

TEXAS A&M UNIVERSITY
BUSH629/MGMT667: MULTINATIONAL ENTERPRISES

SPRING 2007 COURSE OUTLINE AND SYLLABUS

Instructor: Lorraine Eden, Professor of Management	Class Time: Mondays 9:00-11:50 a.m.
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Prof. Eden's Web Page: http://www.voxprof.com	
Webportal: https://maysportal.tamu.edu/login/index.php (#5451)	Password:

COURSE OUTLINE

This graduate seminar provides a broad survey of multinational enterprises and foreign direct investment. The course draws from a variety of disciplines including business, economics, management, political economy and public policy.

COURSE OBJECTIVES AND LEARNING OUTCOMES

The objective of this course is to provide graduate students with an overview of the scholarly and professional literatures on multinational enterprises (MNEs), including both classic and current materials. The intention is to go broad rather than deep; that is, to provide a broad survey of the field rather than a deep discussion of a few selected topics. Since the course in Spring 2006 is designed primarily for masters level students (e.g., MPIA, MBA, Masters of Finance), the selected readings are drawn mostly from professionally oriented journals such as *Harvard Business Review*, *California Management Review* and *Journal of World Business* and from government documents such as the *World Investment Report*. By the end of the course, students should have (1) an overall knowledge of the field; (2) a practical "tool bag" of techniques (e.g., the integration-responsiveness matrix, economic welfare analysis, options theory, political risk analysis, bargaining theory) to understand MNE strategies, effects and interactions with other organizations; and (3) a road map to guide their further studies.

PREREQUISITES

This course is designed for graduate students who are interested in studying multinational enterprises (for example, why they exist and are successful organizations, their patterns of expansion and growth, alliances and networks, MNE-subsidiary relations) and their relations with other actors in the global economy (for example, governments, international organizations and non-governmental organizations).

The course is open to graduate students from across the University and to students in the Bush School's graduate certificate programs. Students should have taken at least one undergraduate course in Economics since most of the reading materials assume a basic knowledge of introductory economics.

MGMT 667/BUSH 629 is a masters-level course on the multinational enterprise; that is, the course is primarily designed for graduate students pursuing a terminal masters degree program such as the Masters

in International Affairs, MBA, Masters in Finance, Masters in Management or the Professional Program in Accounting (PPA). PhD students may take this course; however, they must complete additional work in order to qualify for PhD-level credit. Please see the Instructor to discuss the appropriate additional work load (normally, a term paper).

METHOD OF INSTRUCTION

We will make extensive use of the class webportal: <https://maysportal.tamu.edu/course/view.php?id-4052>. The webportal is password protected; you must email me at leden@tamu.edu for password access. Please write the password on the top page of your Syllabus. The portal will be the primary method by which I contact you, and I request you do the same for reaching me. For example, all required readings will be available from the portal; students will use the portal for posting their assignments; and an FAQ page will be used for answering student questions related to the course.

Note: I find Firefox (<http://www.firefox.com>) is often a much faster web browser for use with the Mays Portal than is either Netscape or Internet Explorer.

There is no required textbook for this course. We will be reading pre-publication chapters from two forthcoming books:

- Verbeke, Alain. *International Business Strategy*. Cambridge University Press. Forthcoming 2007.
- Dunning, John and Sarianna Lundan. *Multinational Enterprises and the Global Economy* (2nd Edition). Edward Elgar. Forthcoming 2007.

All readings are electronic and will be downloadable from the course webportal. Students are responsible for their own printing costs. All the readings listed as “Required Readings” for each week must be read prior to the class. Please read the articles in chronological order (oldest first). I recommend reading the articles once through relatively quickly, and then going back and reading them more slowly, underlining critical parts and noting questions/comments in the margin of the text.

We will also have a class account on WRDS (Wharton Data Research Services). Information on accessing the class account will be provided to you. This account will be used for the MNE Executive Interview assignment. You may also use it for other school-related assignments; however, WRDS access cannot be used for consulting or other non-school related activities. Please do not share your account information with anyone else as access to WRDS is strictly limited. Your WRDS access will expire on May 15, 2007. The WRDS website portal is <http://wrds.wharton.upenn.edu>.

