COURSE FACULTY

**Liesl Riddle, PhD** (Lead faculty)
Associate Professor of International Business & International Affairs, George Washington University

**Wade Channel, JD** (Adjunct faculty & section facilitator)
Senior Legal Reform Advisor, US Agency for International Development

COURSE DESCRIPTION

Ideas, people, capital, and organizations now cross borders easier than ever before. Globalization has created new opportunities and challenges for managers as they lead their organizations around the chessboard of the global market. Successful moves around the global chessboard are both made possible and constrained by institutions. Managers with a global perspective of how institutions shape international business can leverage this knowledge to make sound decisions for their organizations in today's rapidly changing global marketplace.

Institutions are the routinized, socially constructed “rules of the game” that “structure incentives in human exchange, whether political, social, or economic” (North, 1990: 3). They are social structures and may be cognitive (values & beliefs), normative (behavior), and/or regulatory (rule setting, monitoring, and sanctioning) in nature. Institutions exist at several levels. In this course we will focus on national cultural, political, economic, legal, and regulatory institutions and supranational financial, trade, and investment institutions. We will explore how these institutions structure organizational strategy and managerial action in the global economy.

Student learning is acquired through lecture and multi-media materials. Basic, descriptive understanding is assessed via multiple-choice and short-answer tests online. Students apply cumulative knowledge gleaned in the course via a group project (Country Profile Paper) and involve virtual team leadership and management.

This online course is organized into seven sessions of material. Each session is comprised of five components:

1. **Session checklist** – a list of the activities students must complete in each session,

2. **Electronic textbook/course packet reading** – initial required reading, setting the stage for the session,

3. **Digital sessions** – video episodes, synched with associated required “In Depth” multi-media content and optional, supplemental “Links” allowing the student to further explore session topics,

4. **Faculty Summary** – labeled as “Riddle’s Last Word” these PowerPoint sessions provide summary comments provided by faculty on session content, and

5. **Self-test** – multiple-choice and short-answer quizzes, testing students’ basic understanding of session terminology and application of frameworks and concepts.
COURSE OUTCOMES

At the end of this course, students will be able to:

✓ Define and give examples of the terms globalization, international business, and institutions. Explain how the three concepts are related.

✓ Define and give examples of national cultural, political, economic, legal, and regulatory institutions. Explain how these institutions affect organizational strategy and managerial action in different national settings.

✓ Define and give examples of global and regional financial, trade, and investment institutions. Explain how these supranational institutions affect organizational strategy and managerial action in different national settings.

✓ Manage a virtual team project, including virtual-team brainstorming, research, written composition, and oral presentation.

✓ Provide professional and detailed peer feedback, including praise, question, and suggestion statements. (note: this terminology is explained in the “How to Conduct a Peer Review” document found in Blackboard under “Peer Review Space”)

COURSE MATERIALS

**Required Materials:** All required course materials are available either on Blackboard or in the electronic Harvard coursepack. The Harvard coursepack should be purchased by students. Students will receive an email from the professor with information about how to access the Harvard coursepack. Information about how to acquire the coursepack is also found on Blackboard under “e-Text.” Required materials in Blackboard are embedded in course content found under the “Digital Sessions” tab on Blackboard under the “In Depth” icon.

**Supplemental Materials:** Students wishing to explore topics covered under each session and session episode deeper, are encouraged to explore the various multi-media materials available under the “Links” icon.

COURSE STRUCTURE

This is a 100% online course. Students enrolled are either enrolled in GWSB's Digital Community online MBA program or the Professional MBA program. Therefore, students in the class come from the DC area and around the world. These courses overall tend to be larger classes (50+ students), but each class is divided into self-contained sections of no more than 30 students each.

There are seven sessions of course content, organized to correspond to each week of the course. The course materials are divided into two types of content: asynchronous, on-your-own content (Digital Sessions) and synchronous learning experiences (Live Sessions) where students gather together in an assigned moment in time to learn via Blackboard’s Collaborate feature. There is also a substantial group assignment (Country Profile Paper) that requires on-your-own research and writing as well (to contribute to the group deliverable) as well as synchronous group work conducted at times that are determined by the group members themselves.

