



IBUS 5712 D
Business and Government in Emerging Economies
Winter 2017, W2
March 06-April 10, 2017

Instructor: **Moses N. Kiggundu**
Office: **911 DT**
Office Hours: **Monday: 5:00 to 5:50; Thursday, 1:00 to 2:00; by appointment**
Class Hours: **Monday: 6:05 to 8:55**
Classroom: **DT 701** (*Check schedule for possible last minute changes*)
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Teaching Assistant: TBA

Course calendar entry from 2016/2017 graduate calendar:

Course Description:

IBUS 5712 [0.25 credit]

Business and Government in Emerging Economies

Projects in emerging economies often involve partnerships between business, local governments and foreign donors. Emerging forms of cooperation which addresses issues of poverty, infrastructure and education. The role of international firms in the process of economic transition.

Course Prerequisites: IBUS 5701; Precludes additional credit for BUSI 5300 (no longer offered).

Course Restrictions: Enrolment in the MBA Program, Sprott School of Business permission.

Course Focus: Managing Inequalities and Advancing Shared Prosperity in Emerging Economies: The role of Business and Government

Learning Objectives:

1. Discuss different **types of inequalities**, how they are **measured**, their **effects**, and **identify strategies, policies, practices and interventions** available to business and government for advancing **shared prosperity in emerging economies**.
2. Critically examine the arguments and **evidence** as to **why some emerging economies do better managing inequalities and advancing shared prosperity**, and the **role state and non-state actors play** (governments, businesses, people and civil society).
3. Drawing on **empirically available assessment tools**...indicators, databases, and other sources... **identify, evaluate and discuss** in details different **aspects of inequality and shared prosperity** for select emerging economies to discover areas where **progress has been made, challenges remain, and how to overcome them** when doing international business/international development/public administration and corporate management.
4. Work both **individually and in teams** to **identify innovative business /international development/public administration solutions to identified problems of inequality in selected emerging economies**, and **share acquired knowledge with others in class**.
5. Sensitize students to **current thoughts and practices** regarding **environmental, social, governance (ESG), ethical and moral imperatives** of doing international business /international development; foster the development of a **global mindset**, and emphasize the **duties and responsibilities** of individuals and collectives as **global citizens** when dealing with issues of **inequality and shared prosperity**.

Textbook(s):

1. World Bank. 2016. *Poverty and Shared Prosperity 2016: Taking on Inequality*. Washington, DC: World Bank. Doi: 10.1596/978-1-4648-0958-3. License: Creative Commons Attribution CC BY 3.0 IGO. Available from: The World Bank; www.worldbank.org , pubrights@worldbank.org,
2. The World Bank. 2017. *World Development Report 2017: Governance and the Law*. Washington, DC: The World Bank Group. Available online, University Library, and from the World Bank.
3. Other readings as may be assigned.

Useful Databases:

1. World Bank. 2017: *Doing Business 2017-Equal Opportunity for All*. Washington DC: World Bank Group; www.doingbusiness.org/reports...reports
2. World Economic Forum. The Global Competitiveness Report 2016-2017. www.weforum.org/.../the...global-...
3. UNDP. 2016. Human Development Report 2016. "Human Development for Everyone". www.undp.org/en/year/2016

The deadline for academic withdrawal is the last day of classes (each term).

Grading Scheme:

1. Individual: Active and Informed Class Participation: Includes Personal Critical Incident on Inequality & Shared Prosperity (Details in Class).....	10%
2. Group: Inequalities & Shared Prosperity Within Group Comparative Analyses (Use of Databases, Selected Emerging Economies and Major Corporations (Details in Class.....	10%
<i>Due not later than 6pm, March 25, 2017).</i>	
3. Individual Assignment: Getting to Know Your Selected Emerging Economy and Major Corporation in terms of managing inequality and shared prosperity (Details in Class).....	20%
<i>Due not later than 11:59 Pm, April 06, 2017.</i>	
4. Group Work:	
4.1: In-Class Presentations and Sharing of Learning /Experiences.....	10%
<i>Due Last Day of Class</i>	
4.2 Written Group Project Reports (Details in Class).....	20%
<i>Due not later than 11:59 pm, April 08, 2017</i>	
5. Individual Take-Home Exam (Due During Exam Week).....	30%
<i>Due not later than midnight, April 17, 2017.</i>	
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TOTAL	100%