Login _____ Password _____

Students are expected to come to class fully prepared to participate in class discussions. Each class will have a short introductory lecture by the instructor, presenting an overview of the historical development of each topic. This introduction will be followed by class discussions designed to critically evaluate the readings; these discussions build on the weekly Discussion Questions prepared by the students. When case studies are included in the reading materials, class time will be set aside for small-group and class discussions and presentations of these cases. The instructor will moderate these discussions.

GRADING POLICIES

Texas A&M and the Mays Business School started, in Fall 2005, a long-term process of evaluating departmental programs (e.g., BBA, MBA) in terms of their success in attaining learning objectives.

Learning objectives are broad, general statements of what a program intends to accomplish in terms of developing students' learning competencies. This course will contribute to the following learning objectives. Students should be able to:

- Communicate effectively in speaking and writing (communications)
- Critically analyze complex issues and materials (problem solving)
- Possess personal integrity (ethics)
- Contribute to a diverse global society (global society)
- Master a depth of knowledge in the specific discipline (subject knowledge).

The performance evaluation method has been developed around these Course Learning Objectives.

Grade Component	Due Date	Dist	Grade
Class Participation	every class	30%	
Discussion Question Sheets	Do any 12 out of 14 – see Timetable	40%	
MNE Executive Interview Paper	May 1	25%	
Final Exam	May 7	5%	
Total		100%	

1. Class Participation (30% - evaluated each class)

Class participation is a very important component of the final grade. Good participation includes:

- Weekly class attendance.
- Regular, active oral participation in class discussions where quality is more important than quantity.
- Evidence in class discussions of having read the required readings and reflected on study questions (if provided).
- Demonstration in class discussions, and over the course of the semester, of an ability to synthesize the week's material and to link material from different weeks.
- Please note that students who monopolize class time with remarks not related to the weekly reading materials will receive oral participation grades equivalent to students with zero participation. “Hot air” will not be rewarded in this class!

In-class participation grades will be recorded as 0 (not in class), 1/2 (attended class but did not participate in oral discussion), 1 (below average oral participation), 2 (average), 2 ½ (above average) or 3 (excellent). Quality of participation is more important than quantity. Class participation will be graded weekly. In-class participation grades will be curved at the end of the semester where an average of 3 = A, 2 = B, 1 = C, 1/2 = D).

Students are expected to attend and participate in the whole class, for example, absence for half the class will count as non-attendance for that half.

Starting with week 2, students may have a maximum of one excused absence from class (e.g., a University approved excuse, medical excuse, job interview, etc) without penalty, as long as the instructor is notified in advance by email.

2. Discussion Question Sheets (40% - 12 assignments)

- At the beginning of each week's class (that is, once a week), students must hand in a Discussion Questions Sheet.

- The task is to write one question for each of the required readings for that week; in other words, put yourself “in the instructor’s shoes” and prepare a set of test questions that the class could be asked to write based on the week’s reading.
- There are 14 classes in the course. Each student may take two “pass” weeks so must therefore complete 12 Discussion Questions. If a student completes more than 12 sheets, I will take the highest 12 grades. It is up to the student to keep track of the number of his/her submitted Discussion Question Sheets to make sure that the minimum number is submitted.
- The Discussion Questions assignment is to be single spaced, typed and one page in length.
- To make the assignment easier for use during the class and for grading purposes, please (1) number your questions, (2) list the author(s) and year, and (3) order the readings in the same order as they appear in the syllabus. That is, please set your assignment up as follows:

DQ #x	Topic	Class Date	Student Name
1.	(Dunning, 1999) Why does Dunning.....?		
2.	(Kogut and Zander, 2001) Explain why.....		
3.	(Eden, 2006) How does Eden.....?		

- Strong questions are “why” and “how” questions; avoid “what” (descriptive) questions. Good questions also link across the week’s readings, or link back to readings covered earlier in the semester. Each question can consist of one or more sentences up to a short paragraph (to keep to the one page limit).
- The purpose of these Question Sheets is to encourage students to come to class prepared; that is, the student must have read the assigned reading and thought deeply enough about the papers to come up with good questions. Instead of requiring writing notes and critiques commenting on each of the readings (which I have done for the past few years), by asking students instead to prepare questions on the readings, I hope to accomplish the same purpose, with less time involved.
- Please note that I will use your Discussion Question Sheets to draw questions from for class discussion. Please note also that the student posing the question is expected to have at least a partial answer for the question s/he asked!
- Grading of the Discussion Questions will be on a 10-point scale, with the grading being based on my assessment of the thoroughness and quality of the questions asked.
- Late assignments will not be accepted, but students may email the assignment to the instructor ahead of the class if they expect to be late or will miss the class. The assignment is to be typed, single spaced and one page in length.

