

MBA 661 D – Global Economic Competitiveness   
2023 Fall

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**Note. Please include “MBA 661 D” in the subject line for all e-mail communication.**

Office hours: TBA or by appointment

Class times and location: October 26-28 & November 2-4, RGK Room 215

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**COURSE DESCRIPTION**

This course includes the study of the competitiveness of companies in different countries and regions given ever-changing economic conditions and government policies. General trends in the increasingly interdependent global economy are reviewed. With an integrated global economy, the production process is increasingly fragmented, and the implications of this fragmentation on competitiveness are reviewed. Other topics included in the course are: the emergence of the Chinese and Indian economies and their impact on the global economy, the acceleration of regional economic integration in Europe, North America, and Asia, and the implication of such for the global economy.

**COURSE LEARNING OUTCOMES**

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| **Course Learning Outcomes** | | **SLO** |
| ***At the end of the course, students should have the knowledge and skills to:*** | | |
| 1 | Understand the factors that determine national advantages such as factor conditions, demand conditions, supporting industries, and firm strategy and rivalry. | 1,2 |
| 2 | Understand that the competitiveness of companies in a national economy is not sufficient for them to compete in an increasingly global economy. | 1,2,6 |
| 3 | Understand the effectiveness of government policies for international competitiveness | 1,2,6 |
| 4 | Understand the importance of innovation for international competitiveness | 1,2,6 |

**STUDENT LEARNING OUTCOMES**

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| --- | --- | --- |
| **TWU Student Learning Outcomes (SLOs)** | | |
| **1** | **Knowledge and its application** | * a broad foundational knowledge of human culture and the physical and natural world. * a depth of understanding in any chosen field(s) of study. * applied knowledge acquired through discipline-appropriate experiential learning. |
| **2** | **Cognitive complexity** | * skills including critical and creative thinking, quantitative and qualitative reasoning, communication, research, and information literacy. * an ability to articulate various interdisciplinary and multi-disciplinary perspectives, integrating informed Christian perspectives. * an ability to respond with wisdom, humility, and charity to questions, issues, and problems of the human condition. |
| **3** | **Aesthetic Expression and Interpretation** | * creative, performative, material, and narrative forms of critical inquiry. * intuitive, imaginative, and interpretive methodologies. * ways of knowing through which maker and receiver come to insight and understanding. * collaborative and community–based interdisciplinary practices. |
| **4** | **Inter- and intra-personal wellness** | * a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study. * personal and social health. * an appreciation of the role of the community in wellness |
| **5** | **Spiritual formation** | * spiritual dimension by means of exposure to a reflective and caring Christ-centred community which encourages:   + a further understanding of God.   + a discovery of a deep and personal spiritual foundation.   + an embodiment of a Christ-like way of life characterized by love for and service to others |
| **6** | **Social responsibility and global engagement** | * the resources, skills, and motivation to become engaged global citizens who serve locally, nationally, and globally in socially and economically just ways. * a commitment to informed and ethical reasoning. * respect for the dignity and rights of all persons. * respect for creation and its sustainable use and care. |
| **7** | **Leadership** | * skills to become creative, collaborative, informed, competent, and compassionate people who influence the various contexts into which they are called. * abilities and attitudes characterized by service, humility, and integrity. |

**REQUIRED TEXT(S)**

**Textbook:**

1. James Gerber, International Economics, 8th edition, Pearson

<https://www.pearson.com/en-ca/subject-catalog/p/international-economics/P200000005895?view=educator>

Please note that we will not use MyLab this year, so you can choose the ‘eTextbook’ option. Sure, if preferred, you can purchase a hard copy to keep on your bookshelf.

1. Porter, M.E. *The Competitive Advantage of Nations*. The Free Press: New York, 1998

**COURSE ACTIVITIES/REQUIREMENTS**

**Professionalism**

Attending class regularly and participating is important. A portion of your grade (5 %) is based on the level of professionalism you display throughout the course. Professionalism encapsulates arriving on time, paying attention, and behaving professionally toward myself and other students. Further examples of professional behaviour include notifying me **in** **advance** when you miss class or need to arrive late. Just like a job, you wouldn’t fail to show up for work without notifying your boss, and you wouldn’t talk or use (other) electronic devices during a meeting.   
  
