



International Business and Geostrategy
Semester 2, 2019–2020

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OFFICE HOURS	By appointment

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Collective class participation and teamwork	Each of the 18 sessions	40%
Final individual written exam case study with questions	Exam week	60%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

This course is designed for students studying international business. The aim of this module is to understand the main issues that human race will have to deal with in a near future and provide an overview of world politics in a global era. The students in 21st century should be able to get a global vision of the world, to identify its main players and understand international exchanges and world governance. The objective of this course is also to raise awareness of the need of a global governance. To accomplish this it draws upon a number of relevant disciplines and academic fields such as international political economy and international relations. By the end of the module student will be able to: (1) understand how the world went from a western domination to a diversification of players; (2) identify emergent countries, understand their strength and weaknesses; (3) understand the strategic development of competitors coming from emerging countries; (4) understand how international relationships are managed; (5) identify global issues and challenges for the world and the human race; (6) awareness of the geostrategic implications of contemporary international relations; and (7) identify the forces pushing towards globalization.

Courses contribution to program objectives

KBA2 Develop Business, Communication, Teamwork and Leadership Skills

The course will include team activities, case studies and role-plays. Students will be provided opportunities to present their ideas and opinions, learn through various activities, and work on team projects. Communication, teamwork and leadership skills are demonstrated during the course work for this course. In particular presentation skills form part of the criteria for the team assessment.

KBA4 Develop a Sense for Responsible Management

This course will help students to develop management skills by using geopolitical and geoeconomic knowledge in order to understand the global market. Students are confronted in each case with the conflicts that exist between the economic goal of a firm (profit) and its social and societal responsibilities. The main goal is to develop a sense of responsible management, integrating into their reflections the economic, social and environmental constraints that globalized firms meet.

The players:

1. The end of western monopoly of power
2. The American leadership
3. Diversification and multiplication of players
4. The concept of Emergent countries
5. Emergence of the Asian area
6. China, next world's leader?
7. India strategic future
8. Latin America: looking for its balance
9. Africa, lions on the move
10. Arab region, a plural world
11. Russia's come back
12. Europe, a bad gambler

Rules of the game:

1. The United Nation is challenged by emerging powers
2. The international law is becoming assertive
3. The irony of nuclear non proliferation
4. The absence of a global governance
5. Rivalry between nations remains
6. World's major conflicts
7. The powerless of military power
8. New Battlefields: hard and soft power

Issues and challenges:

1. Energy
2. Draw material
3. Foodstuffs and water
4. Global warming
5. Biodiversity reduction
6. Population increase
7. North-South inequality
8. Public health
9. International migration
10. Trade flows
11. Tourism

COURSE MATERIAL

Textbooks: (Available on <https://library.kedge.edu/>)

1. Baylis, J.; Smith, S.; Owens, P. (2011). "The globalization of world politics: An introduction to international relations". 5th ed. Oxford University Press.
2. Chapman, B. (2011). "Geopolitics, a guide to the issues". Praeger.
3. Cohn, T.H. (2012). "Global Political Economy". International Edition, 6 ed. Pearson, Harlow.
4. Gray, C.S.; Sloan, G. (1999). "Geopolitics: Geography and Strategy". London: Frank Cass, 1-11, p.161-77.
5. Strange S. (2004) States and Markets, 2nd ed. Continuum, London.

Articles:

6. Dunning, J. H. (1995). Reappraising the eclectic paradigm in an age of alliance capitalism. *Journal of International Business Studies*, 26 (3): 461–91. <https://link.springer.com/content/pdf/10.1057%2Fpalgrave.jibs.8490183.pdf>
7. Athukorala, P.C. (2009). Outward Foreign Direct Investment from India". *Asian Development Review*, Vol. 26, No. 2, 125–53. https://www.researchgate.net/publication/46457431_Outward_Foreign_Direct_Investment_from_India
8. Zhang, X.X; Daly, K (2011). The determinants of China's outward foreign direct investment, *Emerging Markets Review* 12, 389–398. https://www.researchgate.net/profile/Kevin_Daly/publication/256702832_The_Determinants_of_China%27s_Outward_Foreign_Direct_Investment/links/00463523a3bbae2552000000/The-Determinants-of-Chinas-Outward-Foreign-Direct-Investment.pdf
9. Carmody, P.R.; Owusu F.Y. (2007) Competing Hegemons? Chinese versus American geo-economic strategies in Africa. *Political Geography*, 26 (5), 504-524. <https://doi.org/10.1016/j.polgeo.2007.03.005>
10. Manuchehr, S; Cheng, H. F; Dandapanic, K; Figueiredo, A; Parhizgari, A. M; Shachmurove, Y. (2017). The evolution and future of the BRICS: Unbundling politics from economics. *Global Finance Journal*. Volume 32, 1-15. <https://doi.org/10.1016/j.gfj.2017.03.002>