3. MNE Executive Interview Paper (25% - due date – May 1, 2007)

MNE Executive Interview Process

- Each student will find, contact and interview a senior executive in a multinational enterprise, at some point during the semester. I recommend that you select a firm where you would like to work after

graduation, the leading firm in an industry where you would like to work, or an industry/firm you would like to know more about. To identify the executive, use your class account on WRDS (Wharton Data Research Services), check “Leadership Library on the Internet” (available through the TAMU Library’s electronic resources), or ask for assistance from one of the librarians in the West Campus or Policy Sciences and Economics Libraries.

- There is one general restriction on the choice of firm and individual. Neither the firm nor the individual can have been interviewed by a student in the Spring 2006 Multinational Enterprises class. These must be different individuals and firms from last year’s choices. I will, however, leave the 2006 executive interviews posted in case you would like to read some of the earlier papers.
- The MNE senior executive must have been with the company for at least one year, have significant experience with international business, and be willing to be interviewed. Executives who have recently retired may also be interviewed.
- When you contact the executive, provide him or her with a copy of this assignment and ask if s/he can and is willing to answer the questions below. If s/he cannot or is not willing to do so, please find someone else. You may interview a relative or friend if s/he meets the qualifications outlined above.
- Students having difficulty finding an MNE executive should speak to the course instructor before the end of February. (Note, however, that if I have to find your executive for you, I will dock 5% of the maximum grade from your assignment as a finder’s fee).
- The interview should take from one to two hours. It may be conducted in person or on the telephone. If you need to do the interview over long distance, please make arrangements with me to use the phone in my office for your interview (so you will not be charged for the call).
- Students should prepare for the interview by learning about the firm and the industry, using electronic resources from our BUSH 629 class account on WRDS (Wharton Data Research Services) and the TAMU library’s electronic and print resources.
- The interview should focus on the following five topics:
 1. General information about the firm (size, age, nationality, types of international business activities performed by the firm).
 2. General information about the executive (education, experience, job characteristics, international business experience and responsibilities, longevity with the firm and in this position).
 3. An international business decision (e.g., mode of entry choice, foreign location choice, new product introduction), and how the firm/individual made this decision. Link this to our course materials.
 4. An international business problem or crisis (e.g., cross-cultural differences, foreign exchange rate shock, national differences in tax rates, intellectual property rights problems) and how the firm/individual handled this problem/crisis. Link this to our course materials.
 5. An ethical dilemma involving international business and how the firm/individual handed this ethical issue. Link this to our course materials.

Paper Content

- Each student will write a typed, double-spaced term paper, approximately 15 pages in length, on the interview. Tables, charts and references do not count in the page limit, and should be attached to the end of your paper.
- The paper should follow the topics listed above, plus an Introduction, Discussion, Conclusion, Bibliography, and tables and charts (if included), as follows:
 - Introduction
 - The Firm
 - The Executive
 - The Issues
 - Handling an International Business Decision
 - Solving an International Business Problem/Crisis
 - Dealing with an Ethical Dilemma
 - Discussion
 - Conclusion
 - Bibliography
 - Tables and Charts
- In the Discussion section, explain why you picked this individual/firm and in what ways this case study is a good example of the issues we have discussed in class this semester.
- In the Bibliography, list all the sources you used to gather this information, and any course materials you reference in your paper. Separate your bibliography into “Sources” and “References”.
- In preparing your term paper, follow the formatting guide provided by the Bush School (please see Writing Instructor Mrs. Sally Wade if you do not have a copy).

Term Paper Submission

- As a courtesy, please provide a copy of your term paper to the interviewee. The interviewee may want to check the facts in the paper before you hand it in. There may also be confidentiality issues that require the interviewee to approve the paper.
- You may want to include this assignment as part of your Writing Portfolio, which you could make available to potential employers. Therefore, it is important that the report be free of grammatical and spelling errors, and that you have the permission of your interviewee to include the report in your portfolio.
- Save your term paper as a PDF file and load it onto the course webportal in the “MNE Executive Interviews Forum” on or before **Tuesday, May 1, 2007**.
- One printed copy must be provided to the instructor no later than **Tuesday, May 1, 2007**.

