

University of Waterloo – Stratford School of Interaction and Business
GBDA 305 - Fall 2019 V4.1
GLOBAL DEVELOPMENT AND BUSINESS

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Lecture: DMS 3129

Description:

This course will look at the processes of industrialization and economic development and the relation of these processes to the present state of global economic interconnectedness. The focus here is on how the economies in the world have changed due largely to how innovations and business have impacted society and been experienced over time.

Premised on the assumption that economics plays a fundamental role in shaping society, two fundamental and inter-related questions will be examined:

1. Why and how industrialization occurred and how did the revolution catapult business and industries to shift the economy moving forward; and
2. How has global interconnectedness impacted the economic feasibility of business in society, in various areas of the world, and in countries at various stages of economic development?

The first question will involve an outline of technological innovations and their significance, from the first industrial revolution involving textiles and steam power to the second which focused on steel and electrical power, to the contemporary 'third' involving telecommunications and information technology. While changes to consumer attitudes and living standards will be discussed, the emphasis will be on the social and economic structures and opportunities as they relate to global development and business.

The second question explores how businesses need to methodically consider global interconnectedness from a strategic perspective. While some companies have experienced the global marketplace from an aggregation perspective, others have considered adaptation, or arbitrage in their global business. Specifically, various industries and their ability to deal with global marketplaces differ depending on the industries forces. The emphasis here, will be on emerging markets in various stages of global development, as well as evolving industries that are poised to restructure markets moving forward.

Course Objectives

In this course, we will examine issues, problems and challenges faced by individuals and organizations in the field of business, in global environments. At the end of this course, students are expected to:

1. Demonstrate an understanding of the foundational knowledge pertaining to:
 - Industrialization and it's impact on society
 - Economic development as it relates to both developed and emerging economies
2. Demonstrate the ability to analyse current trends from the perspective of understanding industry development and the economic impacts on society
3. Identify how interactions between technology and consumers have changed and continue to change as a result of global interconnectedness in industry
4. Develop the ability to critically assess current trends, regarding world issues and industries effected by increasing global interconnectedness

Required Materials:

Required materials, when available electronically, can be found via library course reserves.

- Articles, documents & information will be required throughout the term and where possible will be posted on LEARN. Students are responsible for registering and purchasing cases online (individually) where case codes are indicated on the schedule. Cases can be purchased through the Ivey website.

Evaluation:

Requirement	Nature of Work	Percent of Final Grade
Contribution	Individual	30
Quizzes (done online through Learn) x3	Individual	30
Assignment #1 – Company Presentation	Team	15
Assignment #2 – Video Project	Team	25
TOTAL		100

Method of Instruction, materials, expectations etc.:

It is expected that all students will actively participate in classroom discussions. In addition, students are expected to have prepared the readings, and have read/analyzed any cases, if assigned, for that class. The class session will be interactive, driven by student discussion, debate, critique and exchange of ideas.

To get the most from this course you will need to engage actively in the entire learning process. This means devoting time and energy to preparation before class, and then during class, listening to others, engaging with their ideas, and being willing to put forward and explain your point of view both for articles and cases. Collective reasoning and discovery are critical to the successful application of the concepts. Detailed note-taking during case discussions can be counterproductive to your own learning if it prevents you from participating in the in-class conversation; however, make sure that you consolidate your learning from the class.

Every class is a learning session. The norms we follow are very simple: Any conduct that is not acceptable in a professional business meeting is not acceptable in class. That means you will be bound by company rules. This applies to your general conduct, attitude, use of technology, and classroom behavior including relationships with classmates. Professionalism is a good trait in life and developing discipline and good habits is part of the purview of this course. Using your computer or your smart phone during class for personal activities such as email, texting, surfing the Web, playing games, etc., is distracting, counterproductive, unprofessional and would not be acceptable in a place of employment so it is not acceptable in class.

