Fulfills 3 hours of the Global Enterprise Contexts: Integrating Internal and External Environments. The targeted course outcomes include Critical Thinking and Quantitative Literacy skills.

Class meets Wednesday 2:00 - 5:00 PM MBH 212
From Wednesday 8/26/2015 to Wednesday 12/9/2015
General Information:

(email Steve)
(email Erin)

Class Google Calendar

Syllabus

Canvas for communication, files like class notes, and grades.

Prerequisites: Enrolled in MIAGE program.

Credits: 3 semester credit hours.

Required Materials: Assigned readings to be purchased from Harvard, distributed or posted on Canvas.

Case packet: Purchased individually at Harvard coursepak link: https://cb.hbsp.harvard.edu/cbmp/access/38099871

The underlying premise of this course is that the successful practice of management and leadership in global enterprise requires an integration of theories, principles, and skills in the development of strategies and decisions. Earlier courses in the MIAGE program provide grounding in these appropriate theories, principles and skills. The Capstone Seminar requires students to integrate and apply this learning by analyzing, developing strategies and generalizing from case studies. Therefore, this seminar is structured around case studies and a final paper. Student participation will require interaction with other students, the instructor, and guests as well as oral presentations of analyses, strategies, and decisions.
Course Description:

In this course we will focus on exploring the interactions between three major actors – NGOs, firms, and governments (both US and foreign). An important aspect of this exploration will be to critically assess the strategies and tactics of organizations in the international arena, and to examine the implications of working in intersecting socio-economic-political systems. In addition to the assigned readings, we will discuss current events as they relate to the immediate topics. Attention will be given to ethical quandaries in cross-cultural and international administrative transactions. The course will develop students' abilities to apply the insights of theoretical modeling, empirical analysis and socio-political-economic context to international cases.

This is primarily a discussion class. While the basic structure for the course is provided, the learning process will only come from our collective efforts. Tools are important, but are inadequate by themselves and the ever-changing conditions of today’s world quickly render yesterday’s analysis inappropriate for tomorrow. Consequently, it is critical to develop skills in both the “art” and the “science” of strategic thinking. Students are expected to have the assigned readings completed before class, and to come prepared to discuss theory and practice within the context of social and managerial implications. In addition to the assigned readings, written case analyses and an independent research project are required. The case analyses are to be a concise evaluation of what you believe are the key insights and critical issues regarding the international organizations under discussion. The final project should demonstrate in-depth knowledge and understanding of a particular international topic. Ideally this should be a management-related topic explored from a socio-cultural or political economy context and drawing from different disciplines. The project provides students with the opportunity to integrate themes developed throughout the course.

Course Learning Objectives:

- Explore the interactions of the three major types of international organizations—Non-Government Organizations, businesses, and governments.
- Assess the strategies and tactics of the three types of international organizations.
- Examine the implications of working in multiple socio-economic-political systems.
- Evaluate both internal and external perspectives on the decisions and activities of international organizations.
Course Schedule:

Class 1 ............ August 26 – Introduction and Globalization ............

Class 2 ............ September 2 – Country Analysis ............
Reading 1: Chapter 1: ”Another World is Possible,” in Joseph Stiglitz, in Making Globalization Work.
Reading 2: 2003 UNCTAD World Investment Report, Ch. 4: FDI Policies for development In–class handout: Country Analysis: A framework to identify and evaluate the National Business Environment
Case: Foreign Direct Investment and Ireland’s Tiger Economy

Class 3 ............ September 9 – National development strategies ............
Reading: 2005 UNDP Human Development Report, Ch. 4: International Trade.
Case: Singapore Inc.

Reading: The contribution of small enterprises to Household and National income in Kenya; Daniels and Mead, Economic Development and Cultural Change, 1998
Case: Honey Care Africa (A): A different business model

Class 5 ............ September 23 — Cross–border Institutions ............
Reading: 2005 UNDP Human Development Report; Ch. 3: Aid for the 21st Century
Case: The New Partnership for Africa’s Development

Class 6 ............ September 30 – Changes in National Institutions ............
Lecture: Washington Consensus
Case: Russia: The end of a time of troubles

Class 7 ............ October 7 – MNC Expansion in Emerging Economies
Required Case Analysis*
Reading 2: “Motorola Slumps in China,” BusinessWeek, August 20, 2008

October 11 – 18 Fall Break ............
No class ............