Grading

- Grading for this assignment is based on an evaluation of the quality of your term paper. A key

criterion in my evaluation will be your ability to relate this assignment to the materials we have covered in class over the semester. I am interested in seeing what you learned during the course, and how it informs your analysis of real-world issues and problems faced by multinational enterprises and their executives.

- Late assignments (either not handed in and/or not posted on the web portal on April 30, 2007) will be penalized one point per day late (e.g., from 8 out of 10 to 7 out of 10 using a 10-point scale).

4. Final Examination (5% - May 7, 2007)

The Mays Business School requires all graduate courses to have a final examination held on the University assigned examination date/time. For our class, this is **Monday May 7, 8:00-10:00 am**. The exam will be in our regular classroom.

The final examination will consist of short presentations by each student based on their MNE executive interview papers. Start with a very brief introduction of the firm and individual. Focus on the sections of the paper dealing with the three issue areas and the Discussion linking the issue areas to our class materials. Please prepare a **one-page handout** summarizing your presentation, and bring sufficient copies for everyone with you to the final exam. The grade on the final examination will be based on the handout and the student's oral presentation and participation.

WRITING STYLE

Note that all written work will be graded, not only for content, but also for *grammar, writing style, organization and presentation of material*. The mark for poorly written work with frequent misspellings and grammatical errors will be reduced by one complete grade (from B+ to B, for example). Please follow the Bush School's Style Sheet when preparing written assignments.

It is strongly recommended that the student use the Spell Check and Grammatical programs in your word processing package to ensure that your papers (that is, the weekly Idea Sheets and term paper, if a PhD student) are free of stylistic problems. Students who need extra help should consider purchasing an editing software program such as Stylewriter (<http://www.stylewriter-usa.com>).

Students should also ask Mrs. Sally Wade, the Bush School's writing counselor, to assist with preparing assignments. This is particularly true for the Interview Project.

THE AGGIE CODE OF HONOR AND SCHOLASTIC DISHONESTY

Aggie Code of Honor

For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse: "Aggies do not lie, cheat, or steal, nor tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On course work, assignments, and examinations at Texas A&M University, you will be asked to sign the following Honor Pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Commission of any of the following acts shall be considered as a violation of the Aggie Code of Honor and evidence of scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty:

- Acquiring Information: Acquiring answers for any assigned work or examination from any unauthorized source. Working with another person or persons on any assignment or examination, when not specifically permitted by the instructor. Observing the work of other students during any examination.
- Providing Information: Providing answers for any assigned work or examination when not specifically authorized to do so. Informing any person or persons of the contents of any examination before the time the examination is given.
- Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.
- Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.
- Fabrication of Information: The falsification of the results obtained from a research or laboratory experiment. The written or oral presentation of results of research or laboratory experiments without the research or laboratory experiment having been performed.
- Violation of Departmental or College Rules: Violation of any announced departmental or college rule relating to academic matters, including but not limited to abuse or misuse of computer access or information.

College/Departmental Requirements

- The Bush School requires that all written work for Bush School courses now be turned in to <http://www.turnitin.com> to be checked for plagiarism. More information is available from the Bush School.
- The Bush School now requires that all suspected violations of the Aggie Honor Code must be submitted to the University Honor Council, and penalties are determined by the Council, not the instructor. See <http://www.tamu.edu/aggiehonor/know.html>.
- On course work, assignments, and examinations at Texas A&M University, you will be asked to sign the following Honor Pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
- You must complete assignments and exams alone unless they are explicitly listed as team projects. You may use only the materials we specify to help you complete your work. If, due to a disability or

extraordinary circumstances, you need special accommodations or help in completing course requirements, you must see the instructor BEFORE the exam or assignment due date. See Academic Rules, Section 20, at <http://student-rules.tamu.edu/rule20.htm> for more details.

- It is also not acceptable to submit as your own work a paper (or part of a paper) that was completed for another course since this would in effect be 'double counting' (i.e., receiving credit twice for the same piece of work). This activity is called complementarity. If you wish to incorporate research you completed for another course into a paper for this course, the paper must be fully cited and the instructor's permission requested in advance. If complementarity occurs in this course, the piece of work will receive a zero grade.

IMPORTANT UNIVERSITY DATES – SPRING 2007

(see updates at http://www.tamu.edu/admissions/records/academic_calendar.html)

January 12 Friday, 5 p.m. Last day to register for spring semester classes and pay fees.