NOTE:

1. All grading items must be completed to get a passing grade in this course
2. Due dates and times will be strictly enforced: Late assignments will be penalized at the rate of 20 percent in the first 24 hours, another 30 percent for the next 24 hours, after which the assignment will not be accepted for grading.
3. The participation mark includes an individual written “Personal Critical Incident:” relating to inequality / shared prosperity (Details in Class).
4. The Grading Scheme may be changed if material circumstances change, and students will be advised accordingly in writing.
5. Students wishing to take advantage of this course to undertake more advanced professional or academic contributions should discuss their interests with the Professor.

Organization of the Course:

1. **Student Responsibility and Commitments:**

Students must come to class prepared to actively discuss the day’s assigned readings. Students are expected to attend all classes. If a student misses a class, the professor must be informed right away. It is the student’s responsibility to keep up-to-date with class work, including missed classes.

2. Selection of an Emerging Economy /Developing Country

Every student is required to select an emerging economy /developing country to be used as the basis for Individual and Group Assignments and as a reference point for class activities, discussions and the achievements of the Learning Objectives as stated above. Every student will have *a different emerging economy*: no two or more students will choose the same country. Students are advised to choose a country or economy they feel passionate about either due to professional, personal or family interests or connections. Selection can be made from the 2013 KPMG Change Readiness Index (CRI, www.kpmg.com/idas) list of emerging economies or the Brookings Financial Inclusion Project Report (see Villasenor, et al, 2016 below, pp 6, 118), which lists 26 emerging economies.

3. Selection of a Major Corporation Active in the Selected Emerging Economy

Every student will choose a major corporation (e.g. MNC; national champion), nongovernment organization (NGO) or a big international nongovernment organization (BINGO) which is currently playing a major role in the management of inequality and advancing shared prosperity in the selected emerging economy. As with the selected emerging economy, the selected major corporation will be used as the point of reference for class and assignment discussions. The selected major corporations may be an MNC (e.g. from the fortune 500), e.g. SABMiller for South Africa or a national corporate champion of the selected economy (e.g. Petrobras for Brazil, Safaricom for Kenya, Tata for India, Lukoil for Russia, Alibaba for China, etc.). Students interested in International Development (IDM) may choose a local or international NGO. Students interested in global terrorism may choose one of the big terrorist organizations, providing they have the necessary credible information.

4. Inequality and Shared Prosperity: A Personal Critical Incident

As part of class participation, engagement and contribution of shared learning, each student will submit a “personal critical incident” reflecting personal experiences with the management of inequality/ advancing shared prosperity. This will be due by the 4th class (March 27th, 2017). Details in Class.

Drop Course Policy:

Students can drop a course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. A required course will have to be taken again. Students with medical reasons and supporting documentation may petition the School to have the ABS grade changed back to WDN.

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

Course Schedule:

Class 1: March 06, 2017: Introduction to Course and Emerging Economies

- Globalization and the Human Condition: From Poverty to Inequality and Shared Prosperity
- Selection of Individual Emerging Economies and Major Corporations
- Students' Perspectives on Globalization
- The G-Train and Inequality
- Glocalization: Connecting the local and the global
- Assigned Group Work Based on Selected Emerging Economies and Major Corporations.

Readings:

1. Taking on Inequality (World Bank): Overview; Chapters 1 & 2.

Group Workout: Details in Class

Class 2, March 13, 2017: Economic Inequality & Advancing Shared Prosperity: The Role of Business and Government

Readings:

1. Taking on Inequality (The World Bank); Chapters 3 (Shared Prosperity), 4 (Inequality)
2. Managing economic inequality: A firmer grip on globalization could close the wealth gap. *World Finance*, July 15, 2016. www.worldfinance.com/contributors/managing-economic-inequality
3. F. El Hamid, M. said. 2014. Gender-based wage and occupational inequality in the new millennium in Egypt. *The Journal of Development Areas*, 2014.

