



**Carleton**  
UNIVERSITY

**SPROTT**  
SCHOOL OF BUSINESS

**Carleton University  
Sprott School of Business**

**BUSI 4717 A:**

**MANAGING GLOBALIZATION IN EMERGING ECONOMIES**

**Fall 2020**

**(Online Course)**

***\*revised version as of 10/16/2020- see page 13***

**Instructor:** Abdulghany Mohamed, Ph.D.

**Office:** Virtual/Online

**Email:** Abdulghany.Mohamed@carleton.ca

**Class-room:** Virtual/Online

**Class Days and Times:** Fridays 2:35pm - 17:25pm

**Office Hours:** One (1) hour online synchronous session via BigBlueButton/Zoom every Monday, Thursday and Friday @ 12:00-1:00pm. Appointment bookings will be on first come first serve basis. Email based queries are also welcome.

**N.B:** 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 and complete group projects, and 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.*



## **COURSE MODALITY**

Due to the global COVID-19 pandemic, this course will be delivered exclusively online through a blend of scheduled synchronous (real-time) online sessions (12 meetings of 1.5 hour each to a total of 18 hours) and asynchronous sessions (12 periods of 1.5 hour each to a total of 18 hours) whereby students would undertake and complete activities/tasks at the time of their own choosing. For other activities, including consultations with the instructor and group work please see below and in detailed guidelines posted on cuLearn.

## **EDUCATIONAL TECHNOLOGY REQUIREMENTS**

The primary platforms for the course will be cuLearn, MyCarletonOne and Zoom. Students may also use other additional freely accessible platforms/software/apps (e.g., Google Hangouts/Meets/Docs, Teams, etc.) for their individual and group-based activities. As such, students will need access to: (a) laptop/desktop/mobile device with reliable connection to the internet plus audio/visual accessories or 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:

- (a) participate in synchronous (real-time) sessions (e.g., online lecture sessions and consultation with the instructor);
- (b) access, upload & download course material posted on cuLearn;
- (c) answer quizzes on culearn;
- (d) watch and listen to pre-recorded videos/podcasts;
- (e) take cuLearn hosted online tests and exams;
- (f) utilize other cuLearn functionalities;
- (g) receive and send emails to the instructor and fellow classmates;
- (h) conduct individual and group research;
- (i) compose, prepare and post reports (for individual and group-based assignments); and,
- (j) prepare and make online presentations.

**N.B:** The downloadable MS Office software suite is available to students at no charge while they have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

## **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; **ECON 1001** and **ECON 1002** (or **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 and how these two phenomena are being understood and grappled with in the context of the current global COVID-19 pandemic and geopolitical tensions.
- (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 aspects/issues that investors capitalize on and/or contend with when doing business in/with emerging economies.
- (d) The opportunity to examine how emerging countries, governments, civil society and business enterprises are contending with the rapidly changing and emerging global business environment that is being transformed/re-shaped by the forces unleashed by the current global COVID-19 Pandemic and geopolitical tensions and trade wars.
- (e) 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.

- (f) An opportunity for a hands-on experience through a group project on emerging economy assessment and corporate strategy formulation and presentation.
- (g) A prospect to hone individual-oriented research skills for the design, preparation and presentation of a written essay based on a topic about an emerging economy situation chosen by the student and approved by the instructor.
- (h) The necessary communication skills set – oral and written forms; including the writing of professional correspondence and project reports, online oral presentation of research assignments/results as well as fruitful and harmonious interaction in the context of diverse cultures as facilitated by both virtual and non-virtually based platforms.
- (i) A solid foundation and knowledge necessary to prepare the students for more advanced study and career prospects.

## **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 emerging global economy (that is being re-shaped by the ongoing COVID-19 Pandemic and geopolitical tensions and trade wars) 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) Demonstrate that they are individually capable of designing, researching and presenting a scholarly written essay on an emerging economy topic/subject matter.
- (e) Discuss how MNCs/MNEs go about building and developing international relationships and corporate strategic alliances.
- (f) 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**

This course will be delivered online in both synchronous and asynchronous modalities. The synchronous meetings will primarily entail online lecture sessions conducted via online platforms including BigBlueButton and Zoom. These meetings will take place on scheduled days/dates in 1.5-hour sessions per week as detailed below. It is important to note that there will be no lecture class during **(Session 7, October 23<sup>rd</sup>, 2020)**; instead, a midterm test will be taken online synchronously on that day. For other synchronous activities (e.g., office hours, group project consultations with the instructor, midterm test and final exam etc.) please see below.