Contribution

Class participation is one of the most important parts of this class and is heavily weighted in student evaluation. It is critical for everyone to come to class, prepared to discuss the topics with an open mind and a willingness to share ideas, as each individual will have differing perspectives to discuss in each class. In order to have a classroom culture that is open and exploratory we need to trust that we will be heard and that we can make mistakes. Mistakes are the pathways to interesting and worthwhile intellectual destinations. Use of your devices for personal activities will negatively impact student ability to engage in the class and will negatively impact contribution grades. To quantify the contribution marks there will be monthly posting of grades based in part on attendance but more heavily weighted on engagement and contribution in discussions and in class activities.

Quizzes

Three online quizzes will be done through LEARN, as per the weekly schedule. The quizzes will be available on LEARN around two days prior to the submission deadline. You can decide when to finish the quiz during the two-day timeframe but once you start the quiz, you will only have a certain limited time (e.g., 30 minutes) to finish the quiz. The quizzes are to be **open book** and **individual** work. You shall **NOT** discuss or work collaboratively with your classmates while finishing the quizzes. Please see “Academic Integrity” and university policy on this in later section of this syllabus.

There are **no deferred or make-up quizzes** if you missed the deadline of the quizzes. If you miss one of the quizzes due to illness and have a valid medical documentation, the weight of the quiz will be shifted to the other quiz, otherwise, a mark of zero will be given to the missed quiz.

Assignment #1 - Presentation

Teams can select a company that is currently, or has historically, made an impact in the world, in their respective industries. They may be a domestic company working on new technology or an existing firm that has adapted a product to expand abroad that is making a notable impact in an emerging market. The objective is to cover as many companies as possible and keep the presentation to class interesting. The company does not need to be a global brand but teams should be able to identify who their customers and consumers are, and be able to explain the impact they are making in their market space. Companies discussed cannot be duplicated. For example, if one team discussed a firm that is adapting a product for expansion abroad, you cannot discuss this company even if it is in regards to another product or division. However, you can discuss a similar product marketed by another firm in the same industry or from another country as long as this adds additional or a unique perspective to what has already been covered in class.

Students need to present their short presentation at the beginning of each class. The time slots are allocated on a first-come, first-served basis. The instructor will set up the procedure in selecting topic by establishing a discussion thread on LEARN for teams to submit company topic at the beginning of the semester. You will not be able to work on a topic that other teams already submitted on LEARN and it is your team’s responsibility to check. Topic needs to be approved by the instructor.

Presentations will last no longer than 5 minutes. Time limits will be strictly enforced. Slides and/or other materials to be used on the presentation should be posted on Learn at least 24 hours before your presentation for the class to use to follow along. You do not need to make it a formal slide presentation. Be creative and use whatever methods or visual aids, that may work, to make the presentation informative, interesting and interactive.

Assignment #2 – Video Project

The class will be divided into teams of 4-5 students depending on class size. Each team will create a 10-15 minute video clip.

A. Content and Topic

The video should be about a contemporary economic development issue. In your video, you can leverage from movies, T.V. special/documentary, T.V. series, news, and/or you can conduct interviews with friends to learn their views on the topic. You can create animation, and you can use any other methods and format that help deliver your message effectively to the audience and raise awareness. The objective is to inspire, inform, and create awareness of a real issue and to keep the video rooted in current phenomenon. Teams should be able to address the current state of the issue, as well as the impact the issue is having on economic development in society and/or global interconnectedness. We will establish a discussion thread on LEARN to submit topics at the beginning of the semester. You will not be able to work on a topic that other teams already submitted on LEARN and it is your team’s responsibility to check. For example, if one team has chosen to address “the ethics of data collection”, then other teams cannot select this topic. You should view the video clip as an opportunity to show off your creativity, to hone your research and presentation skills, and to attack a real issue.

B. Reference list

Each group also needs to submit a written Reference List. Your Reference List must include a citation for every source, popular or scholarly, that your group consulted. Format of your Reference List is not as important as the validity of the source. Ensure you have breadth and appropriate coverage from reputable sources, to ensure the facts your team presents are accurate, and convey the whole picture.