Everything that you need to complete the course is on Blackboard (including a link to where to purchase a small course packet of materials from Harvard Publishing).
During a given week, you will be expected to move through course material in the following manner (PLEASE FOLLOW THE DETAILED OUTLINE FOUND ON BLACKBOARD FOR YOUR ASSIGNED COURSE SECTION):

**(weekly & required) Digital Session Material** – There is a tab in Blackboard labeled “Digital Sessions.” Each Monday morning, a new weekly session opens (previous sessions remain open and available). You are expected to proceed through the Digital Session content for each week at your own pace Monday-Sunday. There are several pieces of important content in each Digital Session:

*Overview Folder:* There is an overview folder that you should open and read first in each of the weekly sessions. You will find your textbook assignment here and a link to a clippings set of recent *Financial Times* news articles related to the theme of the week. Read these first before proceeding to the episodes.

*Episodes:* Each Digital Session is divided into 3-5 short (~5 minutes) video episode films that you view in a custom-designed course “player” environment. Each video episode is accompanied by a full transcript and slides in the player. There are also a couple of short, multi-media, associated **required** materials for you to view/read/explore in the player (they are found under the “In Depth” icon in the player). For those of you interested in exploring a given topic further, there are optional materials found under the “Links” icon (but they are not required).

*Concluding PPT:* There is a “Riddle’s Last Word” PowerPoint found at the end of each Digital Session that should be viewed after all episodes are completed. Periodically there may be one extra reading or content listed in this area that you should read before viewing the “Riddle's Last Word” PowerPoint.

*Self-Test:* Once you complete all of the material for a given Digital Session, you should complete a self-test under Blackboard’s “Deliverables” tab. All self-tests are due by Sunday at midnight Eastern Standard Time (EST) at the end of the week material is covered. Exact due dates for each week are posted in Blackboard’s “Outline” section.

I will demonstrate the player in my orientation session. You will also find a training video and PDF document about the player in the Welcome part of Blackboard.

**(weekly & required) Group Work** – You are expected to find time to meet virtually with your group (~3-4 individuals) once each week to discuss and complete the weekly assignment. Each weekly assignment consists of ~3 questions that should be researched and answered in a singular, cumulative document. By the end of the semester, answers to these questions will add up and the group will have composed a substantial research paper on the institutional profile of an assigned country. You may determine what and when is the best way for your group to virtually meet to talk (e.g., Skype, Google hangout, etc.). Each group will have a designated group section on Blackboard under “Groups” to store files and communicate with one another asynchronously.

Most weekly question sets require research on the internet in general and on GWSB’s electronic library resources. Students unfamiliar with GWSB’s electronic library resources can find help and information here: [http://libguides.gwu.edu/business?hs=a](http://libguides.gwu.edu/business?hs=a).

Each group will be expected to present an update on their course project during one of the synchronous sharing sessions during the course. Your team will be assigned an exact date to present. Presentations will consist of 15-minute PowerPoint presentations. Each team member is expected to chime in and verbally present some aspect of the course material during the presentation.

Group assignments, including a specific country and fellow group members, and assigned presentation dates will be sent in an email to you when the Blackboard class opens. Watch your email for this important communication!

**(weekly & optional) Office Hours** – Once a week, I will schedule a Live Session for virtual, online office hours. Attendance is not required, but I will record each session if you want to listen to them later. But I
strongly encourage you to join me when you can. You will need internet access, a microphone and earphones/speaker to participate in office hours and all other Live Sessions in this course.

The main purpose of office hours is to provide an opportunity for me to answer in a synchronous session any questions that you have about the material and assignments for the course. I open each office-hour session taking questions from the group and discussing questions that appeared on the discussion board that week.

Once all questions are answered, office hours switches into more of a “coffee talk” mode, where we as a group informally discuss the topic of the week, share what we are learning in our group projects, and discuss current events. I periodically will invite some cool guests to this “coffee talk” portion, to give you an opportunity to informally discuss the week’s topic with a relevant expert from the business or policy community. Watch your email and class announcements for breaking news guest announcements.

The dates and times for online office hours will be included in the email you receive when the course opens.

(periodic & required) Synchronous Sharing Sessions (Live Session) – All synchronous sharing sessions are required. If you are not able to attend, please inform me ahead of time and review the session later. Material presented during the synchronous session may appear in subsequent self-tests later in the course.