Class 8 ............ Oct 21 – NGO Management ............
Reading: The power of activism: Assessing the impact of NGOS on Global Business.
Reading: The 21st Century NGO: In the Market for Change Report
Case: Oxfam America in 2002

Class 9 ............ Oct 28 – MNC/NGO relations ............
Reading: Collaborating with Activists: How Starbucks works with NGOs.
Case: Starbucks and Conservation International.

Class 10 ............ November 4 – International Networking ............
Franz Kolb, guest speaker
Class 11 .... November 11 – Security, Business and Government ....
Reading 2: Three pages of commentary from Columbia Law School, Plotkin and Fagan, on the revisions to CFIUS procedures that followed as a result of Dubai Ports controversy.
Case: Dubai Ports World Debacle

Class 12 .... November 18 – Global Trade and Institutions ....
Case: Worker rights and Global trade: The US-Cambodia bilateral textile trade agreement

Class 13 .... November 25 – Environmental and Agricultural issues ....
Case: Global Climate Change and BP

Class 14 ........ December 2 – Hunger and Nutrition ........
Reading: Alleviating poverty and malnutrition: Successful models
Case: Nestle’s Milk District Model

Class 15 ........ December 9 – Health and Disease ........
Reading: Global Health Governance: Conflicts on Global Social Rights
Case: Merck Global Health Initiatives (A).

Class 16 ........ December 14–18 Final Exam week ........
(NO FINAL EXAM) – Final papers due – December 19
Course Evaluation:

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<thead>
<tr>
<th>Activity</th>
<th>Grade weighting</th>
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<tbody>
<tr>
<td>Short case analyses (3@10)</td>
<td>30%</td>
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<tr>
<td>Long case analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Major project</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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1. Short case analyses
   There are three required short case analyses, which are of your own choosing (except the case "Wal–Mart in China"). Each analysis should be a concise evaluation of what you believe are the key insights and critical issues regarding the impact of both the internal and external issues for the case under discussion. This discussion should not be a summary of the case or a list of issues without supporting explanation.

   It is important in doing these case studies that you think beyond the course materials and integrated added information and ideas that bear on the topic. Current news, general web searches, and academic searches can all contribute to this important skill.

   Overall, the analyses should focus on the identification and discussion of the important strategic issues. Essentially, it is important to understand both the “what” and the “why” of the issue. More convincing analyses avoid unsupported assertions and include detailed evidence and data to substantiate statements. Furthermore, each case analysis should integrate and apply specific concepts learned from the course as well as developing your own value-added insights into the analysis. Please see the general guides for evaluation and writing at the back of the syllabus.

   Please do not use a bullet point format in your case analyses. Case analyses should be written using an “essay” style with paragraphs and full sentences. Case analyses should be up to six pages (double space, 12 point font) plus one page for exhibits. All case analyses are due at the beginning of the class in which they will be discussed. If for some reason you are unable to attend class the day of a case (e.g., illness, business trip), please submit it before class (at office, fax, or email) before the start of class time. Since there are options for cases, cases submitted after the class will not be accepted in fairness to other students.

2. Long Case Analysis
   This case analysis is required of all students and asks you to assess the issues in the case “Wal–Mart in China.” You are asked to evaluate, compare and contrast the key strategic issues regarding the impact of internal and external issues for the case under discussion. This discussion should not be a summary of the case or a list of issues without supporting explanation. You may focus your assessment along any dimension(s) that you believe are relevant, but you should provide a rationale for why you believe that your identified dimension(s) are important. You may create your own unique dimensions, but you should also integrate key reading concepts and discussion points from class in your analysis, and support your statements with specific evidence and data.
As with the case options above, please do not use a bullet–point format in your comparative case analysis. Case analyses should be written using an “essay” style with paragraphs and full sentences. Case analyses should be up to nine (double space, 12 point font) plus one page for exhibits. Please see the general guides for evaluation and writing at the back of the syllabus.