The asynchronous activities will include critical reviews of assigned videos/podcasts, textbook chapters, lecture notes and journal articles as well as the completion of individual case study assignments, quizzes and tests.

In short, this course will be structured around six (6) broad activities:

### **(a) Class Engagement**

Students are expected to be actively and productively engaged in all activities of this course (including lectures, assignments, discussions, quizzes, tests, and exam). 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. The use of discussion forums on cuLearn will be emphasized.

Communication with and among students will primarily be conducted via Carleton University's email accounts. It is therefore critical that students check their emails regularly so as not to miss oftentimes time-sensitive messages.

And, most importantly, class participation is predicated on the premise that class attendance (taken and recorded via cuLearn) for the whole duration of each synchronous meeting is mandatory for each and every student throughout the semester. Thus, 5% (out of the allocated 10%) of the course marks will be assigned to class attendance.

### **(b) Critical Watching, Listening of Videos, Podcasts and Readings & Accompanying Quizzes**

Students will critically watch/listen videos and podcasts as well as critically read and examine readings (including textbook chapters, lecture slides, journal articles, etc.) as assigned for each asynchronous period. Details of the videos and podcasts will be listed and posted on cuLearn separately from this course outline. Additionally, to encourage students to engage with the assigned material, each course participant will: (i) take a

total of **four (4) scheduled quizzes** of their choice (out of 10 scheduled quizzes) and, (ii) write and post on cuLearn a **Reflection Piece** (like a Blog of about 150-200 words) on any topic/material covered during the semester, i.e., a topic/issue that will be based on any of the assigned videos, podcasts and readings.

**(c) Individual Essay Assignment**

Each student will research and submit a short (5 page) written paper on a topic to be assigned from a list of suggested current topics assigned by the instructor. Selection of topics must be made by the third week of the semester. All essays will be submitted in digital format on **November 6<sup>th</sup>, 2020**. A marking rubric will be provided and posted on cuLearn.

**(d) Mid-term Test (Online via cuLearn)**

Students will be required to sit a synchronous online mid-term test on the scheduled date (**Session 7: October 23<sup>rd</sup>, 2020**). The test package will be delivered, and responses uploaded on cuLearn on the specified date.

**(e) Final Exam**

Students will be required to sit a synchronous online written formal final examination as scheduled and subsequently administered by the University Exam Office. The Exam package will be delivered, and responses uploaded on cuLearn on the specified date scheduled by the University.

**(f) Term Group Project**

Course participants will be required to take part in a group-based project. Groups will be formed during the first and second sessions of the semester. Each group will prepare a written report for each phase of the project. Moreover, each group will also participate in an online oral presentation of their term project on a scheduled date. Each group will be required to write and submit a **Reaction Report** in response to an assigned presentation made by one other group as detailed in the project guidelines. Digital copies of group reports (for each phase) are to be uploaded/submitted on cuLearn on the assigned/specified due dates.

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

- (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.

A **Library Workshop Session** (Conducted by Mr. Matthew Gertler- the Carleton University Business and Government Information Librarian) will be held on **September 25<sup>th</sup>, 2020**.

The instructor will be available for online (Zoom) consultation with individual project teams on as needed basis. Each session will be one hour long (Every Tuesdays & Wednesdays @ 5:00-6:00pm). Group appointment bookings will be on a first come first serve basis.

## TEXTBOOK AND OTHER RESOURCES

The following textbook (e-book) is required for this course:

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

In addition to the textbooks, key/required readings are assigned from other sources (e.g., periodicals, etc.) as deemed appropriate. **Required course readings (i.e., textbooks and periodicals, etc.) will also be accessible via Ares (library reserve facility)**. Optional Supplementary Readings will be posted on cuLearn. These readings come handy for the purposes of the individual essay assignment. 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. A list of pre-recorded videos and podcasts will be provided on cuLearn.