11. Bussmann, K.D.; Niemeczek, A.; Marcel Vockrodt, M. (2017). “Company culture and prevention of corruption in Germany, China and Russia”. *European Journal of Criminology*.
<https://doi.org/10.1177/1477370817731058>
12. Chanda, R; Gopalan, S (2009). *Understanding India’s Regional Initiatives with East and Southeast Asia*. Journal compilation, Crawford School of Economics and Government, The Australian National University and Blackwell Publishing Asia Pty Ltd. Available on <https://library.kedge.edu/>

Websites:

13. *The Commanding Heights: The Battle of Ideas PART I of III (Segment I: 1900-1949)*
<https://www.youtube.com/watch?v=JSesR-qOrE>
14. *The Complete History of the Second World War | World War II Documentary*
<https://www.youtube.com/watch?v=SPMBwSH3e58>
15. *The Cost of Corruption... Jamaica's Barrier to Prosperity*
<https://www.youtube.com/watch?v=PEZnDCMvjO8>

Supplementary readings:

16. Balaam, D.N.; Dillman, B. (2011). “Introduction to international political economy”. 5th ed. Pearson Upper Saddle River: NJ. Available on <https://library.kedge.edu/>
17. SEMENENKO, I. (2015). Ethnicities, Nationalism and the Politics of Identity: Shaping the Nation in Russia. *EUROPE-ASIA STUDIES* Vol. 67, No. 2, 306–326.
Available on <https://library.kedge.edu/>

COURSE CONTENTS AND TIMETABLE

SESSION	TOPIC	PRELIMINARY READING(S) AND ASSIGNMENTS
Session 1 (3H)	The end of western monopoly of power and The American leadership	<ol style="list-style-type: none"> 1. The impact of the First World War and its implications for Europe today. Available on Learn. 2. Open debate: Is the United States in decline?
Session 2 (3H)	The BRICS as an emerging power: Reality or Myth?	<ol style="list-style-type: none"> 1. BRICS: it makes sense to speak of emerging powers? Available on Learn. 2. The political economy of global business: the case of the BRICs Available on Learn. 3. Case study: How the BRICS exert influence in the global politics of development?
Session 3 (3H)	Chinese overseas investment and one belt one road initiative	<ol style="list-style-type: none"> 1. Does One Belt One Road initiative promote Chinese overseas direct investment? Available on Learn. 2. Case study: Huawei in Europe; Lenovo / Haier in U.S. market 3. Open debate: Are China and the United States moving toward a new kind of cold war?
Session 4 (3H)	Is India the next superpower?	<ol style="list-style-type: none"> 1. Chanda, R; Gopalan, S (2009). Understanding India's Regional Initiatives with East and Southeast Asia. Journal compilation, Crawford School of Economics and Government, The Australian National University and Blackwell Publishing Asia Pty Ltd. Available on https://library.kedge.edu/ 2. Case study: McDonalds in India Available on Learn.
Session 5 (3H)	Africa, lions on the move	<ol style="list-style-type: none"> 1. Meeting the 21st century challenges of doing business in Africa Available on Learn. 2. Case study: Doing Business in Africa
Session 6 (3H)	Corruption — Global issues	<ol style="list-style-type: none"> 1. Business corruption in Ukraine: A way to get things done? Available on Learn. 2. Case study: What are the effects of corruption and bribery on businesses? 3. Video: The Cost of Corruption... Jamaica's Barrier to Prosperity Available on https://www.youtube.com/watch?v=PEZnDCMvjO8

