a Research Agenda*. *The Academy of Management Perspectives*, Volume 25, number 4, 22-36.
3. **Middle East:** Shaker A. Zahra (2011). *Doing Research in the (New) Middle East: sailing with the Wind*. *The Academy of Management Perspectives*, Volume 25, number 4, 6-21. Also Kiggundu and Smith (2013)...details in class.
4. **Africa:** Ernst & Young's attractiveness surveys. *Africa 2013: Getting down to business*. www.ey.com/Publication/vwLUAssets/Africa-Attact_2013_Getting_down...
Also; The Africa Capacity Indicators Report (ACIR) 2011-2013, www.afbf-pact.org
5. Others: Country by Country within Regions.

4. Oct. 1, 2014: Assessment Tools: Country Case Studies.

Provide Students with Assignment 1 Details

- KPMG 2012 Change Readiness Index: www.kpmg.com/crj
- World Bank Doing Business: www.doingbusiness.org (various years) and survey of enterprises; www.enterprisesurvey.org
- World Economic Forum's Global Competitiveness Index, www.weforum.org/issues/global-competitiveness/index.htm
- UNDP's Human Development Index (HDI)
- The Ligatum Prosperity Index www.prosperity.com
- Africa Capacity Indicators ACIR Data Tool: www.acbf-pact.org
- Others as may be appropriate.

Students hand in Assignment 1 following instructions given in Class

5. Oct. 08, 2013: Canadian Economy and Society: Complementarities with Emerging Economies and Regions

Assignment 1 Due today

Read:

1. Economywatch. Canada economic structure. March 11, 2010, www.economywatch.com/world_economy/canada/structure
2. Garry Rabbior (revised Edition). The Canadian Economy: The Big Picture; Canadian Foundation for Economic Education: www.cfee.org/en/pdf/bigpicture.pdf
3. Canadian Society: facts and Figures. Government of Canada; <http://canada.gc.ca/canada/viewCategory.htm>.
Department of foreign Affairs and International Trade; DFAIT: www.gc.dfait-aeci-canadiana.ca/view/ooe.b341347E_003
4. Visit other Govt. of Canada websites, e.g. Canadian Citizenship and Immigration, Industry Canada, Statistics Canada, etc.

5. Oct. 15, 2014: Why Nations Fail

Read: Textbook (A&R): Extractive Development Institutions (Details in Class)

6. Oct. 22, 2014: Why Nations Succeed: The Role of Inclusive Institutions

Read: Textbook (A&R) (Details in Class)

Transitions from Extractive to Inclusive Development: Vicious

Read Text (A&R) (Details

Provide Students with Details of the Midterm Exam, including the Take-Home Question

October 27-31, 2014 READING WEEK

7. **Nov. 05, 2014. MIDTERM EXAM (All Materials Covered to date) and Take-Home Question.**
8. **Nov. 12: Special topics related to Selected Group Themes, Regions, etc.**
Discuss Concept of Economic Empowerment as relates to poverty, inequality, etc.
9. **November 19, 2014: Guest Speaker (Details in Class)/ Individual and group Consultations**
10. **November 26, 2014: Scheduled Group In-Class Presentations**
11. **December 03, 2014: Scheduled Group In-class Presentations.**

Note: Aspects of this schedule may be changed if circumstances change, in which case the class will be accordingly advised.

IMPORTANT ADDITIONAL INFORMATION

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.

Medical certificate

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form.

<http://www1.carleton.ca/registrar/forms/>

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 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, 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

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*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

- The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2014 exam period is November 7, 2014.

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 or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact 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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

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.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton>.

September 2

Fall Term Begins.

Orientation for Teaching Assistants.

September 2-3

Academic Orientation. 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 4

Fall and fall/winter classes begin.

September 17

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 26-28

Summer deferred final examinations to be held.

September 30

Last day to withdraw from Fall term and Fall/Winter courses with a full fee adjustment.

Withdrawals after this date will create no financial change to Fall term fees (financial withdrawal).

October 10

December examination schedule (fall term final and fall/winter mid-terms) available online.

October 13

Statutory holiday, University closed.

October 27-31

Fall break. Classes are suspended.

November 7

Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for December examinations.

November 24

Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examinations Regulations in the Academic Regulations of the University section of the calendar).

December 8

Fall term ends

Last day of fall-term classes.

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.

December 9

No classes or examinations take place.

December 10 – 21

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 21

All take home examinations are due

December 25 to January 2

University closed

January 5

Winter-term classes begin.

January 16

Last day for registration for winter term courses.

Last day to change courses or sections (including auditing) for winter term courses.

Students who have not deposited (via automated upload) the final copy of their thesis to the office of the Faculty of Graduate and Postdoctoral Affairs must register.

January 31

Last day for a fee adjustment when withdrawing from Winter term courses or the Winter portion of two-term courses. Withdrawals after this date will create no financial change to Winter term fees (financial withdrawal).

February 13

April examination schedule available online.

February 13-21

Fall-term deferred examinations will be held

February 16

Statutory holiday, University closed.

February 16-20

Winter Break. Classes are suspended.

March 1

Last day for UHIP refund applications for International Students who will be graduating this academic year.

Last day for receipt of applications from potential spring (June) graduates.

March 6

Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for April examinations.

March 24

Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examinations Regulations in the Academic Regulations of the University section of the calendar).

April 3

Statutory holiday, University closed.

April 8

Winter term ends

Last day of fall/winter and winter-term classes.

Last day for academic withdrawal from fall/winter and winter-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/winter and winter-term courses.

April 9-10

No classes or examinations take place

April 11-23

Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all 7 days of the week.

June 8-18 (including Saturdays)

Fall/winter and winter term deferred final examinations will be held.
