

Huron University College
Management and Organizational Studies
Business Approaches for Emerging 21st Century Issues
MOS 4498G 550 W23

CONTACT INFORMATION

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Course Website: OWL Sakai
Office Hours: Mondays 1:00 pm to 4:00 pm or by appointment.

CLASS INFORMATION

Day Time Location: Wednesdays 10:30 am – 1:30 pm, Room H227

Course Calendar Description:

This course addresses a business environment that continues to witness radical changes due to rapid development in transportation and communication networks, innovations giving rise to new knowledge, globalization of business, multi-cultured professional ranks and career aspiration, and so on. Therefore, managers must be able to adjust to these and other new, emerging challenges

Prerequisite(s): Enrollment in 4th year of BMOS.

Antirequisite(s): None

Course Description:

This is an experiential learning research focused course designed to explore, investigate and reflect on the emerging themes and challenges of tomorrow's global marketplace. Successful competitiveness in the 21st century will demand the use of visionary and dedicated leadership, a balanced set of performance outcomes that enhance corporate accountability, knowledge of and engagement with institutional rule-setters and sustained investment in creating dynamic capabilities.

Course Objectives:

So far this century has seen several emerging challenges and this course focuses on understanding and addressing the complex, messy and puzzling situations that necessitate guided action to compete and thrive in the 21st century.

There will be included a one-week long class exchange trip to the American University in Dubai, as part of the course during Reading Week. The class will travel to Dubai and interact with local organizations, the university and community leaders to better understand the dynamics of their economy, institutions and

culture. Course activities and evaluations will be tied to reflections and research stemming from the overseas experiences. Subsequently, a fourth-year business class from the partner institution in Dubai will travel to Canada and undertake a similar experience in their own course.

Learning Outcomes:

1. Demonstrate an understanding of globalization and the national differences in political economy and their impact on business strategy.
2. Demonstrate an understanding of the issues relating to culture and ethics in international business.
3. Demonstrate an understanding of the various types of emerging market.
4. Demonstrate an understanding risks associated with entering emerging markets.
5. Demonstrate an understanding of the role of strategy in international business and entry into emerging markets.
6. Demonstrate an understanding of export, import and countertrade.

Evaluation:

Assignment	Due Date	Assignment Value (%)
Participation	On-going	15
Class Discussion Leaders	January 25 to April 5	20
Mid-Term Paper	Feb. 15	25
Final project/paper	April 5	40

COURSE READINGS:

Required Text

Weekly readings are comprised of journal and professional articles. They will be posted on the class OWL site.

Additional sources (Will be identified and supplied by the course instructor)

Week	Topic	Purpose	Readings ¹
Jan 11	Introduction to Emerging Markets	Introduction to emerging markets. Classification of emerging markets. Countries vs. Asset Class.	1.The Economist, “Ins and outs: Acronyms BRIC out all over,” Sep 18th 2008. Link 2.Hale, David, “The Importance of Emerging Markets”, CFA Institute Conference Proceedings Quarterly, (Sep 2012): 43–50. PDF
Jan 18	Emerging Markets, the	Key supranational institutions and their role: IMF, World	1.IMF Factsheet, “The IMF and the World Bank”. Link.

¹ Other Readings will be provided by the instructor, and assigned during the course.

	International Monetary and Financial System and Global Governance	Bank, EBRD, IADB, IFC and ADB. Emerging markets and global governance. The Group of 20 (G20). The emergence of Sovereign Wealth Funds.	2. Kharas, Homi and Lombardi, Domenico, “The Group of 20: Origins, Prospects and Challenges for Global Governance”, Brookings Institutions (2012). PDF.
Jan 25	Policies: Open Trade and Inequality	The class will provide an in-depth analysis of the positive and negative consequences of trade openness. We will look into the economic and political effects of trade liberalization. We will also identify the differences between the developed and developing countries	1.Fridell, G. (2007) “Fair Trade Coffee and Commodity Fetishism: The Limits of Market-Driven Social Justice”. Historical Materialism, 15, pp. 79-104 2. Nguyen, Q. (2017) ““Mind the Gap?” Rising income inequality and individual trade policy preferences”. European Journal of Political Economy, 50, pp. 92-105.
Feb 1	Globalization, Global Imbalances and Emerging Markets	History of Globalization and capital flows into emerging markets. Impact of globalization, expansion of democracy, privatization and financial liberalization	1.BIS CFGS, “Capital flows and emerging market economies”, CGFS Publications No 33, January 2009, pp.7-40. PDF 2.Levy-Yeyati, Eduardo, “Financial Globalization and Emerging Markets: Myth and Reality”, Vox (April 2011). Link.
Feb 8	Main Drivers of Economic Development	What are the main drivers of economic growth? What does a country need to be “developed”? What are the main challenges that emerging economies face as they try to develop?	1.Acemoglu, Daron, “Economic Growth and Economic Development: The Questions,” in Introduction to Modern Economic Growth (Princeton, 2007). PDF. 2.The Economist, “The Big Why”, (March 10, 2012). Link.
Feb 15 Mid-Term paper is Due	Trip Planning	Setting the Agenda	
	READING WEEK	Dubai Trip	
March 1	Trip Debrief	Open discussion on the experience, what we learned, and unexpected moments of discovery	Student supplied artifacts from the trips, pictures, tour materials, etc.