January 15 Monday. Martin Luther King, Jr. Day. Faculty and Staff holiday.

January 16 Tuesday. First day of spring semester classes.

January 22 Monday, 5 p.m. Last day for adding/dropping courses for the spring semester.

January 26 Friday, 5 p.m. Last day to apply for all degrees to be awarded in May.

March 5 Monday, noon. Mid-semester grades due in Office of the Registrar.

March 12-16 Monday-Friday. Spring break.

March 14-16 Wednesday-Friday. Faculty and Staff holiday.

April 2 Monday, 5 p.m.

- Last day for all students to drop courses with no penalty (Q-drop).

- Last day to change Kinesiology 198/199 grade type.

- Last day to officially withdraw from the University.

April 6 Friday. Reading day, no classes.

April 12-27 Thursday-Friday. Preregistration for the 2007 first term, second term, 10-week summer semester and fall semester.

April 21 Saturday. Muster. Campus ceremony.

April 30 Monday. Dead day, classes meet but no major exams.

May 1 Tuesday.

- Last day of spring semester classes.

- Redefined day, students attend their Friday classes.

- Dead day, classes meet but no major exams.

May 2-3 Wednesday-Thursday. Reading days, no classes.

May 4, 7-9 Friday, Monday-Wednesday. Spring semester final examinations for all students.

May 11 Friday, 5 p.m. Last day for May undergraduate degree candidates to apply for Tuition Rebate.

May 11-12 Friday-Saturday. Commencement, Commissioning, and Final Review.

May 14 Monday, noon. Final grades for all students due in Office of the Registrar.

COPYRIGHT ISSUES

All handouts in this course are copyrighted, including all materials posted on the website for this course. "Handouts" refers to all materials generated for this class, which include but are not limited to the syllabus, class notes, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. You have the right to download materials from the course website for your own use during this class; however, because these materials are copyrighted, you do not have the right to copy the

handouts for other purposes unless the instructor expressly grants permission.

ADA POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation and have not yet registered with the Department of Student Life, Service for Students with Disabilities, please contact them immediately. Their office is Room 126 Koldus Building; telephone number is 845-1637. Please inform me also as soon as possible in the semester. I am not qualified to assess disabilities, and so will not be able to help you in establishing a need for accommodation. No adjustments will be made to grades based on disability.

SYLLABUS AND SCHEDULE CHANGES

The course syllabus and/or timetable may be amended or changed as the semester progresses at the instructor's discretion. It is the student's responsibility to stay informed about class schedules and policies. The information you need is in this Syllabus. In addition, announcements will be made regularly in class and posted on the web portal. If you are unclear about any policies or other information with respect to the course, please ask or email me at leden@tamu.edu for more information.

INSTRUCTOR'S NOTES ON THE READINGS

1. How to Handle the Readings. Each week typically includes about 100 pages of readings. I recommend that you prepare each week's readings as follows.
 - (1) Download the readings from the web portal to your hard drive and print one copy for your personal use.
 - (2) All readings are listed in the order in which I recommend they be read. For most but not all weeks, this is chronological order (oldest first). Where a chapter from my MGMT 450 textbook is included, I recommend reading that piece first, as it should provide the easiest and most comprehensive overview.
 - (3) Quickly read through the week's readings -- at one sitting -- to get an overview of the topic. Since we have class on Mondays, I recommend allocating time on Tuesday or Wednesday for the following week's readings.
 - (4) Next, read each of the articles more slowly, scattered over the next few days (Wednesday to Friday) where you underline key sections, and write brief notes in the margins, of the printed copy. (For example, carry an article around with you in your backpack and, when you have a few minutes, read it.)
 - (5) Then, at one sitting (on Saturday or Sunday) read quickly through the complete set of readings again, and prepare your weekly Idea Sheet.
 - (6) Bring the printed copies of the readings, and two copies of your Idea Sheet, with you to class. (Laptops are not permissible in class.)
2. How to Analyze an Article. When you read an article or book chapter, look for and think about the following items. I recommend you flag/highlight these in the text of the article and jot notes about them in the paper's margins.
 - (1) MOTIVATION: The key issue that motivated the paper (why the author(s) wrote the paper)

- (2) RQ: the research question or questions being addressed
- (3) APPROACH: the theoretical approach or approaches lying behind the paper
- (4) ARGUMENT: the core argument(s)
- (5) HYPOTHESES: the hypotheses or propositions (if any)
- (6) METHODS: types of empirical methods used (if any), e.g., case studies, regression analysis.
- (7) RESULTS: the paper's conclusions.

