

University of Waterloo – Stratford School of Interaction and Business
GBDA 305 - Fall 2020 V4.4
GLOBAL DEVELOPMENT AND BUSINESS

Instructor: T. Dominguez
TA: Mel Edens Chen
Office Location: 2128
E-mail: tdomingu@uwaterloo.ca
Office Hours: Thursday's on Microsoft Teams or By Appointment

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 in various industries due largely to how innovations and business have impacted society and been experienced over time. Three fundamental and inter-related themes that will be examined:

1. Traditional Industry – Looking at how the industrial revolution shifted industries and production approaches, the course examines and how industrialization occurred and how the revolution was a catalyst for business and industry to shift the economy moving forward and the continuing effects today
2. Modern Industry – The course also shifts into discussion of several more modern industries that have been created over time as technology matures and how this has affected global interconnectedness and impacted the economic feasibility of business in society
3. Future Industry – We wrap up the course by examining the industries that are yet to reach maturity in terms of the effects on global interconnectedness and the emerging and potential impacts on global economic development

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 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 from various industry perspectives
3. Evaluate traditional, modern and future industries and their impact on economic development as well as the technology affecting consumers and the opportunities with global interconnectedness
4. Evaluate current trends, world issues, and ethical issues raised with the changing global landscape

Required Materials:

- **Textbook:** There is NO textbook required for this course.
- **Business Cases:** The cases for the course are available as per Exhibit 1 with links to the ordering website. Students are responsible for registering and purchasing cases online (individually) where case codes are indicated on the case listing. Cases can be purchased through the Harvard and Ivey websites.
- **Articles and documents:** Materials 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 case listing. Cases can be purchased through the Harvard or Ivey website.

Evaluation:

Requirement	Nature of Work	Percent of Final Grade
Weekly Activities	Individual	30
Material Contributions Part A – Student contributions (15%) Part B – Student responses (15%)	Individual	30
Assignment #1 – Company Presentation	Team	15
Assignment #2 – Issues Video	Team	25
TOTAL		100

Weekly Activities

Each Monday students will see a posting on Learn a “This week in GBDA305” sheet. Every weekly package will start with a “THIS WEEK in GBDA 305” page. This will outline weekly topic and activities for the week. Items may include lecture videos, links to materials, articles, or handouts etc. Students should use this as their weekly task list.

Students will get the sheet Monday, complete tasks through the week, and handin on Fridays at 5pm eastern standard time. The instructor will be available online Thursday’s on Microsoft Teams for contact, but additional meeting time can be scheduled. Thursday online sessions are drop in office hours and not mandatory attendance. No attendance will be taken.

Material Contributions

Online teaching benefits from having some form of interaction of ideas and perspectives. To incorporate a sense of community in class, there will be group discussions on materials found in the news, online and in articles. Group discussions online will add value to understanding of material topics and the understanding of how the economy has developed from a business perspective.

Each week, the course looks at a different topic and industry and students will add to the conversation by posting on the discussion board various articles, reports or video links that contribute to the classes understanding of the topic. Students are graded on the quality of the material found as well as a 1-2 page summary of the material’s importance to the course. The material is posted on the discussion board but the 1-2 page summary is posted in the Learn dropbox.

Part A - Student contribution - To submit material for grades under “student contributions”, students need to individually provide a 1-2 page summary of the article, report or video in the form of a response highlighting why they note the material’s importance to the course content and the relevance to the program.

Students are expected to submit a minimum of three times in the course, on the discussion board. Grades will be based on both quality of the material found, and the student’s ability to highlight relevant and critical insights on the material submitted. Additional articles submitted over three times, do not automatically equate to a higher grade.

Part B - Student responses - After materials are posted, students are able to comment or reply on postings in the form of critique or debate. This is meant to encourage thoughtful consideration of the topic and offer greater opportunities to dig deeper on the issues that students are interested in.

Submission format for critique or debate can be either video or a report. For video, students can submit a video recording where students (groups of 4-6), have a discussion via zoom/skype/Instagram/whatsapp etc. about the posting. The group will screen record their debate of the material and be responsible for posting the video online for the instructor to view. STUDENTS GET INDIVIDUAL GRADES based on their individual contribution on the video. There will be a template on Learn to submit in the dropbox with the discussion panel’s names, student ID numbers and the link to view the debate/critique. The original posting student will

not see the critique and the instructor will only view the video. Students that are unable to have a video discussion, can write a report reflecting on their perspective of the posting.

Students are expected to submit a minimum of three responses for assessment but are encouraged to do more to make the material more fun to engage in and hear different perspectives. Students are also encouraged to join different debate/critique groups to broaden their exposure to different people's perspectives.

Assignment #1 – Company Presentation

Teams will select a company that is currently, or has historically, made an impact on the world, in their respective industries. The **company lists will be available in week three** of the term and can be selected on a first come first served basis. Teams can be students selected up to **six people per group**. The objective is to cover as many companies as possible and keep the presentation to class interesting. 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.

Students need to present their company in the form of either a powerpoint slide deck or an infographic series about the company and their impact to their industry and the global economy. Be creative and use whatever methods or visual aids, that may work, to make the presentation informative, interesting and insightful.

Assignment #2 – Issues Video

The class will be divided into teams of 4-5 students depending on class size. Each team will create a 5-10 minute video clip submitted via a link. Students are responsible for ensuring the link is valid and any broken links will be considered late and may not be graded.

