COURSE DESCRIPTION
Globalization and technological advances have created exciting opportunities for managers to pursue strategies in markets around the world. These developments also present managers with enormous complexity in terms of understanding diverse national environments. This course has been designed to introduce a global perspective to the MBA Program.

The course starts at a broad level, raising questions about globalization and its implications, then proceeds to survey the international landscape. We will focus on identifying differences in national environments, categorized into three major themes: the economic context, the political context and the socio-cultural context. We will examine the effects of the international context at different levels, analyzing the role of international institutions such as the World Trade Organization, national governments, non-government organizations and competing firms.

The objective is to gain an understanding of how firms/managers must modify decisions and processes to create competitive advantage and success in the complex global arena. This learning will be facilitated by discussion of readings, cases, current issues in international business. The overarching goal of this course is to enable students to develop and fine tune skills in the analysis of issues specific to the international business environment.
These skills include:

a) **Diagnosis**: Critically diagnosing strategic and organizational problems in the international business environment and developing an awareness of the fundamental assumptions involved.
b) **Recommendation**: Developing viable solutions and implementation strategies to these problems.
c) **Communication**: Articulating the above both orally and in writing.

The specific objectives for the course are:
(a) To gain an understanding of the role of the manager in formulating and implementing international strategy.
(b) To gain an appreciation of how the different facets of the international environment create strategic challenges and opportunities for the firm.
(c) To develop a competence in applying techniques and frameworks in the analysis of the international environment.
(d) To gain a sensitivity to ethical issues in international business.

**COURSE FORMAT**
A combination of lectures, discussions of assigned readings, international management cases and in class activities will be used. In addition, articles in the business press may be used to supplement the required textbook and facilitate discussion.

**COURSE COMPONENTS AND GRADING:**

1. Case analyses
   2. written cases @ 15% each 30%
2. Peer evaluation from team members 10%
3. Class participation 10%
4. Final exam
   Essay 10%
   Multiple choice, scenario 40% 50% 100%

**GRADING PARAMETERS**

The MBA Faculty Task Force recommends that the grade distribution of the class have an average between 3.2 and 3.4 and no more than 20% of the class receive As and A-s. Students should expect a 3.3 (B+) as an average grade.

**1. CASE ANALYSIS**
Written case analyses are required for two cases. Case analyses should be done in groups of four to five students, assigned by the MBA office. You may choose any two out of five cases (indicated in bold in the syllabus) for your group analysis. One case analysis must be done by September 11th and one after September 11th.
Grades will be assigned based on:
1. Application of chapter and reading concepts and frameworks to the case
2. Rigor of case analysis
3. Specific recommendations supported by well thought out arguments and financial evaluation
4. Quality, professionalism and clarity of writing and presentation

Please keep in mind the following suggestions when writing analyses for this class
1. Your analysis must address all three case questions (indicated in the syllabus) assigned for the specific case.
2. Apply the theoretical concepts and frameworks from the readings associated with the case (for e.g. for Journey to the East case, please use the chapter on Foreign Direct investment and the reading titled, Choosing the United States).
3. Cases should be evaluated based on the information in the case. Do not do research beyond the scope of the case. In particular, your assignment is to make recommendations at the time the case ends. In making recommendations do not consider any events that occurred after the end of the case.
4. These assignments are limited to three pages of discussion (essay style, double spaced, 12 pt font) and additional discussion will not be reviewed. In addition to the three pages of discussion, exhibits and tables are permitted. Consider using tables (for e.g. showing advantages and disadvantages) and number crunching (where applicable) to support your discussion. You may use as many exhibits and tables as necessary, but they should be referred to in your three page discussion. The case commentary should not be a summary of the case or a list of issues.
5. Provide strong support for your recommendations. Make sure that your logic is clear and that your recommendations address the issues raised by the questions. The purpose of cases is to understand issues. There are no right answers, only good arguments and weak arguments supporting recommendations.
7. All team members are expected to participate in the preparation of the analysis and will receive the same grade.
8. The case analysis is due by 9:30 a.m. on the day it is scheduled to be discussed in class. (for e.g. if you do the Global Wine War case it must be submitted by 9:00 a.m., on Friday, September 4th).
9. Additional writing guidelines for case analyses are available on Blackboard.