I will host a synchronous sharing session, where I will provide an orientation to the course. Twice during the seven-week period, we again will meet as a group. In these sessions, groups will provide presentations on their group projects. Details about these presentations will be provided in the orientation session and further information is found on Blackboard “Deliverables.” These sessions are required, and you must inform me ahead of time if you cannot attend.

(periodic & required) Turn in Written Work – Several times during the seven-week period, your team will be required to turn in written work (paper installment 1, paper installment 2, peer review, final installment). These due dates are found on Blackboard in the “Outline” section. ALL TEAM MEMBERS MUST TURN IN THE ASSIGNMENT ON THE DUE DATE. Doing so indicates that you have fully participated in crafting the content, have reviewed the final product, and vouch for the academic integrity of the material. All written work is posted to Blackboard under the “Deliverables” tab.

COURSE GRADING & REQUIREMENTS

The Faculty of the School of Business decided to implement a rigorous grade distribution format with limited numbers of students receiving high grades. The MBA Faculty Task Force recommends that the grade distribution of the class has an average of 3.2 and 3.4 and no more than 20% of the class receives a grade of A.

Grades for this course will be curved. That is, the points that you obtain for the course will be added up and sorted from high to low. Students who accumulated the most points will get an A. The cut-off points for A-, B+, B, B-, etc., will be determined in accordance with the MBA Faculty Task Force recommendations. In particular, no more than 20% of the class will receive an A, and the average grade of the class will range between 3.2 and 3.4.

There is no extra credit in this course.
**Self-Tests (individual) 35% grade**

Sessions 1-7 @ 25 points each

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Points</th>
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<tbody>
<tr>
<td>1-7</td>
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**Country Profile Paper (group) 55% grade**

<table>
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<th>Component</th>
<th>Points</th>
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<tr>
<td>Online Briefing Synchronous Presentation</td>
<td>25 points</td>
</tr>
<tr>
<td>Paper Installment #1</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>125 points</td>
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<tr>
<td>Peer Reviews of Country Profile Papers</td>
<td>75 points</td>
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**Class Participation (individual) 10% grade**

50 points

**TOTAL POSSIBLE POINTS**

500 POINTS

**Overview of Course Requirements.** Close to half of the course grade is based on individual work (self-tests and class participation), while about another half is based on a cumulative group project.

**Self-Tests.** The digital session materials leverage multi-media to expose you to the key terminology, concepts, framework, and analytic techniques that engender a truly global perspective. You are expected to progress at your own pace through these materials each week, answering discussion board questions when prompted.

Each digital session concludes with a self-test, which will test your understanding of basic core concepts. Self-test results will provide an indication of how well you understand basic course material.

Self-tests are found under Blackboard “Deliverables” and are timed, multiple-choice and short-answer tests. They are due at midnight EST each Sunday as you progress through the course materials. Exact due dates can be found under Blackboard “Outline.”

**Country Profile Paper.** Your ability to apply course content to real-world situations will be tested through the content you will craft for your Country Profile paper.

You will be assigned to a team of students, and each team will be assigned a specific country to focus on for the country profile paper. You will utilize and follow the Country Profile Paper template found under “Deliverables.”

Each week, you will answer three questions in the template, applying the weekly course material to your given country. Every week, answers accumulate such that at the end of week 6 of the course, you will have a final paper that describes in depth the institutional profile of a given country.

Early on in the course, at a designated date/time, the professor will take up the draft of the paper and provide initial feedback on the group effort (Installment 1).

By the end of week 6 your main paper text will be complete. You will add an introduction and conclusion section, carefully edit the paper to make sure that it has a consistent voice and professional presentation, and post it to Blackboard on the designated date/time.

During week 7 of the course, your team will be assigned another team’s Country Profile paper to read and review. Your team as a group will craft a peer evaluation of your assigned Country Profile paper. This is a graded assignment and should be taken very seriously. While you are doing this, another team will do the same peer review of your team’s paper.

On a designated date/time you will post your peer evaluation to Blackboard “Deliverables.” All teams will
receive peer feedback on their own group paper and are expected to read the feedback and improve the final deliverable based on feedback received from both professor and peers.