C. Evaluation

A rubric will be made available on Learn and each team should ensure they are meeting each objective. In the last class, we will play all the video clips created by each team. Each person is also responsible to provide evaluation inputs for other teams' work. The final grade of the group project will be decided by the Instructor after considering the quality of the video clip and other students' evaluation inputs. Both the reference list and the video are due as indicated on the weekly schedule.

D. Individual effort on team work

Teamwork might be a main feature of your future job. That's why it is important to prepare yourself for this matter. For the teamwork on group project, only your outputs as a team will be graded, and this is why each team member will receive the same basis for his/her grade. Team tasks should be given team rewards. This means that you not only must make a direct contribution to the development of the teamwork, but that you also have an obligation to make your team work effectively.

In order to create conditions to avoid unequal contributions, each student has the opportunity to provide peer evaluation for other team members. No need to submit a peer review for a team that you believe has made equal contributions to the work. Based on these inputs, a notch up or down the group grade will be attributed to students who demonstrate differing levels of contribution. There will be no more than one student per group that can receive an upgrade from the group grade.

Also along the semester, as soon as you perceive that a member consistently does not make fair contribution to the team, you are responsible to communicate this to the Instructor to resolve such issues **as soon as possible**, and not waiting to the semester end.

Accommodations for Missed Assessments: Students are expected to complete all assignments as regularly scheduled; however, there may be circumstances where accommodating a missed deadline/assessment is approved. Accommodation is not automatic upon the presentation of documentation. Instructors will use the documentation along with all information available to them, when determining whether accommodation is warranted.

Based on an approved absence, the weighting of the course requirements may be adjusted to make up for an excused absence from an assignment or any other similar component of the course and is at the discretion of the instructor.

Assignment Collection: Unclaimed assignments will be retained for one month after term grades become official in quest. After that time, they will be destroyed in compliance with Waterloo's confidential shredding procedures.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Refer to the following for information:

Academic Integrity Office (UW): www.uwaterloo.ca/academicintegrity/

Academic Integrity (Arts): <https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behavior>

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals:

A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Note for Students with Disabilities: AccessAbility Services, located in the new addition to Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the office at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

Avoiding Academic Offences: The Faculty of Arts has prepared a website dealing with ways to avoid academic offences. http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

DATE	TOPIC	PER CLASS OBJECTIVES	READINGS / CASES
Class #1 Sept. 4	General terms and concepts Course overview	1. Content flow 2. Deliverables and expectations	Introduction Review syllabus including deliverables and weekly content Deliverable: Syllabus quiz (on Learn)
Class #2 Sept 11	First Industrial Revolution Industry: Steam engines	1. Understand the pros and cons of the industrial revolution 2. Understand the relevance of the steam engine industry to economic development of the time	Topic: What was the industrial revolution, where did it start, and what does it mean in relation to the impact made on the world economy? Video: https://www.youtube.com/watch?v=zhL5DCizj5c Class Prep - Pick one of the following to research: <ul style="list-style-type: none"> • How does a steam engine work? • Why was the steam engine important? • Are steam engine's still used today?
Class #3 Sept 18	Forces propelling change Industry: Textiles	1. Understand the social and economic impact of industrialization 2. Understand how the textile industry evolved and impacted business today	Topic: What were the notable forces propelling change and how was industrialization experienced in business and society Article: Samuel Slater & Francis Cabot Lowell: The Factory System in U.S. Cotton Manufacturing (Harvard Business Review, Jan. 2, 2014) Article: History backs up Tesla's patent sharing (Harvard Business Review, June 12, 2014)
Class #4 Sept 25	Innovations that changed competitive opportunities (Second Industrial Revolution) Industry: Steel (Quiz #1 = 10%)	1. Understand the similarities and differences between the first and second industrial revolution 2. Understand the relevance of the iron and steel industry to economic development	Topic: What are the innovative technologies that acted as a catalyst to industry shift and competition changes Article: "The Economic Impact of the American Iron and Steel Industry" (on Learn) Article: "Tariffed" (Harvard Business Review, Nov. 28, 2018) Article: American Steel: Everything old is new again (Harvard Business Review, May 15, 2005)
Class #5 Oct 2	Industrial revolution in Canada and the impact on society	1. Understand the roles of women and children in the industrial revolution 2. Understand the similarities and differences of the revolution in Canada	Topic: How has the shift in technology impacted living standards, and social and economic structures and attitudes Video: Origins of the Industrial revolution in Canada https://www.youtube.com/watch?v=oXOSDwVXODw&t=205s Video: Impact of industrial revolution in Canada https://www.youtube.com/watch?v=wgprVl62ckc Video: Hamilton, Ontario https://www.youtube.com/watch?v=MigdkbuYGI0