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 understand how businesses are contributing both positively and potentially negatively to the issue. 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.

Topics are chosen on a first come first served basis and there will be a list on Learn updated regularly. 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 week, ALL teams links to their video clips will be made available for the class to share. The final grade of the group project will be decided by the Instructor after considering the quality of the video clip and connection to course concepts. Both the reference list and the video are due as indicated on the 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 part of 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 form for other team members. This is optional. Based on these forms, 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

Exhibit 1: Cases for In Class

All of these cases are available online via Harvard Business Review or Ivey Publishing.

Case Title	Provider	Number
1. Candy Land: The Utopian Vision of Milton Hershey	Harvard (45 pages)	805066-PDF-ENG
2. Brewing The Perfect Blend: Starbucks Enters India	Harvard (21 pages)	SMU115-PDF-ENG
3. Costco Wholesale Corporation: Market Expansion and Global Strategy	Ivey (9 pages)	9B19M007
4. Facebook, Inc.	Ivey (25 pages)	MH0062
5. Google Glass: Development, Marketing and User Acceptance	Ivey (6 pages)	9B15M096
6. Cloud Wars Go Global: How Amazon, Microsoft, Google and Alibaba Compete in Web Services	Ivey (12 pages)	IN1658
7. Voice War: Hey Google vs. Alexa vs. Siri	Ivey (25 pages)	718519
8. The CRISPR-Cas9 Quarrel	Ivey (24 pages)	817020
9. Amazon in Emerging Markets	Ivey (36 pages)	W94C01

Cases from Harvard can be purchased from <https://hbsp.harvard.edu/signin>

Cases from Ivey can be purchased from <https://www.iveycases.com/Default.aspx>

For technical assistance, please contact Ivey Publishing during business hours.

Ivey Publishing
Ivey Business School
Western University
(e) cases@ivey.ca | (f) 519-661-3882
(t) 519-661-3208 | (tf) 800-649-6355
<https://www.iveycases.com/>

Hours of Operation:
Monday to Thursday: 8:00am-4:30pm (EST)
Friday: 8:00am-4:00pm (EST)

GBDA 305 – Fall 2020 - Course Schedule

DATE	TOPIC TITLE	TOPIC DETAILS / READINGS / CASES
Class #1 Sept. 8	Course overview	Introduction <ul style="list-style-type: none"> • Review the “<u>This Week in GBDA</u>” sheet -posted in Learn Content section and follow the list of tasks for this week (EVERY MONDAY “THIS WEEK IN GBDA305” IS POSTED) • NO Readings Assigned
Class #2 Sept 14	Case Method First Industrial Revolution Traditional Industry: Steam engines	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? Article: Making Decisions: An introductory note on the case method
Class #3 Sept 21	Traditional Industry: Chocolate	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
Class #4 Sept 28	Traditional Industry: Coffee	Topic: How can companies leverage partnerships to enter into global markets and what are the factors to be considered in new competitive markets Case: Brewing The Perfect Blend: Starbucks Enters India Optional Article: The World Coffee Market in the Eighteenth and Nineteenth Centuries from Colonial to National Regimes (on Learn)
Class #5 Oct 5	Traditional Industry: Retail	Topic: How do international markets differ and what key success factors can impact success or failure abroad in the retail industry. Case: Costco Wholesale: Market Expansion and Global Strategy
NO CLASSES > THANKSGIVING MONDAY – October 12 / READING WEEK – October 13 – 16		
Class #6 Oct 19	Modern Industry: Social Media	Topic: How has the advertising business changed over time and what are the ethical considerations of new business practices Case: Facebook, Inc. Article: Three Painful Truths About Social Media

Class #7 Oct 26	Modern Industry: Wearable Technology	Company PPT - DUE OCTOBER 30TH AT 4PM EST (Team) – 15% Topic: What are the privacy issues that are faced by companies developing wearable technology and how are these business models impacting economic development Case: Google Glass: Development, Marketing and User Acceptance Article: Wearables in the Workplace (Harvard Business Review, Aug. 31, 2013)
Class #8 Nov 2	Modern Industry: Cloud Computing	Topic: What are the factors facing cloud computing firms and what are the challenges and opportunities that are impacting the industry Case: Cloud Wars Go Global: How Amazon, Microsoft, Google and Alibaba Compete in Web Services
Class #9 Nov 9	Future Industry: Intelligent Assistants	Topic: How has artificial intelligence changed over time and what form of regulatory measures need to be considered in future society Case: Voice War: Hey Google vs. Alexa vs. Siri
Class #10 Nov 16	Future Industry: Human Augmentation	Topic: What does biohacking mean and where is the biotechnology industry headed Case: The CRISPR-Cas9 Quarrel
Class #11 Nov 23	Future Industry: Emerging Markets	Topic: What can business visionaries do to tackle the global opportunities and challenges arising in developing economies? Case: Amazon in Emerging Markets
Class #12 Nov 30	Global Development and Business Issues	Issues Video - DUE DECEMBER 4TH AT 4PM EST (Team) – 25% Links will be posted this week and students will not have additional work to do in order to have time to watch their peers' videos. Any questions about issues videos can be posted on the discussion board.

Article Contribution (individual) – 30%

Weekly Activities (individual) – 30%