Submitting case analyses

All case analyses must be submitted via
a) Blackboard Safe Assignment (watch Blackboard video on submitting assignments here http://ondemand.blackboard.com/r91/movies/bb91_student_submit_assignment.htm) which runs a plagiarism check and
b) email to sidnilakanta@gmail.com and anuphene@gwu.edu by 9:30 a.m. on the day it is scheduled to be discussed in class. Assignments must be submitted by 9:30 a.m. even if the class session begins at 9:40 a.m. or 1:30 p.m. Please be sure to identify group member GWIDs on the
assignments turned in. All case analyses are due at the times indicated. Late assignments will not be accepted in fairness to other students.

2. PEER EVALUATION OF TEAM MEMBERS
Each individual is required to complete a single peer evaluation form indicating the levels of contributions and commitment of each member of their team on both the team case analyses. A copy of the peer evaluation form is appended to this syllabus. Evaluations are confidential and will not be seen by your team members and should provide your frank and independent assessment. A blank template of the peer evaluation in Excel is available on Blackboard. Completed peer evaluation forms in Excel format, saved using your name, e.g., KateSmithPeerEvalGP2012.xls are due by email to sidnilakanta@gmail.com, by 9:30 a.m. on October 10th, 2012.

3. EXAM
There will be one closed book, closed notes exam that will cover the conceptual frameworks and cases discussed in class. Other material discussed in class (e.g., current news articles) not in the text will also be included in the exam. The format of the exam will include multiple choice and short answer questions. The exam must be taken at the time scheduled by the GW School of Business.

4. CLASS ATTENDANCE & PARTICIPATION
A large part of learning in this class comes from applying the concepts through discussion and active participation in the class. Therefore, you will be expected to be present and prepared at all class sessions. Everyone must be ready and willing to take part in this discussion. Students should anticipate being called on at random, and attendance at all classes is expected. If you are not present, you cannot participate.

Suggested preparation includes a quick reading of the assigned readings and case, review of specific questions and concerns relating to the case, and a careful re-reading. Some cases will require a certain amount of quantitative analysis based on the case materials. Please be prepared to go beyond mere recitation of the presented material. It is important to interpret the situation, evaluate the condition of the firm, develop alternative courses of action, and select a recommended strategy. Students will also be expected to intervene in the discussion to challenge the proposals of other strategists.

In assessing the quality of your participation, I consider the following:
* Do the points go beyond recitation of the case facts?
* Is there evidence of analysis and insight to back up statements?
* Are the implications of facts clearly drawn and stated?
* Do comments further the class understanding of issues discussed?
* Do comments raise interesting questions?
* Does the analysis make use of models and techniques from the readings?
* Are comments made in a professional and constructive manner?

To receive a high grade in participation, your participation must be frequent and of high quality making substantive contributions to our discussion. Simply being present does not warrant full credit, nor does frequent participation that does not advance the learning of the class.
OTHER COURSE POLICIES

Academic honesty
Dishonest behavior, as defined by University Policy, will not be tolerated in any form. The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to this Code. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code. Please visit the following website for more information on the University's Code of Academic Integrity: http://www.gwu.edu/~ntegrity/code.html

ANY ASSIGNMENT INCLUDING PLAGIARIZED MATERIAL (see Academic Integrity Code for definition) WILL RECEIVE A MINIMUM PENALTY OF AN F. NO EXCEPTIONS WILL BE MADE.

Group management: A portion of your grade in this class comes from group work. Please allocate work and set early deadlines to avoid free rider situations. Each member is expected to contribute to the assignments. Please voice significant concerns regarding group member contributions early on, not at the end of the semester. A lack of contribution to the assignments or project can result in 0 points on the assignment.

Disability services: Please contact the Disability Support Services office at 202 994 8250 in the Marvin Center to establish eligibility and co-ordinate reasonable accommodation.

Portable Electronic Devices in the Classroom
I do not mind if you use your laptop to help you take notes or reference the Internet as it relates to in-class discussion. However, I do mind if you are surfing the web, checking email, sending text messages, or working on other class assignments. Please be respectful of me and your fellow classmates and use your laptops and other electronics judiciously. Please bear in mind that cold-calling is fair game at any point during class. If you are unable to respond or provide a far less than satisfactory response, your participation grade will be seriously affected.

Late Assignments
No late assignments will be accepted. Failure to turn in assignments by the due date and time will result in a zero for the assignment.

Final Grades
Final grades will reflect the student’s total points earned in the course. You will be able to track your points on the Blackboard gradebook. All grades are final. THERE WILL BE NO EXTRA CREDIT OFFERED IN THIS COURSE.