## ASSESSMENT

<b>(1) Class Participation (5% attendance)</b>	10 %
<b>(2) One Critical Review (Reflection Piece) &amp; 4 Quizzes</b>	5%
<b>(3) Individual Essay Assignment</b>	10 %
<b>(4) Mid-term Test</b> (online-synchronous)	10 %
<b>(5) Final Examination</b> (online-synchronous)	25 %
<b>(6) Term Group Project:</b>	
(i) Phase 1: Project & Topic Selection	5%
(ii) Phase 2: Data Collection and Preliminary Analysis	10%
(iii) Phase 3: Group Online Oral Presentation	10%
(iii) Phase 3: Reaction Report	5%
(iv) Phase 4: Final Report	10%
<b>Total</b>	<b>100%</b>

### 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 above six 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 have the option of sitting a new online midterm test at a date mutually agreed between you and the instructor or alternatively, you may apply to shift the weight of the mid-term to the final exam. In either case you must submit 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 2020 (Online) – Lecture Schedule, Course Topics, Mid-Term Test, Essay and Project Due Dates**

Session	Date	Time	Topic	Key Readings/Project Due Dates
1	September 11 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<ul style="list-style-type: none"> <li>• <b>Introduction and Course Overview</b></li> <li>• <b>Understanding Emerging Economies in an Era of Globalization &amp; Regionalism</b></li> </ul>	<p>Cavusgil, Ghauri &amp; Akcal (2013) Chapter 1: An Overview of Emerging Markets</p> <p>Hirakawa &amp; Aung (2011); Roberts, Kayande &amp; Srivastava (2015); Sheth (2011)</p> <ul style="list-style-type: none"> <li>• <b>Project Groups formation, Project Selection and selection of individual assignment topic</b></li> <li>• <b>Videos/Podcasts</b></li> <li>• <b>Instructor Lecture Notes/Guidelines</b></li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
2	September 18 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<b>Political, Legal and Socio-Cultural Frameworks in Emerging Markets</b>	<p>Cavusgil, Ghauri &amp; Akcal (2013) Chapter 2: Political, Legal and Cultural Framework in Emerging Markets</p> <p>Champ &amp; Attaran (2002); Chung &amp; Beamish (2005); Dahles (2007)</p> <ul style="list-style-type: none"> <li>• <b>Project Groups formation, Project Selection and selection of individual assignment topic continued</b></li> <li>• <b>Videos/Podcasts</b></li> <li>• <b>Instructor Lecture Notes/Guidelines</b></li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
3	September 25 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<b>Library Session</b>	<p><b>Mr. Matthew Gertler (Business and Government Information Librarian)</b></p> <ul style="list-style-type: none"> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	

4	October 2 <sup>nd</sup> , 2020	2:35 -16:00 pm (Synchronous)	<b>Economic and Financial Environments in Emerging Economies</b>	Cavusgil, Ghauri & Akcal (2013) Chapter 3: Economic Environment in Emerging Markets Banalieva & Sarathy (2010); Das (2010); Didier & Schmukler (2014) <ul style="list-style-type: none"> <li>• <b>Term Project: Phase #1 due</b></li> <li>• <b>Videos/Podcasts</b></li> <li>• <b>Instructor Lecture Notes/Guidelines</b></li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
5	October 9 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<b>Technological Environment and Innovation and CSR in Emerging Markets</b>	Bruton, Dess & Jenney (2007); Doh, Littell, & Quigley (2015); Jayanti & Gowda (2014); Siqueira & Bruton (2010); Yip & McKern (2014); <ul style="list-style-type: none"> <li>• Videos/Podcasts</li> <li>• Instructor Lecture Notes/Guidelines</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	
6	October 16 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<ul style="list-style-type: none"> <li>• <b>Opportunities and Trends in Emerging Markets</b></li> <li>• <b>Understanding Multinationals from Emerging Markets</b></li> </ul>	Cavusgil, Ghauri & Akcal (2013) Chapter 4: Opportunities and Trends in Emerging Markets Cavusgil, Ghauri & Akcal (2013) Chapter 5: Companies from Emerging Markets Ahmed, F. (2013); Prahalad & Hammond (2002) Chebbi, Yahiaoui, Vrontis & Thrassou (2017); Chen, (2017) <ul style="list-style-type: none"> <li>• <b>Term Project: Phase #2 due</b></li> <li>• <b>Videos/Podcasts</b></li> <li>• <b>Instructor Lecture Notes/Guidelines</b></li> </ul>
		Asynchronous Time and Activities (1.5 hours)	<ul style="list-style-type: none"> <li>• This allotted time will be devoted for critical (i) watching and listening (videos &amp; podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.</li> </ul>	