**Class Participation**

Because engagement with the material is crucial for deeply understanding concepts, a portion of your grade (5%) will be based on your level of participation in class. Participation can take the form of asking questions, making comments during discussions, or any other form of participation. Merely attending class does not equate to participation. The best way to prepare for participation is to do the readings and to think critically about the content before class.

**Absences, Late Comers, or Early Departures**

You should notify me in advance when you need to miss a class or arrive late. If unexpected, an email after the fact is appropriate. Whenever you miss a class or a portion of a class, it is *your responsibility to catch up*. This means securing notes from someone dependable who was there, including any in-class announcements you missed. After reviewing all materials (readings, class notes, etc.), if you still have questions, please consult with me.

**Grading**

Class participation and professionalism 10%

Case study presentation

1. Regional issues in the global economy

* Oral presentation 10%
* Summary report (**Due Wednesday, Nov 1, at 11:59 PM**) 10%

1. Porter’s comparative advantage (industry/country)

* Oral presentation 10%

Take-home exam (**Saturday, Nov 4, 2 - 9 PM**) 35%

Applied research paper (**Due Sunday, Nov 19, at 11:59 PM**) 25%

**Case study presentation guideline**

* Length of Presentation: 15 – 20 minutes.
* Each group consists of four (or five) students.
* The case must be presented with power point materials or a similar format.
* The presentation should be basically based on Gerber’s International Economics, HBS cases assigned, the case in Porter’s book, or Porter and Martin’s Canadian case. However, each group could incorporate other recent data or materials related to your presentation.
* There will be a 5% penalty each day for late submission of a written report.

**Final presentation (week 2)**

1. **For industry cases**, the following information must be provided during the presentation.
   1. Industry background information such as the history of the industry and brief description of the industry
   2. The comparative strength of the determinants of competitive advantage and the relationship among the determinants
   3. The most important determinants of competitive advantage
   4. Sustainability of the competitive advantage of the industry in the country.

Plus, one question for class discussion and your answer suggested

1. **For country cases**, the following information must be provided during the presentation.
   1. Country background information such as population and GDP per capita
   2. List and a brief description of competitive industries in the country and cluster of competitive industries
   3. The comparative strength of determinants of competitive advantage and the relationship among the determinants
   4. The influence of government on the competitive advantage of the country

Plus, one question for class discussion and your answer suggested  
  
- After the class presentation of the case country or the case industry, there would be Q & A session. The presenting group would invite questions from other classmates and answer them.

**Take-home exam (35%)**

There would be an open-book exam & take-home exam on Saturday, Nov 4, 2023, 2 PM – 9 PM. The exam will be available on course Moodle. The questions for the exam will be from the lecture notes and materials covered in class. We will have an exam prep session on Friday, Nov 3 and sample questions will be discussed.

**Applied Research Paper (25%) - Due on Sunday, Nov 19, 2023, at 11:59 PM**

Each student is supposed to choose an industry in Canada or another country and evaluate the international competitiveness of the industry in terms of factor conditions, demand conditions, supporting industries, firm strategy, and domestic rivalry. The length of this applied research is 15 – 20 pages double spaced. The format of the applied research paper is APA format. All references must be cited. A one-page executive summary must be included in the paper.

There will be a 5% penalty each day for late submission of this research paper, and a zero score will be given for the report submitted past Friday, Nov 24, at 11:59 PM.

**GRADING SYSTEM**

To ensure consistency in the MBA assignment of grades and to inform graduate students of assessments of the quality of work at the graduate level, the following interpretation of grades in assignments and courses offers a guideline:

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| --- | --- | --- | --- |
| Letter  Grade | % | Grade  Point  Value | Meaning in Graduate Work  Note: For assignments that meet criteria in several categories, instructors will assign an average grade. |
| A+ | 95-100 | 4.3 | Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable. |
| A | 90-94 | 4.0 | Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use. |
| A- | 85-89 | 3.7 | Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage. |
| B+ | 80-84 | 3.3 | Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage. |
| B | 75-79 | 3.0 | Competent development of position, but possibly with some gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws. |
| B- | 70-74 | 2.7 | Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies. |
| C | <70 | 2.0 | Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level, and students receiving a “C” course grade are required to retake the course. |

**Other Designated Grades**

P = Pass (not calculated into cumulative GPA).