You are expected to find a time weekly to meet virtually with your group (via Skype, Google hang out, etc.) at a time and date scheduled by the group to discuss the questions. You are also expected to create a group document (e.g., via Google drive or within your group area on Blackboard) where you will co-draft your responses as a group.

This should be a group effort – not a divide and conquer effort. This means that although individuals within a group may do individual research and writing for this project, the entire group must discuss what is found and brainstorm how to answer each question. All students are responsible for being responsive to fellow team members’ communication, participating in group activities, contributing to the research and writing of the group deliverables, and for turning in group assignments to Blackboard. Failure to do any of the following will result in deductions to class participation and (in egregious situations) individual grades for the group project.

Class Participation. Our goal is to create a community of learners in this course that share, support, and inform one another. This goal will only be achieved if all students in the course commit themselves to fully participating in class discussions on the discussion board, attend virtual office hours wherever necessary, participate in required synchronous discussion sessions, and contribute fully to group projects and peer-review assignments.

Class participation will be based on the professor’s and your fellow team members’ perceptions of your contribution to the course. It is a non-negotiable grade. It is the student’s responsibility to do their best to manage impressions of fellow class members. The student is free to query the professor at any time about his/her class participation quality and request suggestions/feedback for improvement.

Strong group participation and discussion board participation are the most heavily weighted/considered issues when determining the class participation grade. Students receiving strong positive feedback from their group teammates on the confidential team evaluation (distributed on the day the final deliverable is due) will be considered as contributing “strong group participation.” Students who contribute insightful and helpful weekly discussion group posts – that make clear connections between the posed question and course materials and/or build on others’ comments – will be considered as contributing “strong discussion board participation.”

PROFESSOR’S POLICIES

Getting Help. Unless your question is of a confidential nature, you are strongly encouraged to pose questions via (1) posts to the discussion board or (2) posing questions during virtual office hour discussions. More than likely someone else in the class has the same question, and we can all benefit as a community by a group conversation. Confidential questions should be sent to the professor and the teaching assistant via email at lriddle@gwu.edu. PLEASE INSERT THE PHRASE “GLOBAL PERSPECTIVES” IN THE SUBJECT LINE OF YOUR EMAIL, which will help the professor prioritize the response.

Discussion Board: The discussion board topic labeled “Class Questions” is checked by section facilitators daily. This is the quickest way to receive a response.

Virtual Office Hours: Once a week you will have the opportunity to pose questions and visit with the professor and various guests informally during virtual office hours. You are invited to attend online office hours weekly – but these sessions are not required. For instructions about how to access virtual office hours, please see the “Live Sessions” tab on Blackboard.

Academic Integrity. The professor will strictly abide by the academic integrity policies as stated at http://www.gwu.edu/~ntegrity/code.html#definition. Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of
information. All members of a group are responsible for the academic integrity of the entire group assignment. All group members are required to submit final group deliverables to Blackboard. Doing so indicates that you vouch for the academic integrity of the group project. ANY ASSIGNMENT INCLUDING PLAIGERIZED MATERIAL (see Academic Integrity Code for definition) WILL RECEIVE AN F AND THE PROFESSOR WILL CONTACT THE UNIVERSITY’ OFFICE OF ACADEMIC INTEGRITY. NO EXCEPTIONS WILL BE MADE.

**Late Assignments.** NO LATE ASSIGNMENTS WILL BE ACCEPTED (NOTE: 5 MINUTES LATE CONSTITUTES A LATE ASSIGNMENT – PLEASE MAKE ARRANGEMENTS TO TURN YOUR ASSIGNMENTS IN BEFORE THE DEADLINE TIME). Due dates and times are available under Blackboard.

**Final Grades.** All grades are final. THERE WILL BE NO EXTRA CREDIT OFFERED IN THIS COURSE.

**Grading Disputes.** Mistakes in grading can happen. We will do my best to grade very carefully. However, if you believe that an error has been made in the grading of your work, you should submit a WRITTEN REQUEST for a grade change to both the teaching assistant and professor. This report should include a discussion of what you got wrong and why you believe you should have gotten credit for your work. Wherever possible, provide citations from the textbook or lectures. Attach this report to the original copy of your assignment or exam, and turn it in to the teaching assistant and professor. We will try to give you a response as soon as possible.