7	October 23 <sup>rd</sup> , 2020	2:35 -16:00 pm (Synchronous)	<b>Mid-term Test</b>	For scope of readings for Mid-term Test see notes posted on cuLearn.
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	<ul style="list-style-type: none"> <li>Videos/Podcasts</li> <li>Instructor Lecture Notes/Guidelines</li> </ul>
<b>October 25<sup>th</sup> - 31<sup>st</sup>, 2020</b>			<b>Fall Break -- No classes</b>	
8	November 6 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<ul style="list-style-type: none"> <li><b>Strategic Entry, Expansion and Exiting Emerging Markets: Where, Why, When, and How?</b></li> <li><b>Relationship Building and Development: Fruitful Cooperation with Emerging Economies</b></li> </ul>	<p>Cavusgil, Ghauri &amp; Akcal (2013) Chapter 7: Entry Modes and Strategies Cavusgil, Ghauri &amp; Akcal (2013) Chapter 8: The Negotiation Process and Strategies in International Business Cavusgil, Ghauri &amp; Akcal (2013) Chapter 9: Negotiations and Building Relationships in Emerging Markets</p> <p>Ang &amp; Michailova (2008); Henisz &amp; Zelner (2010); Khanna, Palepu &amp; Sinha (2005); Wright et al. (2005)</p> <ul style="list-style-type: none"> <li>Videos/Podcasts</li> <li>Instructor Lecture Notes/Guidelines</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	<b>Individual Essays are due</b>
9	November 13 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<ul style="list-style-type: none"> <li><b>Making the Most of Globalization</b></li> <li><b>Canada's Engagement with Emerging Economies: Competition, Cooperation and Conflict</b></li> </ul>	<p>Cavusgil, Ghauri &amp; Akcal (2013) Chapter 6: Analysis of Selected Emerging Markets</p> <p>Cavusgil, Ghauri &amp; Akcal (2013) Chapter 10: Assessing Risks and Opportunities in Emerging Markets</p> <p>Greenspon, &amp; Lynch, (2018); Hartungi (2006); He, Wei &amp; Xie (2008); NPSIA (2012).</p>
		Asynchronous Time and Activities (1.5 hours)	This allotted time will be devoted for critical (i) watching and listening (videos & podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.	<ul style="list-style-type: none"> <li>Videos/Podcasts</li> <li>Instructor Lecture Notes/Guidelines</li> </ul>

10	November 20 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<ul style="list-style-type: none"> <li>• <b>Group Presentations (Phase 3) for assigned teams.</b></li> </ul>	<p><b>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</b></p> <ul style="list-style-type: none"> <li>• VIDEOS/PODCASTS</li> <li>• INSTRUCTOR LECTURE NOTES/GUIDELINES</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	<p>This allotted time will be devoted for critical (i) watching and listening (videos &amp; podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.</p>	
11	November 27 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<p><b>Group Presentations (Phase 3) for assigned teams</b></p>	<p><b>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</b></p> <ul style="list-style-type: none"> <li>• <b>Term Project - Final reports (Phase 4; soft copy) for Session 10 group presentations are due.</b></li> <li>• VIDEOS/PODCASTS</li> <li>• INSTRUCTOR LECTURE NOTES/GUIDELINES</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	<p>This allotted time will be devoted for critical (i) watching and listening (videos &amp; podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.</p>	
12	December 4 <sup>th</sup> , 2020	2:35 -16:00 pm (Synchronous)	<p><b>Group Presentations (Phase 3) for assigned teams</b></p> <p><b>Course Wrap Up</b></p>	<p><b>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</b></p> <ul style="list-style-type: none"> <li>• <b>Term Project - Final reports (Phase 4; soft copy) for Session 11 group presentations are due.</b></li> <li>• <b>Term Project - Final reports (Phase 4; soft copy) for Session 12 group presentations are due a week later.</b></li> <li>• VIDEOS/PODCASTS</li> <li>• INSTRUCTOR LECTURE NOTES/GUIDELINES</li> </ul>
		Asynchronous Time and Activities (1.5 hours)	<p>This allotted time will be devoted for critical (i) watching and listening (videos &amp; podcasts), (ii) reading of textbook chapter, journal articles, Powerpoint lecture slides, and (iii) taking online quizzes, (iv) engaging in discussion forums, etc.</p>	