3. How to Evaluate What You Read. Once you have read and digested an article, then you are ready to critique it. Ask yourself the following questions about each reading (Note – these are NOT acceptable questions for the Discussion Question Assignments):

- (1) LIKE: What did you like/dislike about the paper and why?
- (2) AGREE: Did you agree/disagree with the paper's argument and conclusions?
- (3) FIT: How does the paper fit into the literature we have read already, or that you know from other courses you have taken?
- (4) FIX: How could the paper have been improved or extended?
- (5) IMPLICATIONS: What are the paper's public policy and managerial implications?
- (6) TAKEAWAY: What did you "takeaway" from the paper (that is, what will stick with you? If you think about the paper six months from now, what will you remember)?

BUSH629/MGMT667/IBUS 667 COURSE TIMETABLE SPRING 2007

Date	No	Topic	Notes
Jan 22	1	Are We Global Yet? Multinational Enterprises in the Global Economy	
Jan 29	2	Theory I: Multinational Enterprises: The Kindergarten Questions	DQ1
Feb 5	3	Theory II: Global Strategic Management	DQ2
Feb 12	4	Going Global I: Going How and Going When?	DQ3
Feb 19	5	Going Global II: Going with Whom?	DQ4
Feb 26	6	Going Global III: Go Where?	DQ5
Mar 5	7	Going Global IV: Managing across Cultures	DQ6
Mar 12	x	<i>March Break Week – no class</i>	
Mar 19	8	Going Global V: The Latecomers - Multinationals and Emerging Economies	DQ7
Mar 26	9	The Scorecard: Impacts of MNEs on Host and Home Countries	DQ8
Apr 2	10	Theory III: MNE-State Relations – Cooperative or Conflictual?	DQ9
Apr 9	11	Public Policy I: Government Policies towards MNEs and FDI	DQ10
Apr 16	12	Public Policy II: MNE Political Strategies	DQ11
Apr 23	13	Public Policy III: MNEs, Corruption and Corporate Social Responsibility	DQ12
April 30	14	Public Policy IV: MNEs, Political Risk, National Security and Terrorism	DQ13
May 1		Posting of Term Papers (with one printed copy to the instructor)	Paper
May 7		Final Examination	Handout

CLASS #1 – JANUARY 22, 2007
ARE WE GLOBAL YET? MULTINATIONAL ENTERPRISES IN THE GLOBAL ECONOMY

- UNCTAD. 2006. World Investment Report 2006: FDI from Developing and Transition Economies. Chapter 2: Global Trends: Rising FDI Inflows. Geneva: UNCTAD, pp. 4-38 .
- Levitt, Theodore. 1983. The globalization of markets. Harvard Business Review, May-June: 92-102.
- Ohmae, Kenichi. 1995. Putting global logic first. Harvard Business Review Jan-Feb. Reprinted in 2000, pp. 119-124.
- Karmarkar, Uday. 2004. Will you survive the services revolution? Harvard Business Review, June: 101-107.
- Ghemawat, Pankaj. 2001. Distance still matters: The hard reality of global expansion. Harvard Business Review, September, 137-147.

CLASS #2 – JANUARY 29, 2007
THEORY I: MULTINATIONALS – THE KINDERGARTEN QUESTIONS

- Dunning, John. 1995. Reappraising the Eclectic Paradigm in an Age of Alliance Capitalism. Journal of International Business Studies 26.3: 461-91.
- Eden, Lorraine. 2003. A Critical Reflection and Some Conclusions on OLI. In John Cantwell and Rajneesh Narula (eds.) International Business and the Eclectic Paradigm: Developing the OLI Framework. London and New York: Routledge.
- Hennart, Jean-Francois. 2001. Theories of the Multinational Enterprise. In Rugman, Alan M. and Thomas L. Brewer (Eds). The Oxford Handbook of International Business. Oxford, UK: Oxford University Press.
- Kogut, Bruce and Udo Zander. 1993. Knowledge of the Firm and the Evolutionary Theory of the Multinational Corporation. Journal of International Business Studies 24(4): 625-45.
- ** Eden, Lorraine. 2005. The Economics of International Business (mimeo). Chapters 1 & 16: Introduction to International Business and MNEs and FDI”. (*background reading only.*)