3. Major integrative project

The purpose of the written project is to allow you to think about the nature of global systems and strategy involving NGOs, Governments, and Firms in the international context. Because the focus of this project involves understanding complex international actors, you will need to research and understand both the current status and the trends and changes in your selected topic.

The number of references is not specified but should demonstrate substantial effort at reviewing and integrating current research, and thinking on your chosen topic. You should include original sources when possible and full references and attributions are expected in the body of the text and at the end in a listing of references. All projects are subject to instructor approval and work should be original to this class. This project should be up to thirteen pages, double–spaced (not including references or exhibits).

Writing quality is considered in the final evaluation. Please do not use a bullet point format. The project should include description, analysis, and an evaluation. It is important to understand both the “what” and the “why.” Stronger discussions provide evidence to substantiate statements, avoid unsupported assertions, integrate and apply core course concepts, and provide value–added insights. Projects submitted after the due date will be penalized 1/3 grade for each day late.

4. Class participation

An important aspect of learning by the case method is class discussion of the issues, problems, and solutions. The quality of individual participation in the class and case and article discussions is important and involves an ability to raise and answer questions, to bring up and articulate ideas/insights and to build upon the ideas of others. Students should anticipate being called on at random, and attendance at all classes is expected. If you are not present, you cannot participate.

Therefore, there is a minimum expectation that you will you are regular, punctual and actively involved in the class. Repeated absences, lack of preparedness, lateness, etc. could adversely affect your overall evaluation.
Important Course Information:

General writing guidelines and grading policy

The general criteria used to judge written papers and class contributions include:
Is the discussion focused and relevant to the topic, issue or assignment?
Do the points go beyond recitation of the facts, research material or case?
Is there evidence that course concepts and terms have been integrated and applied to the discussion?
Is there evidence of analysis with supporting data and details to back up statements?
Is there evidence of value-added insights?
Are the implications of facts clearly drawn and stated?
Are both the internal and external issues considered?
Are both the advantages and disadvantages addressed?
Is a suggestion or recommendation for managerial response included (where appropriate)?
Do the comments fit in the class context?
Do arguments develop logically from material?
Is the paper well written and grammatically correct (i.e., clear, concise, coherent, correct, complete?)
Is the paper or final project “professional” in appearance (e.g., pages numbered, consistent fonts, headings, overall neatness, spelling and punctuation, secured pages, etc.)

Written assignments are evaluated both for the quality of ideas and for the quality of writing, including spelling, grammar, organization, and overall professionalism. It is important to communicate your ideas clearly. Even the best ideas may be overlooked because of faulty presentation. Please note the guidelines on writing quality that are attached to the syllabus.

Assignments that are submitted after the due time will be assessed a 1/3 grade penalty for each day late.

Americans with Disabilities Act

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, http://disability.utah.edu/, 160 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
Accommodations
The University of Utah’s Accommodation Policy allows students to request a modification of class requirements if those requirements conflict with the students’ sincerely held core beliefs. The burden is on the student to request the modification, and the instructor has full decision making power to deny or grant the request. Although this syllabus has been carefully developed, it is always possible that some of the writings, lectures, films or presentations in this course may include material that some students may find offensive. Please review the syllabus carefully to see if this course is one that you are committed to taking. If you have a concern, please discuss it with me at the earliest opportunity.

Academic Honesty
Students are expected to pursue the highest standards of academic honesty in all assignments. This includes, but is not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work and/or inappropriately collaborating. Plagiarism specifically refers to the use of another’s work, ideas and words as your own. It is also intended to include the re-use of a paper originally intended for a different class. In other words, if you have written a paper for a previous class and reuse it without indicating that it is being reused and extended, it also falls within the category of academic dishonesty. All class work is expected to be original, unless there is appropriate acknowledgement of sources. Students that are found engaging in the above activities will receive a failing mark for the specific assignment and may fail the course.