**Table 1: BUSI 4717 A (Fall 2020): Revision of Course Components**

Course component	Decision	Implications	Further Remarks
Reflection Piece (1%)	Cancelled	Mark will be reallocated to Quizzes. The 4 Quizzes will now weigh 5%.	Those students who have already written and submitted their Reflection Paper will obtain an additional 1%. I'll be more than happy to receive and mark Reflection Pieces for those who may optionally prefer to submit their work.
Discussant Presentation & Reaction Report (Phase 3) (5%)	Cancelled	Discussant marks will be reallocated to the Final Report as was the case in previous years	Final Report will now be 15% instead of 10% as originally set.
Online Midterm Test (10%)	Cancelled	Marks for the Midterm test will be reallocated 50/50 to Final Exam and Individual Essay	A sample of midterm test questions will be provided to help prepare for the final exam.
Project Phase 2 (10%)	Moved to October 24 <sup>th</sup> , 2020 (11:30pm) instead of October 16 <sup>th</sup> , 2020	Hence, an extension of one more week	The new deadline will be enforced to ensure the TA's schedule is minimally disrupted
Individual Essay (10%)	Deadline Stays the same (November 6 <sup>th</sup> , 2020) but marks will increase due to reallocation from the midterm test	Individual Essay will have 5% added/reallocated from Midterm test)	Individual Essay will now be <b>15%</b> . <b>Late submission</b> (after November 6 <sup>th</sup> to December 4 <sup>th</sup> , 2020) will not be penalized
4 Quizzes (4%)	Number of quizzes to remain the same (i.e., 4) with open submission dates up until the last day of the course as originally planned	Marks from Reflection Piece (1%) will be reallocated to Quizzes	4 Quizzes will now be 5% total.
Phase 3	No change	Marks and dates to stay the same	Groups preferences for presentation dates are still open for Session 11 & 12.

Phase 4	Deadlines will depend on group presentations as originally planned (i.e., a week after a group presentation), <b>but marks will change</b>	Marks reallocated from Discussant group will be added to the Final Report	Phase 4 will now be 15% (i.e., 10% plus 5% reallocated from Discussant Reaction Report)
Class participation (10%)	No change	No change	5% attendance & 5% engagement
Final Exam (25%)	No change (online exam to be scheduled by the University) <b>but marks will change due to reallocation of partial marks from the Midterm test</b>	Final Exam Marks will now be 30% (25% originally planned plus 5% reallocated from Midterm test)	Preparations for the exam have to start asap.

## REQUIRED/KEY AND SUPPLEMENTARY COURSE READINGS

### Session 1:

- **Introduction and course Overview**
- **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.

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

Sheth, J. N. (2011/2018) "Impact of emerging markets on marketing: Rethinking existing perspectives and practices", *Journal of Marketing* 75(4): 166-182

### Session 2:

#### **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

Champ, P., and A. Attaran (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.

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.

### **Session 3:**

#### **Library Workshop Session (Online - Synchronous)**

### **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.

Didier, T. & S. L. Schmukler (2014) "Debt Markets in Emerging Economies: Major Trends", *Comparative Economic Studies* 56(2): 200-228.

### **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.

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

## **Session 6:**

### **6.1 Opportunities and Trends in Emerging Markets**

#### **Required Readings:**

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

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.

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

### **6.2 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.

## **Session 7:**

### **Mid-Term Test**

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

## **Session 8:**

### **8.1 Strategic Entry, Expansion, and Exiting Emerging Markets: Where, Why, When, and How?**

#### **Required Readings:**

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

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

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

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

### **8.2 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.

## **Session 9:**

### **9.1 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

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

He, C., Y. D. Wei & X. Xie (2008) "Globalization, Institutional Change, and Industrial Location: Economic Transition and Industrial Concentration in China", *Regional Studies* 42(7): 923–945.

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

#### **Required Readings**

Greenspon, E. & K. Lynch, (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/>

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>

**Session 10:**

**Group Presentations**

**Session 11:**

**Group Presentations**

**Session 12:**

**Group Presentations & Course Wrap Up**

***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

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](https://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](https://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](mailto: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](https://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](https://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](https://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](http://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 <https://carleton.ca/its/get-started/new-students-2/>