Class #6 Oct 9	Business adaptations and creation of opportunity in society Industry: Chocolate	1. Understand the shift in business opportunity in the 1920-30's as a result of industrialization 2. Understand how the chocolate industry was transformed?	Topic: What happens after high growth from industrialization and how have companies have adapted or capitalized on new opportunities Case: Candy Land : The Utopian Vision of Milton Hershey (Harvard Business Review, Product #805066)
Oct 14 Thanksgiving / Oct 15-18 is Reading Week			
Class #7 Oct 23	Frameworks for addressing global interconnectedness	1. Understand the limitations and the options a business has as they plan for global opportunities 2. Understand the AAA model and how to apply to a firm expanding globally	Topic: How can a business plan to expand abroad while balancing the foundations of their domestic operations? Article: The End of Corporate Imperialism (Harvard Business Review, August 2003) Article: Distance still matters: The hard reality of global expansion (Harvard Business Review, September 2001) Article: Managing differences: The Central Challenge of Global Strategy (Harvard Business Review, March 2007)
Class #8 Oct 30	Global economic interconnectedness Industry: Coffee	1. Understand some of the challenges facing business with global interconnectedness 2. Understand the growth in the coffee industry and how this differed from the chocolate industry	Topic: What issues do companies face when adapting to global interconnectedness? Article: The World Coffee Market in the Eighteenth And Nineteenth Centuries from Colonial to National Regimes (on Learn) Guest Speaker: still to be confirmed
Class #9 Nov 6	Global interconnectedness today Industry: Wearable Tech (Quiz #2 = 10%)	1. Understand how industries are driving global economic interconnectedness 2. Understand how wearable tech is evolving as a market and be able to describe company examples in this market space	Topic: Emerging industries that will transform business and contribute to global economic interconnectedness at a consumer level Article: The Wearables Revolution and Big Data: The Textile Lineage (The Journal of the Textile Institute, 2017 Vol. 108, No. 4, p.605-614) Article: Wearables in the Workplace (Harvard Business Review, Aug. 31, 2013) Article: Towards The Internet of Smart Clothing (on Learn) Optional Case Reading: Sensing (and Monetizing) Happiness at Hitachi (Harvard Business Review, Product #418019)

Class #10 Nov 13	Emerging markets and Entrepreneurial Opportunities (Quiz #3 = 10%)	1. Understand and explain the challenges and opportunities in the BOP 2. Understand what Envirofit and similar companies are doing to address the challenges and opportunities in BOP	Topic: How will emerging technology align with global economies in various parts of the world? Article: Serving the world's poor, profitably (Harvard Business Review, September 2002) Article: Cocreating Business's New Social Impact (Harvard Business Review, February 2007) Article: Africa: A Crucible for Creativity (Harvard Business Review, Nov./Dec. 2018)
Class #11 Nov 20	International Entrepreneurs	1. Understand what market knowledge an entrepreneur needs to know when doing business in developing economies	Topic: What can business visionaries do to tackle the global opportunities arising in developing economies? Article: Cracking Frontier Markets (Harvard Business Review, January/February, 2019) Article: A Note on Entrepreneurial Ecosystems in Developing Economies (Harvard Business Review Dec. 24, 2016)
Class #12 Nov 27			Video Presentation Day (Team) – 25% Groups will have 10-15 min to show their video, plus 5 min for Q&A.

The following is a draft outline of the course for the coming term with assignments. At the end of each class additional assignments and/or content changes may be provided.

Class Contribution (individual) – 30%

Part B – Presentations (throughout) = 15%