Prerequisites
If you have not completed the prerequisites for the class, please drop this course as soon as possible.

Course changes
While changes to the syllabus and schedule are not expected, the instructor reserves the right to make changes for pedagogical reasons. Changes will be announced as soon as possible.

Classroom
It is important to let us know if you might be late or need to leave early. It can be distracting to have someone suddenly arrive or leave. It would also be helpful to turn off your cell phones, or at least put them on a vibrate mode. Laptops can be helpful for taking notes during class. However, please refrain from using them for activities not directly related to our class (e.g., checking email, doing assignments for other classes, playing Solitaire).

Student Absences
The University expects regular attendance at all class meetings. You are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined by the instructor.
If you miss the first two class meetings, or if you have not taken the appropriate requisites, you may be required to withdraw from the course. If you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor’s approval, you will be permitted to make up both assignments and examinations. The involved students must deliver written documentation of absence to their instructors, preferably before the absence but in no event later than one week after the absence. Students are responsible for class material during an absence and should make individual arrangements to get notes or updates.
Adding a course
Students have the option of adding a class the first week of the term if seats are available. Please check the official University of Utah website above for the specific dates for Fall 2015 (website below). After the first week, students must have a permission number to add the class until the last day to add. The University Registrar allows students to add a course late by completing the Late Add Form and paying a fee; however, the departments have discretion on permitting late additions to their courses. In the case of compelling, non–academic emergencies students can add a course by submitting a Late Add Form and supporting, written documentation to the instructor and the Chair.
http://www.sa.utah.edu/regist/calendar/datesDeadlines/Fall2013.htm

Dropping a course
Students may drop a class through the seventh calendar day of the term. Please check the official University of Utah website above for the specific dates for Fall 2015. Dropped classes are deleted from the student’s record, and no tuition is charged. Beginning the eighth calendar day of the term and extending through the midpoint of the term, a student may withdraw from a class or from the University. A ”W” is recorded on the academic record. Students may appeal the deadline for withdrawal in the case of compelling, non–academic emergencies by submitting a petition and supporting documentation to the Dean of the College of their major department. For extraordinary reasons approved by the student’s Dean and the Registrar, the grade of ”W” may be given after the end of the term. Such requests must be submitted within three years of the affected term(s) or prior to graduation from the University, whichever comes first.

Student responsibility
It is the student’s responsibility to contact instructors and submit necessary forms. If you have a problem with a course, please deal with it immediately.
Writing Guidelines:

The following criteria are used for evaluating papers within writing-intensive courses. While this course is not part of the writing initiative, the writing criteria may be used as a tool for the writing assignments in the IAGE 6800. As you write and revise your assignments, the following questions will also help you to focus on producing high-quality documents. Does your project meet the described criteria?

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<thead>
<tr>
<th>Criteria</th>
<th>Completed (Yes/No)</th>
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<tr>
<td>Address the appropriate purpose and audience for the assignment and adopt a professional tone (Please see The Brief New Century Handbook (NCH), 2nd edition, p. 12-13 on “rhetorical stance”)</td>
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<td>Demonstrate critical thinking ability and consideration of different perspectives/options (NCH p.8i)</td>
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<td>Support assertion as with evidence (NCH p.70-85)</td>
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<td>Use a clear organizational pattern and a logical progression of ideas (NCH p.259-270; 317-324)</td>
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<td>Use cohesive paragraphs, each containing one main idea and an effective topic sentence (NCH p.49-65)</td>
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<td>Contains clearly and concisely written sentences (NCH p.85-87) and precise wording (NCH p.417-430)</td>
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<td>Accurately attribute the words and ideas of others through appropriate referencing (NCH p.141-155)</td>
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<tr>
<td>Avoid errors in grammar, punctuation, mechanics and spelling (NCH p.341-398; 431-484)</td>
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