CLASS #3 – FEBRUARY 5, 2007
THEORY II: GLOBAL STRATEGIC MANAGEMENT

- Verbeke, Alain. 2007. International Business Strategy Chapter 1: Conceptual foundations of international business strategy. Forthcoming.
- Verbeke, Alain. 2007. International Business Strategy Chapter 2: The critical role of firm-specific advantages (FSAs). Forthcoming.
- Prahalad, C.K and Gary Hamel. 1990. The core competence of the corporation. Harvard Business Review, May-June: 79-91.
- Porter, Michael. 1991. Towards a dynamic theory of strategy. Strategic Management Journal, 12: 95-117.
- ** Eden, Lorraine. 2005. The Economics of International Business (mimeo). Chapter on “Global Strategic Management”. (*background reading only*)

CLASS #4 – FEBRUARY 12, 2007
GOING GLOBAL I: GOING HOW AND GOING WHEN?

Going How? Mode of Entry Choice Readings

- Pan, Yigang and David Tse. 2000. The hierarchical model of market entry modes. Journal of International Business Studies, 31.4 (4th Quarter): 535-554.
- Hennart, Jean-Francois. 1989. Can the New Forms of Investment Substitute for the Old Forms? A Transaction Costs Perspective. Journal of International Business Studies, summer: 211-234.
- Oviatt, Benjamin M. and Patricia Phillips McDougall. Toward a theory of international new ventures. Journal of International Business Studies, 25: 45-64.
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CLASS #5 – FEBRUARY 19, 2007
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CLASS #7 – MARCH 5, 2007
GOING GLOBAL IV: MANAGING ACROSS CULTURES

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CLASS #8 – MARCH 19, 2007
GOING GLOBAL V: THE LATECOMERS – MNES FROM EMERGING ECONOMIES

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CLASS #9 – MARCH 26, 2007
THE SCORECARD: IMPACTS OF MNES ON HOST AND HOME COUNTRIES

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CLASS #10 – APRIL 2, 2007
THEORY III: MNE-STATE RELATIONS – COOPERATIVE OR CONFLICTUAL?

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- **Eden, Lorraine. 2005. The Economics of International Business (mimeo). Chapter on "MNE-State Relations" (*Background reading only.*)

CLASS #11 – APRIL 9, 2007
PUBLIC POLICY I: GOVERNMENT POLICIES TOWARDS MNES & FDI

- Graham, Edward M. and David M. Marchick. 2006. US National Security and FDI. Chapter 5: Postwar efforts at rulemaking. IIE, pp. 75-94.
- Vernon, Raymond. 1998. In the Hurricane's Eye: The Troubled Prospects of Multinational Enterprises. Cambridge, MA: Harvard University Press. Chapter 6: Righting the Balance – Possible Policy Responses.
- Dunning, John H. and Sarianna M. Lundan. 2007. Multinational Enterprises and the Global Economy (2nd Edition). Chapter 19: Governments and multinational activity: the unilateral response.
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- UNCTAD. 2006. World Investment Report 2006: FDI from Developing and Transition Economies: Implications for Development. New York and Geneva: United Nations. Chapter VI: National and International Policies. 201-245.
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CLASS #12 – APRIL 16, 2007
PUBLIC POLICY II: MNE POLITICAL STRATEGIES

- Boddewyn, Jean J. 1988. Political aspects of MNE theory. Journal of International Business Studies. Fall 1988: 341-363.
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CLASS #13 – APRIL 23, 2007
PUBLIC POLICY III: MNES, CORRUPTION AND CORPORATE SOCIAL RESPONSIBILITY

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Corruption Readings

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CLASS #14 -- APRIL 30, 2007
PUBLIC POLICY IV: MNES, POLITICAL RISK, NATIONAL SECURITY AND TERRORISM

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Wells, Louis T. and Eric S. Gleason. 1995. Is foreign infrastructure investment still risky? Harvard Business Review, Sept-Oct.: 4-12.

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Czinkota, Michael R., Gary A. Knight, Peter W. Liesch and John Steen 2005. Positioning terrorism in management and marketing: Research propositions. Journal of International Management, 11 (2005) 581-604.