F = Failure (below 70%). Used in pass/fail courses.

INC = Incomplete. A grade may be incomplete if assignments remain outstanding in a course or if the instructor has not yet submitted a grade. If assignments remain outstanding at the end of a course, students must obtain and complete an incomplete grade form from Enrollment Services.

W = Withdrew. This grade is assigned to students withdrawing during the first half of the course.

WP/WF = Withdrew passing/Withdrew failing. These grades are assigned to students withdrawing during the second half of a course. Grades are not computed into the cumulative GPA. A student may withdraw from a course only because of severe extenuating circumstances and if approval is granted by the Program Director and the Dean of Graduate Studies.

**Academic Integrity and Avoiding Plagiarism at TWU**

As scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see [academic calendar](https://www.twu.ca/academics/academic-calendar)). Learning what constitutes plagiarism and avoiding it is the student's responsibility. Two resources describing plagiarism and how to avoid it have been prepared by TWU Librarian William Badke and are freely available for viewing at the URLs below:

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3>   (Google Slide presentation offering more comprehensive information)

**STUDENTS WITH A DISABILITY**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

**CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the [University Homepage > Campus Notification (in the page footer) > Class cancellation policy](http://www.twu.ca/campus-notification).

**APA FORMAT**

Anywhere between 10-20% of each assignment mark should be allotted for grammar, writing style, and

proper APA referencing. A paper that does not adhere to APA (formatting & references) or does not

communicate ideas clearly should fall within the B range.

Here are a few sources that you can review (or refresh) APA style.

* Referencing Sources in APA Style (most common): A Basic Introduction

<https://libguides.ufv.ca/c.php?g=718425&p=5129768>

* Quick guide for APA

<https://www.library.mun.ca/researchtools/guides/citations/apa/apaquickguide/>

**Proposed Course Outline (tentative)**:

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| Day | Date | Topic | Chapter(s) | Activity |
| 1 | Oct 26,  5 PM – 9 PM | **International Trade** Part I. Introduction and Institutions   * Introduction * Math review * Demand and supply analysis (Video lecture in Moodle) | Gerber ch1  Extra reading |  |
| 2 | Oct 27,  9 AM – 5 PM | Part II. International Trade (Theory)   * Economic institution * Ricardian model * Heckscher-Ohlin model * Other trade theory | Gerber ch2  Gerber ch3  Gerber ch4  Gerber ch5 |  |
| 3 | Oct 28,  9 AM – 4 PM | * Tariffs and quotas   Part III. Regional Issues in the global economy (Group presentation – 7 teams)   * US in the world economy * E.U. * Latin America * East Asia * China * India * Middle East * HBS case study – Estonia or Mexico | Gerber ch6, 7  Gerber  ch13-17  Extra reading  Extra reading | Team summary report (10-12 pages; Due Wed, Nov 1, at 11:59 PM) |
| 4 | Thursday, Nov 2, 5 PM – 9 PM | **Michael Porter’s  the competitive advantage of nations**  Part I. Foundations and development   * Meaning * Foundation and determinants of national competitive advantage | Porter ch1  Porter ch2, 3 |  |
| 5 | Fri, Nov 3,  9 AM – 5 PM | * Dynamics of national advantage   Final exam prep session: In the afternoon, groups will meet to prepare for the presentation. | Porter ch4 |  |
| 6 | Sat, Nov 4,  9:30 AM – 12: 30 PM | Part II. Industries (3 group presentations)   * The German Printing Press Industry * The American Patient Monitoring Equipment Industry * The Italian Ceramic Tile Industry * The Japanese Robotics Industry   Part III. Countries (4 group presentations)   * American Postwar Dominance * Stable Switzerland * Renewing German Dynamism * The Rise of Japan * Surging Italy; Emerging Korea * Canadian Competitiveness | Porter ch 5  Porter ch7,8  Extra reading | Individual applied research paper (15-20 pages; Due Sunday, Nov 19, at 11:59 PM |
|  | Written exam | Take-home exam, Nov 4, 2 PM – 9 PM |  |  |