Session 7 (3H)	Terrorism and the world economy	<ol style="list-style-type: none">1. Youth unemployment and terrorism in the MENAP (Middle East, North Africa, Afghanistan, and Pakistan) region <i>Available on Learn.</i>2. Group analysis topic: Travel and terrorism
Session 8 (3H)	Global governance and climate change	<ol style="list-style-type: none">1. The withdrawal of the U.S. from the Paris Agreement and its impact on global climate change governance <i>Available on Learn.</i>2. Teamwork: Final presentation preparation.
Session 9 (3H)	Group presentation	
Session 10 (3H)	Final individual written exam	Case study with questions

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

It is compulsory to study the indicated chapters and cases, for each session, before the class. Class attendance and participation is compulsory. The classes are designed to be highly interactive, with learning enhanced through discussion and interactions amongst members.

Organization of the sessions

Each session is divided in two parts: (i) the theory, corresponding to the selected readings; The instructor discusses concepts and topics with the students; and (ii) a practical case study, to be solved through groupwork.

Individual Assignments

Students will receive 2 days before the final exam a case to be read. During the exam, they have to answer questions that relate to this case, with the knowledge and understanding acquired during the courses. Answers should be relevant, and show understanding of the concepts developed in the textbook and discussed during the courses. The exam also measures a general level of analysis.

Group work

Students do group work during the classes, bases on the indicated case studies that must be fully read prior to class. They specifically must answer case questions. The evaluation of the group work also includes an assessment overall analysis of the studied cases. Students who do not participate in group work will receive a zero for the respective element of assessment.

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Group presentation, in class	40
Final Exam, questions based on a case study	60

Methods Used to Evaluate Student Performance**Individual Assignments (60%)***Assessment Criteria*

CRITERIA	BELOW EXPATATIONS	MEETS EXPATATIONS	ABOVE EXPATATIONS
Basic concepts understanding level	The student is not able to explain basic concepts of international business and geostrategy studied in class.	The student is able to explain parts of basic concepts of international business and geostrategy studied in class.	The student is able to explain all basic concepts of international business and geostrategy studied in class.
Analysis level	The student does not recognize concepts of international business and geostrategy, gives a wrong analysis of company's business strategy.	The student does recognize certain concepts of international business and geostrategy, gives an appropriate analysis of company's business strategy.	The student does recognize most concepts of international business and geostrategy, gives a critical analysis of company's business strategy.
Recommendation level	The student is not able to make a recommendation for a MNC's business strategy, shows a poor ability to adapt to the international business and political environment.	The student is able to make an appropriate recommendation for a MNC's business strategy, shows moderate ability to adapt to the international business and political environment.	The student is able to make a great recommendation and constructive suggestion for a MNC's strategy, shows an excellent ability to adapt to the international business and political environment (including critical thinking).

Collective assessment (40%)*Assessment Criteria*

CRITERIA	BELOW EXPATATIONS	MEETS EXPATATIONS	ABOVE EXPATATIONS
Case study questions	The group of students do not correctly answer the case questions.	The group of students answer correctly the case questions, using correctly the studied concepts.	The group of students answer outstandingly the case questions, based on critical thinking.
Overall analysis level of the case study	The group of students do not execute any or a weak analysis of the case study.	The group of students execute a normal, expected, overall analysis of the case study.	The group of students execute an outstanding, overall analysis of the case study with a high level of critical thinking.

BIOGRAPHY



RICHARD GINIOUX

Richard Ginioux is the director of a higher education establishment specialized in International Hospitality Business as well as a consultant in cross cultural communication and management. He is a graduate in Political Sciences (Sc Po) and got a Master at ESSEC Business School. He teaches in Business schools and advise multinational companies.



NI GAO

Dr. Ni Gao is an assistant Professor at KEDGE BS, teaching courses at both the Master and Bachelor levels, including International Business Environment and Strategy, Leadership and Change Management, International Business and Geostrategy, From Sustainable Development to Corporate Social Responsibility, Global Human Resource Management, among others. She completed her PhD in Science and Management at the Université de Pau (France) and focused her doctoral dissertation on the Strategies and Organisation of Chinese Enterprises in France, with a specific emphasis on the investment strategies of Chinese multinational companies in Europe and their internationalization strategies.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

- Any student/participant guilty of academic fraud will receive one of the following sanctions: Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
 - A grade of zero for the work concerned and a formal warning;
 - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
 - Suspension from the programme for one or two semesters;
 - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.