Classroom Emergency Preparedness and Response Information
Please consult the following link for http://gwired.gwu.edu/upd/ GWU emergency procedures
Campus police telephone numbers are: GW Campus Police (Emergency) Foggy Bottom – 202.994.6111 GW Campus Police (Non-Emergency) Foggy Bottom – 202.994.6110
GW Campus Advisories is the University’s principle method used for communicating incident-related information, including class cancellations, to the GW community. Visit www.CampusAdvisories.gwu.edu to sign up for Alert DC (text message alerts) and download GW Alert(desktop notifications). In addition, the University posts recorded messages on the GW Info line 202.994.5050.
Schedule of readings, cases and assignments

**Session 1 – August 28th**

**Topic:** Introduction to globalization  
**Reading:** 1. Globalization (pg. 2)  
Minicase discussion: The globalization of health care, page 40  
*KFC’s radical approach to China, Harvard Business Review, November 2011*  
*Distance still matters, Harvard Business Review, 2001*  
Syllabus

Class Exercise Tinker Toy activity

**Session 2 – September 4th**

**Topic:** Trade and trade barriers – Economic Context  
**Reading:** 2. International trade theory (pg 42)  
3. Political economy of international trade (pg 84)  
Minicase discussion: Logitech (pg 77)

Case: **Global Wine War 2009: New World versus Old** (pg 307)  
Case Questions  
1. How did the French become the dominant competitors in the global wine industry?  
2. In the face of the French history of dominance, how were the New World producers able to expand their market share so rapidly in the 1990s?  
3. How should the Australians, Americans or the French (select any one group) respond to the situation in 2008?

Class Exercise Trade theory

**Session 3 – September 11th**

**Topic:** Foreign investment – Economic context  
**Reading:** 4. Foreign direct investment (pg 122)  
Minicase discussion: Spain’s Telefonica (pg 154)  
*Choosing the United States, Harvard Business Review, March 2012*  
*China v/s the world: Whose technology is it? Harvard Business Review, December 2010*

Case: **Journey to the East, NatCore Technology in China 2012** (pg 331)  
Case Questions  
1. Examine and evaluate the attractiveness (or lack thereof) of China (and Zhuzhou) for NatCore Technology.  
2. Compare and contrast the U.S. and Chinese policies to nurture the clean tech industry. Which is more effective and why?  
3. Do you agree with Chuck Provini’s decision to enter the joint venture with Chuangke Silicon? Please provide a supporting rationale for your response.
Session 4 – September 18th

**Topic:** Regional integration – Economic and political context

**Reading:**
- 5. Regional economic integration (pg 156)
- Minicase discussion: The European energy market (pg 190)
  *Preferential treatment: The new face of protectionism, Harvard Business Review, 2009*

**Case:** The Euro in Crisis: Decision time at the European Central Bank, 2011 (pg 353)

**Case Questions**
1. Assess the ECB’s performance during the financial crisis (August 2007 to May 2009)
2. How did the ECB’s response differ from that of the U.S. Federal Reserve? Why?
3. Should the ECB announce a purchase of the Greek sovereign debt? Why or why not?

Session 5 – September 25th

**Topic:** Political economy and risk – Political context

**Reading:**
- 6. National differences in political economy (pg 192)
- Minicase discussion: Egypt, the troubled giant (pg 237)
  *The economics of well-being, Harvard Business Review, 2012*

**Case:** Veracity Worldwide in Syria: Assessing political risk in a volatile environment (pg 371)

**Case Questions**
1. What are the key risks posed by the political economy in Syria?
2. Should Campbell Technologies renew its relationship with Elevate Software Solutions? Why or why not?
3. If Campbell renews its relationship with Elevate, how can Larson manage the risks associated with Syria and Elevate?

Session 6 - October 2nd

**Topic:** Emerging markets

**Reading:**
- 7. Winning in emerging markets: The nature of institutional voids in emerging markets (pg. 239)
  *How to win in emerging markets: Lessons from Japan, Harvard Business Review, May 2012*

**Case:** Special Economic Zones in India: Public purpose and private property, 2009 (pg 379)

**Case Questions**
1. Should the Indian Government change the law on eminent domain so that it can acquire land for Special Economic Zones? Please explain why or why not to support your position.
2. Is setting up special economic zones the right development strategy for India?
3. What could Tata Motors have done in their Singur project to mitigate the protests from farmers?

Session 7 – October 9th

Topic: Sociocultural context
Reading: 8. Differences in culture (pg. 268)
Minicase discussion: Panasonic and Japan’s changing culture (pg 303)
Culture clash in the boardroom, Harvard Business Review, September, 2011
Exam review

Session 8 – Final Exam scheduled by GWSB