Group work Out: Managing Inequality and Advancing Shared Prosperity in Selected Emerging Economies: The Role of Business (Selected Major Corporation) and Government (Selected Emerging Economy)

Class 3, March 20, 2017: Social Inequality in Emerging Economies: Progress and Challenges Ahead

Readings:

1. Taking on Inequality (World Bank), Chapters 5 and 6.
2. Survey of Selected Databases on Measures and Indicators of Social Inequality and Shared Prosperity (Details in Class)

Group Workout: Addressing Problems of Social Inequality in Selected Emerging Economies: The Role of Business, the State and other Non-state actors.

Additional readings TBA.

Class 4, March 27, 2017: Governance and Inequality: Corporate and Government

Readings:

1. *World Development Report 2017* (Selected Chapters)
2. KPMG, 11 July, 2016. Integrating the Sustainable Development Goals (SDG) into Safaricom's

Corporate Strategy, Available at:

<https://assets.kpmg.com/content/dam/kpmg/xx/pdf/2016/08/safaricom-sdg-case-study.pdf>

3. Making Global Trade More Gender-Inclusive

Charles Kenny, Megan O'Donnell CGD Experts Center for Global Development, Feb 06, 2017 (Copy on file).

4. CPA (Chartered Professional Accountants, Canada). July 2010. Environmental, Social and Governance Issues in Institutional Investor Decision Making. Toronto, Ontario ([www.cpacanada.ca file:///C:/Users/Moses/Downloads/Environmental-Social-and-Governance-ESG-Issues-in-Institutional-Investor-Decision-Making-2010.pdf](http://www.cpacanada.ca/file:///C:/Users/Moses/Downloads/Environmental-Social-and-Governance-ESG-Issues-in-Institutional-Investor-Decision-Making-2010.pdf))

5. Environment, Social and Governance Policy: Creating Real Value. (A corporate Example). InfraRed Capital Partners, April, 2017. <https://ircp.com/files/Downloads/ESG%20Policy.pdf>

Group Workout: TBD (SDGs? ESG?)

➤ Personal Inequality/ Shared Prosperity Critical Incidents due Not Later than this Class.

Class 5, April 03, 2017: Physical and Digital Infrastructure: Inequality, Shared Prosperity ; from Digital Divide to Digital Dividends

Readings:

1. Review *Taking on Inequality* (World Bank), pp 145 (Rural Roads), 147 (Electrification), 152-4 (Concluding Remarks for Chapter 6).
2. Review Select Databases: GCR (World Economic Forum); DB (World Bank); etc.
3. The Brookings Institution. 2016. *The 2016 Brookings Financial Inclusion Project Report: Advancing Equitable Financial Ecosystems*. August, 2016. John D. Villasenor, Darrell M. West, and Robin L. Lewis. Brookings Financial and Digital Inclusion Project (FDIP). www.brookings.edu/FDIP (Covers 26 Emerging Economies).
4. The World Bank. 2016. World Development Report 2016: Digital Dividends; Digital Divide. www.worldbank.org/en/.../wdr2016
5. Visit The International Telecommunication Union (the ICT Eye); www.itu.int/en/ITU-D/Statistics/.../stat/ (World population with/without internet access).

Group Workout: Assessing Financial Digital Inclusion/Exclusion in Selected Emerging Economies & Developing Strategies, Policies and Interventions to Advance Financial Inclusion.

Class 6, April 10, 2017: Shared Learning- Inequalities and Shared Prosperity: The Way Forward (In-Class Group Presentations).

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

IMPORTANT ADDITIONAL INFORMATION

Course Sharing Websites

Student or professor 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).

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

Group Work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor 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.

Person 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).

Religious Observance

Students requesting academic accommodation on the basis of religious observance 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 academic

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.

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://carleton.ca/studentaffairs/academic-integrity/>.

Important dates and deadlines

Mar. 6	W2 classes begin.
April 7	Deadline for academic withdrawal is the last day of classes for winter term.
April 13	W2 classes end.
April 14	Statutory Holiday, University Closed.
April 17-21	W2 Exam and final project week.