March 8	The Importance of Institutions for Economic Growth	Why are institutions so important for economic growth and development? Are good institutions a cause of economic growth or its outcome? The relationship between education and institutional quality. Political freedoms versus economic freedoms. How important are they for growth? Does it matter to investors?	1.Sachs, Jeffrey, “Government, Geography and Growth: The True Drivers of Economic Development”, Foreign Affairs (2012). PDF. 2. The Wall Street Journal, Is Democracy the Best Setting For Strong Economic Growth?, A debate between Daron Acemoglu and Ed Glaeser. Link.
March 15	Remedies: Institutions and Inequality	The class will introduce the relationship between inequality and institutions from multiple angles. First, we will assess the driving forces behind the economic development including global economic integration. Then, we will inspect the effects of inequality on growth and why some nations are underperforming on both grounds	Brady, D., Blome, A. and Kleider, H. (2016) “How Politics and Institutions Shape Poverty and Inequality”. In D. Brady and L.M. Burton (eds). The Oxford Handbook of the Social Science of Poverty, Oxford: Oxford University Press, pp. 1-29.
March 22	Commodities and Emerging Markets. The Resource Curse	Impact of commodity booms and busts on emerging market economies. Dutch disease and natural resource curse.	1.Grantham, Jeremy, “Time to Wake Up: Days of Abundant Resources and Falling Prices Are Over Forever” (2011). PDF. 2. Magud, Nicolas and Sosa, Sebastian, “The Missing Link Between Dutch Disease and Growth,” Vox, 13 December 2010. Link.
March 29	Policies: Labour Mobility and Inequality	The class will provide an in-depth analysis of the positive and negative consequences of labor mobility. We will examine the relationship between migration, poverty, inequality, and growth. We will also identify the differences between the host and home countries	1. Milanovic, B. (2015) “Global Inequality of Opportunity: How Much of Our Income Is Determined by Where We Live?”. The Review of Economics and Statistics, 97(2), pp.452-460. 2. Eugster, B. (2018). Immigrants and poverty, and conditionality of immigrants’ social rights. Journal of European Social Policy, 28(5), pp. 452-470.

April 5	Concluding Discussion	The class will provide a summary of the topics that have been covered throughout the semester and offer brief policy lessons. We will gain insights from the theoretical and empirical literature as well as the country case research undertaken by the students. The similarities and divergences between the selected economies will be analytically compared.	
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Participation:

Participation is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others. Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas. During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continuously dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say. The following scale will be used to rate your class participation:

0. Absent
1. Attended class but did not speak or participate. When invited to give an opinion, gave an answer such as "I'm not sure".
2. Made minor comments or contributed only when called on.
3. Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.
4. Made insightful and significant contributions to the discussion. Built on the contributions of others personal experience and examples provided were supported with theory and concepts.
5. Made exceptional contributions. The course will include simulations, short exercises, and group work. The involvement of every student in these activities is essential to the success of the activities and to their value as learning tools. Your involvement in these activities will be given significant weight in assessing your participation mark.

Discussion Leaders:

Each week during the 1-hour seminar period in class, a small group (2 TO 3) will act as discussion leaders for an assigned reading. The Discussion Leaders will be responsible for:

1. Posting a series of questions about the case, 1 week prior to its discussion, to help focus the conversation.
2. Present a short overview (5 to 10 minutes) of the case prior to it being discussed in class. The group may wish to introduce additional material at this time.
3. Lead the class discussion, by use of: an exercise, a facilitation process, or what every other means they deem acceptable.

All students are required to read the material before class to enable full-some participation. The case studies are posted on the class OWL site.

Term Papers:

Two term papers are required for this course. The ideal length of the first is approximately 2000-2500 words (approx. 8-10 double-spaced printed pages). The final paper should be approximately 3000 to 3500 words. In terms of focus; my preference will be that the focus for the first paper will relate to material from the 1st half of the course and the focus for the final will come from the Dubai Trip. I expect each student to discuss their topic with me prior to beginning to work on their paper(s).

Details on style, citation, design etc., will be covered in class, and a handout covering these issues will be provided within the first 2 weeks of class.

Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/) . The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support

Services at hurousss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

hurouwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -
[Academic Calendar - Western University \(uwo.ca\)](#)